

South Louisiana Community College



Strategic Plan FY 2023-24 through FY 2027-28

In compliance with Act 1465 of 1997

June 15, 2022

**SOUTH LOUISIANA COMMUNITY COLLEGE (SLCC)
STRATEGIC PLAN**

Mission Statement

The mission of South Louisiana Community College (SLCC) is to transform and enrich the lives of individuals and communities. SLCC commits to providing skills and knowledge through a dynamic learning environment where students realize their potential, compete in today's global economy and perpetuate to solve the complex problems of tomorrow.

Vision Statement

SLCC will excel in providing innovative educational solutions to empower learners. SLCC, a great place to work and learn.

Philosophy Statement:

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

Who We Serve

SLCC is a community asset that serves students and the community by creating opportunities for accessible and relevant lifelong learning. While meeting the ever-changing training and capability needs of business and industry, SLCC prepares students to fully engage in and contribute to their personal development, and educational and economic successes.

Strategic Pillars

SLCC focuses on four strategic pillars to achieve its vision and mission:

- Strategic Pillar 1: Student Success: Ensuring students every opportunity to achieve their goals upon completion at SLCC.
- Strategic Pillar 2: People: Hire, develop, support and value SLCC employees to offer state-of-the-art programs and provide exemplary service.
- Strategic Pillar 3: Community: Act as a catalyst for advancing positive economic and social impact in the Acadiana region.
- Strategic Pillar 4 Institutional Sustainability: Develop and adopt alternative business models to provide an affordable, quality education and meet the training needs of all stakeholders.

GOALS AND OBJECTIVES

Goal I: Increase Opportunities for Student Success.

Objective I.1: Increase the fall semester for-credit enrollment headcount at SLCC by **5.0%** from the baseline level of **5,995** in Fall 2021 to **6,300** by Fall 2027.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

Strategy I.1.1: Expand program and course offerings at SLCC.

Strategy I.1.2: Promote electronic (distance) learning activities.

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

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

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

Performance Indicators:

Output: Number of for-credit students enrolled fall semester at SLCC.

Outcome: Percent change in the number of for-credit students enrolled fall semester at SLCC.

Objective I.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by 1.0 percentage point from the Fall 2020 cohort (to Fall 2021) baseline level of 51.6% to 52.6% by Fall 2027 (retention of Fall 2026 cohort).

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

Strategy I.2.1: Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.

Strategy I.2.2: Expand retention programming.

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

Performance Indicators:

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

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

Objective I.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 2.5 percentage points from the Fall 2020 cohort (to the Spring AY 2020-2021) baseline level of 76.2% to 78.7% by Spring 2028 (retention of Fall 2027 cohort to Spring AY 2027-2028).

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

Strategy I.3.1: Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.

Strategy I.3.2: Expand retention programming.

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

Performance Indicators:

Output: Percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Outcome: Percentage point change in the percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Objective I.4: 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) of **32.6%** to **33.1%** by Fall 2027 (retention of Fall 2023 cohort).

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

- Strategy I.4.1:** Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.
- Strategy I.4.2:** Expand services provided by SLCC Academic Success and Career centers.
- Strategy I.4.3:** Continue assessment of student services utilizing student and alumni opinion surveys.
- Strategy I.4.4:** Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicators:

- Output:** Percentage of students identified in a first-time, full-time, associate degree-seeking cohort graduating from SLCC within 150% of “normal” time (three years).
- Outcome:** Number of students identified in a first-time, full-time, associate degree-seeking cohort graduating from SLCC within 150% of “normal” time (three years).

Strategic Plan FY 2023-24 – FY 2027-28

Objective I.5: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 812 in academic year 2020-2021 to 850 in academic year 2027-2028. Students may only be counted once per award level.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

Strategy I.5.1: Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.

Strategy I.5.2: Expand services provided by SLCC Academic Success and Career centers.

Strategy I.5.3: Continue assessment of student services utilizing student and alumni opinion surveys.

Performance Indicator:

Output: Total number of completers of Certificate of Technical Studies (CTS) and Certificate of General Studies (CGS) degree awards.

Strategic Plan FY 2023-24 – FY 2027-28

Objective I.6: Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of 2 in academic year 2020-2021 to 150 in academic year 2027-2028. Students may only be counted once per award level.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

Strategy I.6.1: Identify appropriate less than 1-year certificate (CTC) completion points for students enrolling in technical program areas with Technical Diploma (TD) or Associate of Applied Science (AAS) terminal degrees.

Strategy I.6.2: Ensure that students in TD and AAS programs completing CTC award requirements are awarded those credentials as earned.

Strategy I.6.3: Expand services provided by SLCC Academic Success and Career centers.

