



**LOUISIANA DELTA**  
COMMUNITY COLLEGE

# Strategic Plan

FY 2023-2024 through FY 2027-2028

Revised June 2022

## ***Mission***

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Louisiana Delta Community College, an open-admission, comprehensive community college, provides the citizens of northeast Louisiana with affordable and accessible high-quality educational programs, services, and modern workforce training. Supported by the Louisiana Community and Technical College System, a dedicated faculty and staff fulfill this mission through their commitment to student achievement, academic excellence, lifelong learning, and the use of current technology.

## ***Institutional Values***

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Louisiana Delta Community College will provide high quality lifelong learning opportunities and services

- Louisiana Delta Community College will actively seek diverse faculty, staff, and students interested in building a community of learners
- Louisiana Delta Community College will become a significant team member in economic development and societal improvement
- Louisiana Delta Community College will be community centered, and partnership focused
- Louisiana Delta Community College will create an environment that fosters innovation and change
- Louisiana Delta Community College will effectively manage its human, fiscal, and physical resources

## ***Goals***

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1. To provide the educational opportunity in LDCC to earn academic degree credit for transfer to colleges and universities.
2. To provide quality development studies and remedial programs enabling students to acquire and improve basic skills.
3. To provide education and training through technical programs, workforce development, community education, and non-credit courses to serve citizen, business, and industry needs.

# *Program Activity*

## Fall Enrollment

### **Objective I**

**Increase** the fall headcount enrollment by **10%** from the baseline level of **3,956** in fall 2021 to **4,352** by fall 2027.

#### Strategy I.1

Maintain alignment of program offerings at each campus

#### Strategy I.2

Promote distance education learning opportunities

#### Strategy I.3

Promote dual enrollment agreements with public school districts and cross enrollment agreements with postsecondary institutions

#### Strategy I.4

Expand course offerings

### *Performance Indicators:*

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

# *Program Activity*

## Fall to Fall Retention

### **Objective II**

**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 **10** percentage points from the fall 2020 cohort (to fall 2021) baseline level of **48.2%** to **58.2%** by fall 2027 (retention of fall 2026 cohort).

#### Strategy II.1

Expand system wide and campus-specific retention programming

#### Strategy II.2

Enhance academic advising processes across campuses

#### Strategy II.3

Expand academic support and resource centers

#### *Performance Indicators:*

- 2.1 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 Percentage point change 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.

# *Program Activity*

## Fall to Spring Retention

### **Objective III**

**Increase** the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by **8** percentage points from the fall 2021 cohort (to spring AY 2021-2022) baseline level of **75.7%** to **83.7%** by spring 2028 (retention of fall 2027 cohort to spring AY 2027-2028).

#### Strategy III.1

Expand system wide and campus-specific retention programming

#### Strategy III.2

Enhance academic advising processes across campuses

#### Strategy III.3

Expand academic support and resource centers

#### *Performance Indicators:*

- 3.1 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 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

# *Program Activity*

## Graduation Rate

### **Objective IV:**

**Increase** the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2018 cohort for all institutions) of **18%** to **25%** by fall 2027 (retention of fall 2023 cohort).

#### Strategy IV.1

Expand system wide and campus-specific retention programming

#### Strategy IV.2

Enhance academic advising processes across campuses

#### Strategy IV.3

Implement online degree audit software to assist with timely completion

#### Strategy IV.4

Promote transfer pathways to four-year universities

### *Performance Indicators:*

- 4.1 Percentage 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 at any Louisiana public post-secondary institution.
- 4.2 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

# *Program Activity*

## Certificate (CTS and CGS) Completions

### **Objective V:**

**Increase** the total number of 1-year Certificate completers in a given academic year from the baseline year number of **355** in 2020-2021 to **500** in AY 2027-2028. Students may only be counted once per award level.

#### Strategy V.1

Expand system wide and campus-specific retention programming

#### Strategy V.2

Expand academic support and resource centers

#### Strategy V.3

Implement online degree audit software to assist with timely completion

#### Strategy V.4

Expand course offerings

### *Performance Indicator:*

5.1 Total number of completers earning 1-year Certificates

## *Program Activity*

### Certificate (CTC) Completions

#### **Objective VI:**

**Increase** the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of **230** in 2020-2021 to **350** in AY 2027-2028. Student may only be counted once per award level.

