South Louisiana Community College

Strategic Plan
FY 2011 through FY 2015

In compliance with Act 1465 of 1997

June 2011
Vision Statement
South Louisiana Community College (SLCC) seeks to improve the quality of life of our citizens through educational program offerings. We strive to increase the opportunity of Louisiana’s workforce to succeed through skills training programs and we work to provide our citizens the opportunity to learn continuously. We are committed to teaching what is needed, when it is needed, and where it is needed within available resources. This vision incorporates the following tenets:

- Rapid, flexible solutions to workforce needs
- Skilled and confident students ready for the future
- An instructional process which enhances student learning and achievement
- Student support services which complement and strengthen the academic program
- Productive relationships with communities, regions, and the State of Louisiana
- A sense of pride and trust in the institution and the LCTC System
- A safe environment
- Excellent faculty and staff
- A physical plant adequate to accomplish the institutional mission
- Adequate financial resources
- Valued partnerships with stakeholders
- Strategic alignment
- Value to those we serve

Mission Statement:
South Louisiana Community College seeks to cultivate a learning environment in which participants develop the qualities and skills necessary to engage actively in the economy, governance and culture of South Louisiana and in the global arena. This function is fostered in a climate that focuses on intellectual rigor, caring, and respect for the diverse cultures of the College community.

Philosophy Statement:
To attain the mission of the SLCC through optimum utilization of the college’s human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.
GOALS AND OBJECTIVES

Goal I: Increase Opportunities for Student Access and Success.

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 10.40% from the baseline level of 4,087 in fall 2009 to 4,512 by fall 2014.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen’s education and the citizen’s health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education

Strategy I.1.1: Expand program and course offerings at SLCC.
Strategy I.1.2: Promote electronic (distance) learning activities in each region of the state.
Strategy I.1.3: Promote transfers between and among campuses and colleges at all levels.
Strategy I.1.4: Ensure access to programs and services to citizens with disabilities.
Strategy I.1.5: Promote dual- and cross-enrollment agreements with public school districts and among postsecondary institutions.

Performance Indicators:

Output: Number of students enrolled (as of the 14 class day) at SLCC.
Outcome: Percent change in the number of students enrolled (as of the 14th class day) at SLCC.
II. Goal: Ensure Quality and Accountability.

**Objective II.1:** Decrease the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at SLCC by 1.6 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 56.2% to 55.6% by fall 2014 (retention of fall 2013 cohort).

Note: For this measure, SLCC’s retention rate was less than 52.0% for all years prior to the baseline year. The fall 2014 target is 3.6 percentage points higher than any SLCC retention rate prior to baseline year.

*State Outcome Goals Link:* Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizens’ education and the citizens’ health, economic well-being, and positive contributions to the state and society.

*Other Link:* Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

**Strategy II.1.1:** Expand retention programming.

**Strategy II.1.2:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy II.1.3:** Expand services provided by SLCC Academic Success and Career centers.

**Performance Indicators:**

- **Output:** Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at SLCC.
- **Outcome:** Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at SLCC.

**Objective II.2:** Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by 1.6 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 57.2% to 58.8% by fall 2014 (retention of fall 2013 cohort).

*State Outcome Goals Link:* Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen’s education and the citizen’s health, economic well-being, and positive contributions to the state and society.

*Other Link:* Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

**Strategy II.2.1:** Expand retention programming.
Strategy II.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy II.2.3: Expand services provided by SLCC Academic Success and Career centers.

Performance Indicators:

**Output**: Percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at SLCC.

**Outcome**: Percentage point change in the percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at SLCC.

Objective II.3: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (fall 2005 cohort) of 1.6% to 4.0% by 2014-15 (fall 2010 cohort).

*State Outcome Goals Link*: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen’s education and the citizen’s health, economic well-being, and positive contributions to the state and society.

*Other Link*: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

Strategy II.3.1: Implement retention strategies to improve student progression.

Strategy II.3.2: Expand availability of college success course.

Strategy II.3.3: Expand services provided by SLCC Academic Success and Career centers.

Strategy II.3.4: Continue assessment of student services utilizing student opinion surveys.

Strategy II.3.5: Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicators:

**Output**: Percentage of students identified in a first-time, full-time, degree-seeking cohort graduating within three years from SLCC.

**Outcome**: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from SLCC.
Objective II.4: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 399 in 2008-09 academic year to 411 in academic year 2013-14. Students may only be counted once per award level.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen’s education and the citizen’s health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

Strategy II.4.1: Implement retention strategies to improve student progression.

Strategy II.4.2: Identify additional certificate-level completion points for students who may not be seeking an associate degree or plan to transfer prior to completion of associate degree.