Performance Indicator:

Output: Total number of completers for the Career and Technical Certificate (CTC) award level.

Strategic Plan FY 2023-24 – FY 2027-28

Objective I.7: **Increase** the total number of Diploma completers in a given academic year from the baseline year number of **482** in academic year 2020-2021 to **510** in academic year 2027-2028. Students may only be counted once per award level.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

Strategy I.7.1: Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.

Strategy I.7.2: Expand services provided by SLCC Academic Success and Career centers.

Strategy I.7.3: Continue assessment of student services utilizing student and alumni opinion surveys.

Performance Indicator:

Output: Total number of completers of Technical Diploma (TD) degrees.

Strategic Plan FY 2023-24 – FY 2027-28

Objective I.8: Increase the total number of Associate degree completers in a given academic year from the baseline year number of 706 in academic year 2020-2021 to 725 in academic year 2027-2028. Students may only be counted once per award level.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

- Strategy I.8.1:** Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.
- Strategy I.8.2:** Expand services provided by SLCC Academic Success and Career centers.
- Strategy I.8.3:** Continue assessment of student services utilizing student and alumni opinion surveys.
- Strategy I.8.4:** Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicator:

Output: Total number of completers of Associate degrees.

Strategic Plan FY 2023-24 – FY 2027-28

Objective I.9: **Increase** the unduplicated number of undergraduate adult (25+ yrs.) completers in a given academic year from the baseline year number of 757 in academic year 2020-2021 to 775 in academic year 2027-2028.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

Strategy I.9.1: Develop and implement strategies to direct adult students from SLCC noncredit (Corporate College and Adult Basic Education) programs into for-credit academic programs.

Strategy I.9.2: Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.

Strategy I.9.3: Expand services provided by SLCC Academic Success and Career centers.

Strategy I.9.4: Continue assessment of student services utilizing student and alumni opinion surveys.

Strategy I.9.5: Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicator:

Output: Total unduplicated number of undergraduate adult (25+ yrs.) completers.

Objective I.10: Increase the unduplicated number of underrepresented minority (all races other than white, Asian, non-resident alien and unknown/not reported) completers in a given academic year from the baseline year number of **632** in the 2020-2021 academic year to **650** in the 2027-2028 academic year.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* goals.

- Strategy I.10.1:** Capitalize and expand upon work being done by SLCC's Center for Minority Excellence.
- Strategy I.10.2:** Execute Strategic Enrollment Management Plan which includes focus on student success in support of retention and completion.
- Strategy I.10.3:** Expand services provided by SLCC Academic Success and Career centers.
- Strategy I.10.4:** Continue assessment of student services utilizing student and alumni opinion surveys.
- Strategy I.10.5:** Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicator:

Output: Total unduplicated number of underrepresented minority 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:

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

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

Economy

Any significant negative change in the State's and/or region's economic environment is a threat to the college's ability to meet the proposed goals.

State Appropriations

State appropriations have remained reasonably steady under the current administration. Any significant reductions in state appropriations during the period encompassed by this plan may result in slowing, or fully halting, SLCC's progress toward the stated objectives of this strategic plan.

Federal Government

A significant amount of revenue flows from Federal programs into Louisiana public postsecondary education, particularly in recent years as a result of the COVID pandemic response. A change in federal level policy could have dramatic affects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

III. The statutory requirement or other authority for each goal of the plan.

Goal I: Increase Opportunities for Student Success.

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

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

The goals and objectives in this *Five-year Strategic Plan* were derived in part from the *LCTC System Strategic Plan*. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education and the Louisiana Community and Technical College System (LCTCS) *Reaching Equitable Equity by 2030* plan. In addition, the System identified strategic directions for its future, which would allow for efficiency and effectiveness in addressing our roles as workforce training provider and the developer of human capital. Input was incorporated from staff, faculty, and college advisory committee members.

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

See Performance Indicator Documentation attached for each objective.

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

For the purposes of Act 1465 of 1997, the LCTC System is a single program. Duplication of effort of more than one program is thus not applicable.

VII. Documentation as to the validity, reliability, and appropriateness of each performance indicator, as well as the method used to verify and validate the performance indicators as relevant measures of each program's performance.

See Performance Indicator Documentation attached for each performance indicator.

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

See Performance Indicator Documentation attached for each performance indicator.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the fall semester for-credit enrollment headcount at SLCC by **5.0%** from the baseline level of **5,995** in Fall 2021 to **6,300** by Fall 2027.

Indicator:

Number of for-credit students enrolled fall semester at SLCC.

