



Fletcher Technical Community College

Strategic Plan FY 2023-2024 through 2027-2028

June 2022

FLETCHER TECHNICAL COMMUNITY COLLEGE STRATEGIC PLAN (2023 - 2028)

Mission Statement: Fletcher Technical Community College is an open-admission, public institution of higher education awarding certificates, technical diplomas, and associate degrees. The College is dedicated to offering high-quality technical and academic programs to the community of South Louisiana and beyond. The College prepares individuals for employment, career and academic advancement, and lifelong learning. (Approved June 2021)

Vision Statement: Fletcher Technical Community College will serve a diverse population of individuals by providing pathways to higher education, workforce, lifelong learning, and personal enrichment. The College prepares students for success through technology-driven curriculum and a supportive environment utilizing academic practices that cultivate student success at the highest levels. The College actively engages business and industry to develop the workforce of South Louisiana and beyond.

Value Statement: Striving to produce responsible, lifelong learners who become resourceful, adaptive, independent, and productive members of their community, Fletcher Technical Community College values and actively promotes:

- Personalized instruction and service;
- Active learning and interaction;
- High standards of excellence;
- Increased student access;
- Diversity in staff, student body, and curriculum;
- Partnerships with businesses, schools, colleges and universities, governments, and community-based organizations; and
- Our cultural values of Transparency, Respect, People-Centered, Empowerment, Servant Leadership, Customer Service, Trust, and Innovation.

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective 1:

Increase the fall headcount enrollment by 6% from the baseline level of 1,762 in fall 2021 to 1,868 by fall 2027.

- *State Outcome Goal Links:* 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.
- Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Strategy 1.1: Expand program and course offerings at Fletcher.

Strategy 1.2: Promote electronic (distance) learning activities in each region of the state.

Strategy 1.3: Promote transfers between and among campuses and colleges at all levels.

Strategy 1.4: Ensure access to programs and services to citizens with disabilities.

Strategy 1.5: Promote dual and cross enrollment agreements with public school districts and among postsecondary institutions.

Strategy 1.6: Encourage and support colleges' use of Educational Planning and Assessment System (EPAS).

Performance Indicators:

- 1.1 Output: Number of credit students (throughout the fall semester) in public postsecondary education.
- 1.2 Outcome: Percent change from baseline in the number of students enrolled (as of end of term) in public postsecondary.

Objective 2:

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 5 percentage points from the fall 2021 cohort (to fall 2022) baseline level of 52% to 57% by fall 2027 (retention of fall 2016 cohort).

- *State Outcome Goal Links:* 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 2.1: Implement retention strategies to improve student progression.

Strategy 2.2: Expand academic and training support and resource centers.

Strategy 2.3: Continue assessment of student services utilizing student opinion surveys.

Performance Indicators:

2.1 Output: Percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment.

2.2 Outcome: Percentage point change from baseline in the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment.

Objective 3:

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 5 percentage points from the fall 2021 cohort (to spring AY 2021-2022) baseline level of 91.4% to 96.4% by spring 2028 (retention of fall 2027 cohort to spring AY 2027-2028).

- *State Outcome Goal Links:* 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 3.1: Implement retention strategies to improve student progression.

Strategy 3.2: Expand academic and training support and resource centers.

Strategy 3.3: Expand program and course offerings at Fletcher.

Strategy 3.4: Promote electronic (distance) learning activities in each region of the state.

Performance Indicators:

3.1 Output: Percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment.

3.2 Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

Objective 4:

Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate from the fall 2018 cohort baseline level of 5% to 10% by AY2022-23 by fall 2017 (retention of Fall 2023 cohort).

- *State Outcome Goal Links:* 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 4.1: Implement retention strategies to improve student progression.

Strategy 4.2: Expand academic and training support and resource centers.

Strategy 4.3: Expand program and course offerings at Fletcher.

Strategy 4.4: Promote electronic (distance) learning activities in each region of the state.

Performance Indicators:

4.1 Output: Percentage of students enrolled at a Two-Year College identified in a first-time, fulltime, degree-seeking cohort, graduating within 150% of "normal" time of degree completion at any Louisiana public post-secondary institution

4.2 Outcome: Number of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion

II. Goal: Ensure Quality and Accountability

Objective 5:

Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 260 in 2020-2021 to 276 in AY 2027-2028. Students may only be counted once per award level.

- *State Outcome Goal Links:* 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 5.1: Implement retention strategies to improve student progression.

Strategy 5.2: Expand academic and training support and resource centers.