#### Strategy VI.1

Expand system wide and campus-specific retention programming

#### Strategy VI.2

Expand academic support and resource centers

#### Strategy VI.3

Implement online degree audit software to assist with timely completion

#### Strategy VI.4

Expand course offerings

#### *Performance Indicator:*

6.1 Total number of completers earning Career and Technical Certificates

# *Program Activity*

## Diploma Completions

### **Objective VII:**

**Increase** the total number of Diploma completers in a given academic year from the baseline year number of **287** in 2020-2021 to **350** in AY 2027-2028. Students may only be counted once per award level.

#### Strategy VII.1

Expand system wide and campus-specific retention programming

#### Strategy VII.2

Expand academic support and resource centers

#### Strategy VII.3

Implement online degree audit software to assist with timely completion

#### Strategy VII.4

Expand course offerings

### *Performance Indicator:*

7.1 Total number of completers earning Diplomas

## *Program Activity*

### Associate Completions

#### **Objective VIII:**

**Increase** the total number of Associate completers in a given academic year from the baseline year number of **225** in 2020-2021 to **350** in AY 2027-2028. Students may only be counted once per award level.

#### Strategy VIII.1

Expand system wide and campus-specific retention programming

#### Strategy VIII.2

Expand academic support and resource centers

#### Strategy VIII.3

Implement online degree audit software to assist with timely completion

#### Strategy VIII.4

Implement reverse transfer process to award degrees

#### *Performance Indicator:*

8.1 Total number of completers earning Associate Degrees

## *Program Activity*

Undergraduate (adult) completers

### **Objective IX:**

**Increase** the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of **376** in 2020-2021 to **500** in AY 2027-2028.

#### Strategy IX.1

Enhance recruitment strategies

#### Strategy IX.2

Expand academic support and resource centers

#### Strategy IX.3

Promote distance education learning opportunities

### *Performance Indicator:*

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

## *Program Activity*

### Underrepresented (minority) completers

#### **Objective X:**

**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 **236** in 2020-2021 to **350** in AY 2027-2028.

#### Strategy X.1

Enhance recruitment strategies

#### Strategy X.2

Expand academic support and resource centers

#### Strategy X.3

Promote distance education learning opportunities

#### *Performance Indicator:*

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

## *Process Documentation*

### **Primary Clients and Benefits Derived**

Louisiana Delta Community College's principal clients include students, employers, and the overall community at large. We provide training and educational opportunities to individuals located within each region we serve. We have sites positioned throughout Ouachita, Lincoln, Franklin, Morehouse, East Carroll, West Carroll, Jackson, and Union parishes with our main campus being situated in Monroe, LA. Our goal is to provide citizens within our service area access to postsecondary education. The college delivers educational services to students enrolled in programs of study such as general education, health occupations, information technology, business occupations, manufacturing, transportation, and human services.

The college's clients extend beyond its students. We work to meet the workforce demand of employers by training and producing a quality pool of applicants. Louisiana Delta Community College contributes to workforce development, job training and retraining which allows all citizens to reap the benefits of a healthy economy. Lastly, Louisiana Delta Community College serves the community at large by forging relationships with secondary education, local business and industry and by providing opportunities for adult education and workforce training.

### **Statutory Requirement for Goals**

Goal I: To provide the educational opportunity in LDCC to earn academic degree credit for transfer to colleges and universities.

Goal II: To provide quality development studies and remedial programs enabling students to acquire and improve basic skills.

Goal III: To provide education and training through technical programs, workforce development, community education, and non-credit courses to serve citizen, business, and industry needs.

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.

Our Louisiana 2020: Building the Workforce of Tomorrow

## **Potential External Factors**

### I. Economy

Both the state and national economy are factors that are beyond institutional control and could potentially influence our institution's ability to achieve its stated goals. Depending on the economic climate, cuts in funding could possibly impact our ability to sufficiently meet the college's mission.

### II. Governmental Challenges

Public higher education systems are impacted by government and policy at all levels, particularly as it relates to funding. The provision of funding is directly subject to governmental policy and oversight. A change in policy at the state or federal level could have a dramatic impact on postsecondary education, including student financial aid and related programming.