Indicator LaPAS PI Code: 15022

- 1. 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? GPI?)
 - Output
 - Key indicator
- 2. What is the rationale for the indicator?** (Why was this indicator selected?)
 - Recognition of importance of Louisiana having educated citizens.
- 3. What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - The data are submitted to the SSPS by SLCC three times annually – at the end of the summer, fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - The Louisiana Board of Regents’ Statewide Student Profile System (SSPS) is a unit record system where each for-credit student enrolled, regardless of course load, is counted.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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

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

9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that counts represent for-credit enrollment at the institution and does not reflect students enrolled in non-credit and or adult basic education programs offered by the college.

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the fall semester for-credit enrollment headcount at SLCC by **5.0%** from the baseline level of **5,995** in Fall 2021 to **6,300** by Fall 2027.

Indicator:

Percentage change in the number of students enrolled at SLCC.

Indicator LaPAS PI Code: 15023

- 1. 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? GPI?)
 - Outcome
 - Supporting indicator
- 2. What is the rationale for the indicator?** (Why was this indicator selected?)
 - Recognition of importance of Louisiana having educated citizens.
- 3. What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - The data are submitted to the SSPS by SLCC three times annually – at the end of the summer, fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - Formula: $(\text{Performance Year Fall Headcount} - \text{Baseline Year Fall Headcount}) \div \text{Baseline Year Fall Headcount}$.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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

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

9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that counts represent for-credit enrollment at the institution and does not reflect students enrolled in non-credit and or adult basic education programs offered by the college.

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by **1.0** percentage point from the Fall 2020 cohort (to Fall 2021) baseline level of **51.6%** to **52.6%** by Fall 2027 (retention of Fall 2026 cohort).

Indicator:

Percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the second fall at SLCC.

Indicator LaPAS PI Code: 24818

1. **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? GPI?)
 - Output
 - Key indicator
2. **What is the rationale for the indicator?** (Why was this indicator selected?)
 - Recognition of importance of Louisiana having educated citizens.
3. **What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.
4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - The data are submitted to the SSPS by SLCC three times annually – at the end of the summer, fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - For purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by **1.0** percentage point from the Fall 2020 cohort (to Fall 2021) baseline level of **51.6%** to **52.6%** by Fall 2027 (retention of Fall 2026 cohort).

Indicator:

Percentage point change in the percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the fall year at SLCC.

Indicator LaPAS PI Code: 24819

1. **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? GPI?)
 - Outcome
 - Supporting indicator
2. **What is the rationale for the indicator?** (Why was this indicator selected?)
 - Recognition of importance of Louisiana having educated citizens.
3. **What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.
4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - The data are submitted to the SSPS by SLCC three times annually – at the end of the summer, fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - For purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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

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

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

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by **2.5** percentage points from the Fall 2020 cohort (to the Spring AY 2020-2021) baseline level of **76.2%** to **78.7%** by Spring 2028 (retention of Fall 2027 cohort to Spring AY 2027-2028).

Indicator:

Percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Indicator LaPAS PI Code: 25150

- 1. 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? GPI?)
 - Output
 - Key indicator
- 2. What is the rationale for the indicator?** (Why was this indicator selected?)
 - Recognition of importance of Louisiana having educated citizens.
- 3. What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - The data are submitted to the SSPS by SLCC three times annually – at the end of the summer, fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - For purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the aggregate of all students in the indicated cohort at all SLCC campuses and sites retained from the fall to the following spring.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects retention at the same college and does not include students who transfer to other institutions.
10. **How will the indicator be used in management decision making and other agency processes?**
 - South Louisiana Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by **2.5** percentage points from the Fall 2020 cohort (to the Spring AY 2020-2021) baseline level of **76.2%** to **78.7%** by Spring 2028 (retention of Fall 2027 cohort to Spring AY 2027-2028).

Indicator:

Percentage point change in the percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Indicator LaPAS PI Code: 25151

- 1. 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? GPI?)
 - Outcome
 - Supporting indicator
- 2. What is the rationale for the indicator?** (Why was this indicator selected?)
 - Recognition of importance of Louisiana having educated citizens.
- 3. What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - The data are submitted to the SSPS by SLCC three times annually – at the end of the summer, fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - For purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the percentage point change in the aggregate count of all students in the indicated cohort at all SLCC campuses and sites retained from the fall to the following spring semester.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects retention at the same college and does not include students who transfer to other institutions.
10. **How will the indicator be used in management decision making and other agency processes?**
 - South Louisiana Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the institutional statewide graduation rate (defined as a student completing an award with 150% of “normal time”) from the baseline rate (Fall 2018 cohort) of **32.6%** to **33.1%** by Fall 2027 (retention of Fall 2023 cohort).