Strategy II.4.3: Expand services provided by SLCC Academic Success and Career centers.

Strategy II.4.4: Continue assessment of student services utilizing student opinion surveys.

Strategy II.4.5: Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicators:

Output: Total number of completers for all award levels.

Outcome: Percent change in the number of completers from the baseline year.
In Compliance with Act 1465 of 1997, each strategic plan must include the following process:

I. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

The LCTC System has authority over a very diverse group of colleges which includes SLCC. The system is comprised of seven community colleges, two technical community colleges, and one Louisiana Technical College, with forty campuses across the state. The System has facilities and/or programs strategically placed throughout Louisiana’s sixty-four parishes, to ensure the citizens of Louisiana access to postsecondary education. The System colleges deliver services to students enrolled in a variety of programs. Additionally, the System customers extend beyond students to all citizens who benefit from a healthy economy. As the management board over ten institutions, which contribute to workforce development, job training and retraining, Louisiana's businesses and industries are primary clients and users of the LCTC System. And, finally, as a System committed to being accountable to its stakeholders, the main clients and users of the System's programs are all of the citizens of Louisiana who contribute tax revenues to state government and support postsecondary education in Louisiana. As a part of the LCTC System, SLCC is responsible for providing these services and benefits to the State, primarily in the south-central Louisiana region.

II. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Economy
At present, the economy of both Louisiana and the nation is significantly impacted by recession. The current economic environment results in a reduction in the state and national funds available to fund the operations of LCTCS colleges, including SLCC. Further, during difficult economic times, community and technical colleges realize significant enrollment increases from those persons who are returning to retool themselves to find new employment. Therefore, the difficult economic environment is a threat to college’s ability to meet the proposed goals.

Federal Government
A significant amount of revenue flows from Federal programs into Louisiana public postsecondary education. A change in federal level policy could have dramatic affects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.
III. The statutory requirement or other authority for each goal of the plan.

Goal I: Increase Opportunities for Student Access and Success.

1. Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.
2. LA GRAD Act

Goal II: Ensure Quality and Accountability.

1. Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.
2. Constitution (Article VIII, Section 5 (D) 1,2) - To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.
3. Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.
4. LA GRAD Act

IV. A description of any program evaluation used to develop objectives and strategies.

The goals and objectives in this Five-year Strategic Plan were derived in part from the LCTC System Strategic Plan. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education, the LA GRAD Act, the then-current LCTCS Strategic Plan as well as the plans of the system colleges. In addition, the System identified strategic directions for its future, which would allow for efficiency and effectiveness in addressing our roles as workforce training provider and the developer of human capital. Input was incorporated from staff, faculty, and college advisory committee members.

V. Identification of the primary persons who will benefit from or be significantly affected by each objective within the plan.

See Performance Indicator Documentation attached for each objective.

VI. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.

For the purposes of Act 1465 of 1997, the LCTC System is a single program. Duplication of effort of more than one program is thus not applicable.
VII. Documentation as to the validity, reliability, and appropriateness of each performance indicator, as well as the method used to verify and validate the performance indicators as relevant measures of each program's performance.

See Performance Indicator Documentation attached for each performance indicator.

VIII. A description of how each performance indicator is used in management decision making and other agency processes.

See Performance Indicator Documentation attached for each performance indicator.
PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective: Increase fall 14th class day headcount enrollment at SLCC by 10.40% from the fall 2009 baseline level of 4,087 to 4,512 by fall 2014.

Indicator: Number of students enrolled (as of the 14th class day) at SLCC.

   - Output

2. **What is the rationale for the indicator?** (Why was this indicator selected?)
   - Recognition of importance of Louisiana having educated citizens.

3. **What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
   - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   - The data are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
   - The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester. The Louisiana Board of Regents’ Statewide Student Profile System (SSPS) is a unit record system where each enrolled student, regardless of course load, is counted.
6. **Does the indicator clearly identify what is being measured?** Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
   - Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

7. **Is the indicator an aggregate or disaggregate figure?** Is it a sum of smaller parts or is it a part of a larger whole? (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
   - This indicator is the aggregate of all enrolled students at all SLCC campuses and sites as of the 14th class day of the respective fall semester.

8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
   - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC’s institutional research officer to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
   - No real weaknesses. The reader must understand that this indicator reflects credit headcount enrollment as of the 14th class day, and may not reflect total enrollment for the college. It does not include students enrolling after the 14th class day and it is not the enrollment calculation used for funding or reimbursement.

10. **How will the indicator be used in management decision making and other agency processes?**
    - Enrollment drives many management decisions. The size of an institution’s enrollment impacts scheduling, hiring, future planning, program demands, facilities management, and budgeting.
PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:
Decrease the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at SLCC by 1.6 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 57.2% to 55.6% by fall 2014 (retention of fall 2013 cohort).