### III. Competition

Higher education institutions are competitive environments vying for resources, specifically students and funding. Being unable to meet student demand for specific degree programming and student services that can be provided by institutional peers, could potentially affect our ability to meet our goals of providing access and success.

## **Development of Objectives and Strategies**

The goals and objectives were derived, in part, from the Louisiana Community and Technical Colleges System's Strategic Plan. Additionally, several existing external and internal strategic plans were reviewed. These plans included The Board of Regents' Master Plan for Higher Education, Our Louisiana 2020: Building the Workforce of Tomorrow, the prior LCTCS Strategic Plan, as well as the strategic plan from each college within the system. Taken together, the system office identified strategic directions for the future. Input was also gathered from staff, faculty, and college advisory committee members and incorporated into the plan.

## **Duplication of Effort Statement**

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.

## ***Performance Indicator Documentation: Objective I***

- Program:** Louisiana Delta Community College
- Activity:** Fall Enrollment
- Objective:** Increase the fall headcount enrollment by 10% from the baseline level of 3,956 in fall 2021 to 4,352 by fall 2027.
- Indicator Name:** Number of students enrolled (throughout the fall semester) in public postsecondary education

1. Type:

Output

2. Rationale:

The aim of the objective is to increase fall enrollment. Therefore, to determine if an increase has occurred, assessing the number of students served or enrolled in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Enrollment drives many internal and external management decisions. Institutional size will be used to make decisions related to scheduling, hiring, future planning, program demands, facilities management, etc.

4. Clarity:

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). Enrollment includes all student types, both traditional and non-traditional.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS). Enrollment files that have been prepared by LCTCS are downloaded from Cognos, checked for errors via the Board of Regents' reporting portal, and uploaded to the reporting portal at the end of each semester (e.g. fall, spring, and summer) within the fiscal year. The fall semester report that is submitted to the Board of Regents' portal is used to provide the data for this performance indicator. The indicator will be reported to LAPAS at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

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

7. Scope:

This indicator is the aggregate number of all students enrolled at all Louisiana Delta Community College campuses during a given fall semester.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on enrollment files. When all colleges have submitted their enrollment files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits an enrollment file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed.

## ***Performance Indicator Documentation: Objective 2***

**Program:** Louisiana Delta Community College

**Activity:** Fall to Fall Retention

**Objective:** 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 9 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 48.2% to 58.2% by fall 2027 (retention of fall 2026 cohort).

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

1. Type:

Output

2. Rationale:

The aim of the objective is to increase first year retention by a certain percentage amount. Therefore, assessing the percentage of students retained from fall to fall in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding retention patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Retention data can inform decisions related to strategy development within offices of student services, program and course offerings, and employment decisions.

4. Clarity:

The indicator clearly identifies what is being measured - percentage of students attending college for the first time, who were full-time, associate degree seeking and returned in the second year. Additionally, transfers students are excluded from the analysis.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS). Enrollment files that have been prepared by LCTCS are downloaded from Cognos, checked for errors via the Board of Regents' reporting portal, and uploaded to the reporting portal at the end of each semester (e.g. fall, spring, and summer) within the fiscal year. The fall semester report that is submitted to the Board of Regents' portal is used

## Strategic Plan FY 2023-2024 through FY 2027-2028

to provide the data for this performance indicator. Submitted fall enrollment files are used to determine the first-time, full-time, associate degree seeking cohort and if those students returned in the subsequent year. This indicator will be reported to LAPAS at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

### 6. Calculation Methodology:

Fall to fall retention is determined by calculating the percentage of incoming students who were retained to the second year. The percentage will be calculated using a standard mathematical approach. Divide the total number of students retained to the second year by the total number of students in the incoming cohort.  $[(\text{Number of Students Retained to the Second Year} / \text{Number of Students in Incoming Cohort}) \times 100] = \%$

### 7. Scope:

This indicator is the aggregate number of all cohort students (first-time, full-time, associate degree seeking) retained to the second year at all Louisiana Delta Community College campuses. The percentage will be calculated based on the aggregate.

### 8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects retention at the same college and does not include students who transfer to other institutions. Also, fall to fall retention is not reported based on the current year's fall enrollment report. Instead, the previous year's fall enrollment report is used.