Performance Indicators:

5.1 Output: Total number of completers earning Certificates.

Objective 6:

Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of **156** in 2020-2021 to **166** in AY 2027-2028. Students may only be counted once per award level.

- *State Outcome Goal Links:* 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 6.1: Implement retention strategies to improve student progression.

Strategy 6.2: Expand academic and training support and resource centers.

Performance Indicators:

6.1 Output: Total number of completers earning Certificates (CTC).

Objective 7:

Increase the total number of Diploma completers in a given academic year from the baseline year number of **63** in 2020-2021 to **67** in AY 2027-2028. Students may only be counted once per award level.

- *State Outcome Goal Links:* 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 7.1: Implement retention strategies to improve student progression.

Strategy 7.2: Expand academic and training support and resource centers.

Performance Indicators:

7.1 Output: Total number of completers earning Diplomas

Objective 8:

Increase the total number of Associate completers in a given academic year from the baseline year number of 161 in 2020-2021 to 171 in AY 2027-2028. Students may only be counted once per award level.

- *State Outcome Goal Links:* 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 8.1: Implement retention strategies to improve student progression.

Strategy 8.2: Expand academic and training support and resource centers.

Performance Indicators:

8.1 Output: Total number of completers earning Associate Degrees.

Objective 9:

Increase the number of Undergraduate (adult 25+ years) completers in a given academic year from the baseline year number of 235 in 2020-2021 to 250 in AY 2027-2028.

- *State Outcome Goal Links:* 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 9.1: Implement retention strategies to improve student progression.

Performance Indicators:

9.1 Output: Total number of undergraduate (adults, 25+ yrs) completers.

Objective 10:

Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of **140** in 2020-2021 to **149** in AY 2027-2028.

- *State Outcome Goal Links:* 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 10.1: Increase the unduplicated number of underrepresented minorities.

Performance Indicators:

10.1 Output: the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers.

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:

Fletcher Technical Community College serves the citizenry of south Louisiana by providing the following programs: accounting technology, office systems, general studies, criminal justice, marine operations, integrated production technologies, patient care technician, phlebotomy, practical nursing, nursing, nursing assistant, cardiopulmonary care science, automotive, drafting and design, electrician, machine tool, marine diesel engine, welding, and technical studies. The customers extend beyond students to all citizens who benefit from a healthy economy. Since the institution contributes to workforce development and job training and retraining, business and industry are primary clients and users of the college's services.

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:

A list of external factors that are beyond the control of Fletcher Technical Community College that could significantly affect the achievement of its goals includes:

1. The Administration

The current administration is supportive of the Fletcher Technical Community College goals and objectives. The support for postsecondary education in general has been commendable. However, the governor of Louisiana is very influential, and there is no guarantee that future administrations will be as supportive of Fletcher Technical Community College.

2. The Economy

At present, Louisiana's economy is experiencing the impacts of the national recession and the loss of federal stimulus support. Postsecondary education's financial position will always be precarious as long as its funding is not guaranteed. An economic recession or depression would hit postsecondary education particularly hard since its funding is not protected by either constitution or statute.

3. The Federal Government

A significant amount of revenue flows from Washington D.C. into Louisiana public postsecondary education. A change in policy at the federal level can 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.

I. Goal: Increase Opportunities for Student Access and Success.

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.

II. Goal: Ensure Quality and Accountability.

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.

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

The goals and objectives in this *Revised 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 Louisiana Vision 2020 Plan, 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.

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, Fletcher Technical Community College 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.

IX. A statement regarding the Human Resource policies benefiting women and families.

Currently, the LCTCS does not have a specific policy benefiting women and families other than the Equal Opportunity Policy # 6.022. However, the LCTCS and its colleges offer programs and services that are beneficial to the success and prosperity of women and families.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher technical Community College

Objective 1: Increase the fall headcount enrollment by 6% from the baseline level of 1,762 in fall 2021 to 1,868 by fall 2027.

Indicator: Number of students identified in the percentage of first-time, full-time, degree-seeking graduating within three years.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Outcome

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our enrollment goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- End-of-term 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).

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability. The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 enrolled at the end of a fall term.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

- Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

10. **Responsible Person:** 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).

- FTCC's Office of Institutional Research is responsible for the data collection, analysis, and quality.

Cassidy Carson, Institutional Research Analyst
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Fax: 985-448-7997

- Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for the SSPS.

Objective 2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 5 percentage points from the fall 2021 cohort (to fall 2022) baseline level of 52% to 57% by fall 2027 (retention of fall 2016 cohort).