Note: For this measure, SLCC’s retention rate was less than 52.0% for all years prior to the baseline year. The fall 2014 target is 3.6 percentage points higher than any SLCC retention rate prior to baseline year.

Indicator:
The percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at SLCC.

   - Output

2. What is the rationale for the indicator? (Why was this indicator selected?)
   - Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
   - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   - The data are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
   - For purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.
6. Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
   ▪ No.

7. Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole? (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
   ▪ This indicator is the aggregate of all students in the indicated cohort at all SLCC campuses and sites retained from the fall to the following fall.

8. Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
   ▪ SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC’s institutional research officer to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
   ▪ No real weaknesses. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

10. How will the indicator be used in management decision making and other agency processes?
   ▪ South Louisiana Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.
PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:
Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by 1.6 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 57.2% to 58.8% by fall 2014 (retention of fall 2013 cohort).

Indicator:
The percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at SLCC.

   - Output

2. **What is the rationale for the indicator?** (Why was this indicator selected?)
   - Recognition of importance of Louisiana having educated citizens.

3. **What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
   - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   - The data are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
   - For purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.
6. Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
   - No.

7. Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole? (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
   - This indicator is the aggregate of all students in the indicated cohort at all SLCC campuses and sites retained from the fall to the following fall.

8. Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
   - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC’s institutional research officer to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
   - No real weaknesses. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

10. How will the indicator be used in management decision making and other agency processes?
    - South Louisiana Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.
PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:
Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (fall 2005 cohort) of 1.6% to 4.0% by 2014-15 (fall 2010 cohort).

Indicator:
Percentage of students graduating within three years from SLCC.

   - Output

2. **What is the rationale for the indicator?** (Why was this indicator selected?)
   - Graduation rates in Louisiana public postsecondary education, including SLCC, are low. It is important for the further development of the state's economy that a higher percentage of students who enroll in college earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

3. **What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
   - The source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].

4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   - The student cohort data includes those students who entered SLCC as first-time, full time students during the fall semester three years earlier and completed an associate degree at any time prior to the third fall semester following. Counts of numbers of students in the cohort completing graduation requirements within three years are submitted annually (each spring) to the NCES for the prior academic year.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
   - It is a straightforward calculation. The count of an entering cohort who graduated within three years from SLCC is reported. The number of graduates divided by the total count of the cohort generates a graduation rate.
6. Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
   - No.

7. Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole? (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
   - This indicator is the aggregate of all students in the indicated cohort at all SLCC campuses and sites who obtain an associate degree within three years.

8. Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
   - SLCC submits data as specified by the National Center for Education Statistics [NCES]. The NCES is responsible for analysis and ensuring quality of the data.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
   - No real weaknesses. The reader must understand that this indicator reflects graduation rates at the same campus and does not include students who transfer to other institutions or pursue a 4-year degree without completion of an associate degree.

10. How will the indicator be used in management decision making and other agency processes?
    - Graduation rates must improve. Additional campus resources will be allocated to programs that target improved rates. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to improved graduation rates.
PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:
Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 399 in 2008-09 academic year to 411 in academic year 2013-14. Students may only be counted once per award level.

Indicator:
Percentage of students graduating within three years from SLCC.

   - Output

2. What is the rationale for the indicator? (Why was this indicator selected?)
   - South Louisiana College recognizes the importance of Louisiana having a higher number of students earning degrees for the further development of the state’s economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
   - The Louisiana Board of Regents Statewide Completer System. The BoR Statewide Completer System has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of certificate or associate degrees during the immediately previous academic year are reported. Data are audited by Board of Regents in association with GRAD Act performance verification.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
   - Total numbers of degrees awarded at the certificate and associate degree levels are summed. A count of all degrees awarded to individual students at the same level following the first award is then subtracted from the totals for each level, resulting in a headcount of students receiving degrees at each award level. Sums for each award level are totaled to generate the indicator value.
6. Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
   - No.

7. Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole? (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
   - This indicator is the aggregate of all students at all SLCC campuses and sites who obtain a certificate or associate degree during the previous academic year.

8. Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
   - SLCC submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the college to correct errors. When all campus submissions are complete, the Regents’ staff builds a master Completers file.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
   - No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. Also, according to the LA GRAD Act, the college reports all awards with no duplication within an award level, so the number of degrees actually awarded may be larger than the count reported.

10. How will the indicator be used in management decision making and other agency processes?
    - SLCC must increase the number of students graduating. Additional campus resources will be allocated to programs that target increasing the number of students who graduate. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to increasing the number of SLCC graduates.