### 9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on enrollment files. When all colleges have submitted their enrollment files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

### 10. Responsible Person:

Each college within the Louisiana community college system submits an enrollment file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The enrollment files are used to calculate fall to fall retention.

### ***Performance Indicator Documentation: Objective 3***

**Program:** Louisiana Delta Community College

**Activity:** Fall to Spring Retention

**Objective:** Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 8 percentage points from the fall 2021 cohort (to spring AY 2021-2022) baseline level of 75.7% to 83.7% by spring 2028 (retention of fall 2027 cohort to spring AY 2027-2028).

**Indicator Name:** Percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

1. Type:

Output

2. Rationale:

The aim of the objective is to increase fall to spring retention by a certain percentage amount. Therefore, assessing the percentage of students retained from the fall to spring in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding retention patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Retention data can inform decisions related to strategy development within offices of student services, program and course offerings, and employment decisions.

4. Clarity:

The indicator clearly identifies what is being measured - percentage of students attending college for the first time, who were full-time, degree seeking and returned in the spring semester. Degree seeking includes all degree, diploma, and certificate seeking students. Additionally, transfers students are excluded from the analysis.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS). Enrollment files that have been prepared by LCTCS are downloaded from Cognos, checked for errors via the Board of Regents' reporting portal, and uploaded to the reporting portal at the end of each semester (e.g. fall, spring, and summer) within the fiscal year. The fall and spring semester reports that are submitted to the Board of Regents'

## Strategic Plan FY 2023-2024 through FY 2027-2028

portal are used to provide the data for this performance indicator. Submitted fall enrollment files

are used to determine the first-time, full-time, degree seeking cohort and if those students returned in the spring semester. This indicator will be reported to LAPAS at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

### 6. Calculation Methodology:

Fall to spring retention is determined by calculating the percentage of incoming students who were retained to the spring semester. The percentage will be calculated using a standard mathematical approach. Divide the total number of students retained to the spring semester by the total number of students in the incoming cohort.  $[(\text{Number of Students Retained to the Spring Semester} / \text{Number of Students in Incoming Cohort}) \times 100] = \%$

### 7. Scope:

This indicator is the aggregate number of all cohort students (first-time, full-time, degree seeking) retained to the spring semester at all Louisiana Delta Community College campuses. The percentage will be calculated based on the aggregate.

### 8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects retention at the same college and does not include students who transfer to other institutions.

### 9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on enrollment files. When all colleges have submitted their enrollment files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

### 10. Responsible Person:

Each college within the Louisiana community college system submits an enrollment file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The enrollment files are used to calculate fall to spring retention.

## ***Performance Indicator Documentation: Objective 4***

**Program:** Louisiana Delta Community College

**Activity:** Graduation Rate

**Objective:** Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2018 cohort for all institutions) of 18% to 25% by fall 2027 (retention of fall 2023 cohort).

**Indicator Name:** Percentage 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 at any Louisiana public post-secondary institution.

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the institutional graduation rate by a certain percentage amount. Therefore, assessing the percentage of students completing a credential within normal time in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding completion patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Completion data can inform decisions related to strategy development within offices of student services, program and course offerings, and employment decisions.

4. Clarity:

The indicator clearly identifies what is being measured - percentage of students attending college for the first time, who were full-time, degree seeking and earned a credential within 150% of normal time. Degree seeking includes all degree, diploma, and certificate seeking students.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS). Completer files that have been prepared by LCTCS are downloaded from Cognos and uploaded to the reporting portal at the end of each academic year. The completer report submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted completer files are used to identify the first-time, full-time, degree seeking cohort and if those students completed within 150% of normal time. This indicator will be reported for the specified cohort to IPEDS annually and LAPAS at the end of the

third quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

Graduation rates are determined by calculating the percentage of incoming students who earned a credential within 150% of normal time (or, within 3 years). The percentage will be calculated using a standard mathematical approach. Divide the total number of students earning a credential within three years of their start date by the total number of students in the incoming cohort. [(Number of Students Earning a Credential within 150% of normal time / Number of Students in Incoming Cohort) x 100] = %

7. Scope:

This indicator is the aggregate number of all cohort student (first-time, full-time, degree seeking) completers at all Louisiana Delta Community College campuses. The percentage will be calculated based on the aggregate.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects completion at the same college.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on completer files. When all colleges have submitted their completer files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits a completer file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The completer files are used to calculate graduation rates.