Indicator: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our enrollment goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability. The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 enrolled at the end of a fall term.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

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Objective 3: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 5 percentage points from the fall 2021 cohort (to spring AY 2021-2022) baseline level of 91.4% to 96.4% by spring 2028 (retention of fall 2027 cohort to spring AY 2027-2028).

Indicator: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability**: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our retention goal.

3. **Use**: How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- Retention drives many management decisions. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity**: Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting**: What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability. Data is submitted annually.

6. **Calculation Methodology**: How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. **Scope**: Is the indicator aggregated or disaggregated? (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 retained.

8. **Caveats**: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

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Objective 4: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate from the fall 2018 cohort baseline level of 5% to 10% by AY2022-23 by fall 2017 (retention of Fall 2023 cohort).

Indicator: Number of students identified in the percentage of first-time, full-time, degree-seeking graduating within three years.

1. **Type and Level**: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Outcome

2. **Rationale, Relevance, Reliability**: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase our graduation rate.

3. **Use**: How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- The number of students graduating from any given program assists decision makers with determining the viability of programs. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity**: Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting**: What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability. The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

6. **Calculation Methodology**: How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 the same institution graduation rate.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

- Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

10. **Responsible Person:** 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).

- FTCC's Office of Institutional Research is responsible for the data collection, analysis, and quality.

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- Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for the SSPS.

Objective 5: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 260 in 2020-2021 to 276 in AY 2027-2028. Students may only be counted once per award level.

Indicator: Percent change in program completers earning a certificate.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our completion goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- The number of students graduating from any given program assists decision makers with determining the viability of programs. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability. Data is submitted annually.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The Regents' SCS is a unit record system where each student earning a credential is recorded.

7. **Scope:** Is the indicator aggregated or disaggregated? (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?)

- The Regents' SCS is a unit record system where each student earning a credential is recorded.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

- Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

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Objective 6: Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of 156 in 2020-2021 to 166 in AY 2027-2028. Students may only be counted once per award level.

Indicator: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our completion goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- The number of students graduating from any given program assists decision makers with determining the viability of programs. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability. Data is submitted annually.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 per student.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

- Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

10. **Responsible Person:** 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).

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Objective 7: Increase the total number of Diploma completers in a given academic year from the baseline year number of 63 in 2020-2021 to 67 in AY 2027-2028. Students may only be counted once per award level.

Indicator: Percent change in program completers earning a diploma.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our completion goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- The number of students graduating from any given program assists decision makers with determining the viability of programs. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability. Data is submitted annually.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The Regents' SCS is a unit record system where each student earning a credential is recorded.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 per student.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

- Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

10. **Responsible Person:** 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).

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Objective 8: Increase the total number of Associate completers in a given academic year from the baseline year number of 161 in 2020-2021 to 171 in AY 2027-2028. Students may only be counted once per award level.

Indicator: Percent change in program completers earning an associate degree.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our completion goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- The number of students graduating from any given program assists decision makers with determining the viability of programs. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability. Data is submitted annually.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The Regents' SCS is a unit record system where each student earning a credential is recorded.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 per student.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

- Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

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Objective 9: Increase the number of Undergraduate (adult 25+ years) completers in a given academic year from the baseline year number of 235 in 2020-2021 to 250 in AY 2027-2028.

Indicator: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our completion goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- The number of students graduating from any given program assists decision makers with determining the viability of programs. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability. Data is submitted annually.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 per student.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

- Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

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Objective 10: Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 140 in 2020-2021 to 149 in AY 2027-2028.

Indicator: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

1. **Type and Level:** What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

- Output

2. **Rationale, Relevance, Reliability:** Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

- Recognition of importance of Louisiana having educated citizens. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. It tells our performance story because it will show if we increase towards our enrollment goal.

3. **Use:** How will the indicator be used in management decision making and other agency processes? Will the indicator be used only for internal management purposes or will it also surface for outcome-based budgeting purposes?

- Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. The indicator will not be used for outcome-based budgeting purposes.

4. **Clarity:** Does the indicator name clearly identify what is being measured? Does the indicator name contain jargon, technical terms, acronyms or initializations, or unclear language? If so, clarify or define them.

- The indicator does not contain unclear terms.

5. **Data Source, Collection and Reporting:** What is the source of data for the indicator? (Examples: internal log or database; external database or publication.) What is the frequency and timing of collection and reporting? (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? Is frequency and timing of collection and reporting consistent?)

- The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability. The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

6. **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Provide the formula or method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

- The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. **Scope:** Is the indicator aggregated or disaggregated? (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 per student.

8. **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualifier about which data users and evaluators should be aware? If so, explain.

- No real weaknesses or limitation are foreseen.

9. **Accuracy, Maintenance, Support:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

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