## ***Performance Indicator Documentation: Objective 5***

**Program:** Louisiana Delta Community College

**Activity:** Certificate (CTS and CGS) Completers

**Objective:** Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 355 in 2020-2021 to 500 in AY 2027-2028. Students may only be counted once per award level.

**Indicator Name:** Total number of completers earning 1-year Certificates

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of 1-year certificates conferred by a certain amount. Therefore, assessing the number of students completing a 1-year certificate credential in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding completion patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Completion data can inform decisions related to strategy development within offices of student services, program and course offerings, and the allocation of resources.

4. Clarity:

The indicator clearly identifies what is being measured—total number of 1 year certificate completers.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS). Completer files that have been prepared by LCTCS are downloaded from Cognos and uploaded to the reporting portal at the end of each academic year. The completer report submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted completer files are used to identify the total number of students earning a CTC credential. The student is only counted once within this award level category. This indicator will be reported to LAPAS at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

The number of 1-year certificate completers will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SCS unit record system where each student completer is counted once. The student is only counted once within this award level category.

7. Scope:

This indicator is the aggregate number of all students awarded a 1-year certificate conferred by Louisiana Delta Community College within the academic year.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects the number of 1-year certificate awards conferred and is not a graduation rate.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on completer files. When all colleges have submitted their completer files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits a completer file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The completer files are used to calculate the number of awards conferred.

## ***Performance Indicator Documentation: Objective 6***

**Program:** Louisiana Delta Community College

**Activity:** Career and Technical Certificate (CTC) Completers

**Objective:** Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of 230 in 2020-2021 to 350 in AY 2027-2028. Student may only be counted once per award level.

**Indicator Name:** Total number of completers earning Career and Technical Certificates

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of CTCs conferred by a certain amount. Therefore, assessing the number of students completing a CTC credential in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding completion patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Completion data can inform decisions related to strategy development within offices of student services, program and course offerings, and the allocation of resources.

4. Clarity:

The indicator clearly identifies what is being measured—total number career and technical certificate completers

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS). Completer files that have been prepared by LCTCS are downloaded from Cognos and uploaded to the reporting portal at the end of each academic year. The completer report submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted completer files are used to identify the total number of students earning a CTS credential. The student is only counted once within this award level category. This indicator will be reported to LAPAS at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

The number of CTC completers will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SCS unit record system where each student completer is counted once. The student is only counted once within this award level category.

7. Scope:

This indicator is the aggregate number of all students awarded a CTC conferred by Louisiana Delta Community College within the academic year.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects the number of CTC awards conferred and is not a graduation rate.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on completer files. When all colleges have submitted their completer files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits a completer file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The completer files are used to calculate the number of awards conferred.

## ***Performance Indicator Documentation: Objective 7***

**Program:** Louisiana Delta Community College

**Activity:** Diploma Completers

**Objective:** Increase the total number of Diploma completers in a given academic year from the baseline year number of 287 in 2020-2021 to 350 in AY 2027-2028. Students may only be counted once per award level.

**Indicator Name:** Total number of completers earning Diplomas

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of Diplomas conferred by a certain amount. Therefore, assessing the number of students completing a Diploma credential in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding completion patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Completion data can inform decisions related to strategy development within offices of student services, program and course offerings, and the allocation of resources.

4. Clarity:

The indicator clearly identifies what is being measured—total number of Diploma completers.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS). Completer files that have been prepared by LCTCS are downloaded from Cognos and uploaded to the reporting portal at the end of each academic year. The completer report submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted completer files are used to identify the total number of students earning a Diploma credential. The student is only counted once within this award level category. This indicator will be reported to LAPAS at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

The number of Diploma completers will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SCS unit record system where each student completer is counted once. The student is only counted once within this award level category

7. Scope:

This indicator is the aggregate number of all students awarded a Diploma conferred by Louisiana Delta Community College within the academic year.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects the number of Diploma awards conferred and is not a graduation rate.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on completer files. When all colleges have submitted their completer files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits a completer file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The completer files are used to calculate the number of awards conferred.

## ***Performance Indicator Documentation: Objective 8***

**Program:** Louisiana Delta Community College

**Activity:** Associate Completers

**Objective:** Increase the total number of Associate completers in a given academic year from the baseline year number of 225 in 2020-2021 to 350 in AY 2027-2028. Students may only be counted once per award level.

**Indicator Name:** Total number of completers earning Associate Degrees

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of Associate degrees conferred by a certain amount. Therefore, assessing the number of students completing an Associate credential in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding completion patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Completion data can inform decisions related to strategy development within offices of student services, program and course offerings, and the allocation of resources.

4. Clarity:

The indicator clearly identifies what is being measured—total number of Associate completers.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS). Completer files that have been prepared by LCTCS are downloaded from Cognos and uploaded to the reporting portal at the end of each academic year. The completer report submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted completer files are used to identify the total number of students earning an Associate credential. The student is only counted once within this award level category. This indicator will be reported to LAPAS at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

The number of Associate completers will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SCS unit record system where each student completer is counted once. The student is only counted once within this award level category

7. Scope:

This indicator is the aggregate number of all students awarded an Associate conferred by Louisiana Delta Community College within the academic year.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects the number of Associate awards conferred and is not a graduation rate.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on completer files. When all colleges have submitted their completer files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits a completer file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The completer files are used to calculate the number of awards conferred.

## ***Performance Indicator Documentation: Objective 9***

**Program:** Louisiana Delta Community College

**Activity:** Undergraduate (adult) completers

**Objective:** Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 376 in 2020-2021 to 500 in AY 2027-2028.

**Indicator Name:** Total number of undergraduate (adults, 25+ yrs) completers

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of completers aged 25 and older by a certain amount. Therefore, assessing the number of completers who are 25 years and older in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding completion patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Completion data can inform decisions related to strategy development within offices of student services, program and course offerings, and the allocation of resources.

4. Clarity:

The indicator clearly identifies what is being measured—total number of adult completers. Includes students completing a CTS credential or higher.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS). Completer files that have been prepared by LCTCS are downloaded from Cognos and uploaded to the reporting portal at the end of each academic year. The completer report submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted completer files are used to identify the total number of students earning a credential who are 25 years and older.

6. Calculation Methodology:

The number of completers aged 25 and older will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SCS unit record system where each student completer is counted once.

7. Scope:

This indicator is the aggregate number of all students completing a credential at Louisiana Delta Community College who is aged 25 and older.

8. Caveats:

No real weaknesses exist.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on completer files. When all colleges have submitted their completer files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits a completer file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The completer files are used to calculate the number of awards conferred.

## ***Performance Indicator Documentation: Objective 10***

**Program:** Louisiana Delta Community College

**Activity:** Underrepresented (minority) completers

**Objective:** 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 236 in 2020-2021 to 350 in AY 2027-2028.

**Indicator Name:** The unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of underrepresented minority completers by a certain amount. Therefore, assessing the number of completers with minority status in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

Understanding completion patterns from semester to semester provide data that can be utilized for institutional improvement as well as short-term and long-term planning at the course, program, and institutional level. Completion data can inform decisions related to strategy development within offices of student services, program and course offerings, and the allocation of resources.

4. Clarity:

The indicator clearly identifies what is being measured—total number of minority completers. Includes students completing a CTS credential or higher.

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS). Completer files that have been prepared by LCTCS are downloaded from Cognos and uploaded to the reporting portal at the end of each academic year. The completer report submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted completer files are used to identify the total number of students earning a credential who are racial minorities.

6. Calculation Methodology:

The number of racial minority completers will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SCS unit record system where each student completer is counted once.

7. Scope:

This indicator is the aggregate number of all students completing a credential at Louisiana Delta Community College who is a racial minority.

8. Caveats:

No real weaknesses exist.

9. Accuracy, Maintenance, Support:

The Board of Regents performs numerous edits and works with the system office and each college within the system to correct any errors on completer files. When all colleges have submitted their completer files to the Board of Regents reporting portal, Board of Regents' staff compiles a master file and maintains all data.

10. Responsible Person:

Each college within the Louisiana community college system submits a completer file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The completer files are used to calculate the number of awards conferred.