Indicator:

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

Indicator LaPAS PI Code: 24820

1. **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? GPI?)
 - Output
 - Key indicator

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

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

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

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - It is a straightforward calculation. The count of an entering cohort who graduated within three years from SLCC is reported. The number of graduates divided by the total count of the cohort generates a graduation rate.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the aggregate of all students in the indicated cohort at all SLCC campuses and sites who obtain an associate degree within three years.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits data as specified by the National Center for Education Statistics [NCES]. The NCES is responsible for analysis and ensuring quality of the data.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects graduation rates at the same campus and does not include students who transfer to other institutions or pursue a 4-year degree without completion of an associate degree.
10. **How will the indicator be used in management decision making and other agency processes?**
 - Graduation rates must improve. Additional campus resources will be allocated to programs that target improved rates. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to improved graduation rates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the institutional statewide graduation rate (defined as a student completing an award with 150% of “normal time”) from the baseline rate (Fall 2018 cohort) of **32.6%** to **33.1%** by Fall 2027 (retention of Fall 2023 cohort).

Indicator:

Number of students identified in a first-time, full-time, associate degree-seeking cohort, graduating from SLCC within three years.

Indicator LaPAS PI Code: 24821

- 1. 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? GPI?)
 - Outcome
 - Supporting indicator
- 2. What is the rationale for the indicator?** (Why was this indicator selected?)
 - Graduation rates in Louisiana public postsecondary education, including SLCC, are low. It is important for the further development of the state's economy that a higher percentage of students who enroll in college earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
- 3. What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - The source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].
- 4. What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How “old” is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - The student cohort data includes those students who entered SLCC as first-time, full-time degree seeking students during the fall semester three years earlier and completed an associate degree at any time prior to the third fall semester following. Counts of numbers of students in the cohort completing graduation requirements within three years are submitted annually (each spring) to the NCES for the prior academic year.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - It is a straightforward calculation. The count of an entering cohort who graduated within three years from SLCC is reported. The number of graduates divided by the total count of the cohort generates a graduation rate.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the percentage point change in the aggregate count of all students in the indicated cohort at all SLCC campuses and sites who obtain an associate degree within three years.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits data as specified by the National Center for Education Statistics [NCES]. The NCES is responsible for analysis and ensuring quality of the data.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects graduation rates at the same campus and does not include students who transfer to other institutions or pursue a 4-year degree without completion of an associate degree.
10. **How will the indicator be used in management decision making and other agency processes?**
 - Graduation rates must improve. Additional campus resources will be allocated to programs that target improved rates. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to improved graduation rates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of **812** in academic year 2020-2021 to **850** in academic year 2027-2028. Students may only be counted once per award level.

Indicator:

Total number of completers of 1-Year Certificate awards (Certificate of Technical Studies; Certificate of General Studies).

Indicator LaPAS PI Code: 24822

1. **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? GPI?)
 - Output
 - Key indicator

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

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

4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of Board of Regents-recognized credentials during the immediately previous academic year are reported.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - Unduplicated headcount (first awards) of students receiving a 1-Year Certificate award (CTS and/or CGS award credential).
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the aggregate of all students at all SLCC campuses and sites who obtain a certificate, technical diploma or associate degree during the previous academic year.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the college to correct errors. When all campus submissions are complete, the Regents' staff builds a master Completers file.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects a headcount of specified individual completers and is not a graduation rate indicator. Additionally, the number of degree credentials actually awarded may be larger than the count reported.
10. **How will the indicator be used in management decision making and other agency processes?**
 - SLCC must increase the number of students graduating. Additional campus resources will be allocated to programs that target increasing the number of students who graduate. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to increasing the number of SLCC graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of **2** in academic year 2020-2021 to **150** in academic year 2027-2028. Students may only be counted once per award level.

Indicator:

Total number of completers of Career and Technical Certificate (CTC) awards.

Indicator LaPAS PI Code: 26531

- 1. 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? GPI?)
 - Output
 - Key indicator

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

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

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

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - Unduplicated headcount (first award) of students receiving a Career and Technical Certificate (CTC) award credential.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the aggregate of all students at all SLCC campuses and sites who obtain a certificate, technical diploma or associate degree during the previous academic year.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the college to correct errors. When all campus submissions are complete, the Regents' staff builds a master Completers file.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects a headcount of specified individual completers and is not a graduation rate indicator. Additionally, the number of degree credentials actually awarded may be larger than the count reported.
10. **How will the indicator be used in management decision making and other agency processes?**
 - SLCC must increase the number of students graduating. Additional campus resources will be allocated to programs that target increasing the number of students who graduate. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to increasing the number of SLCC graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the total number of Diploma completers in a given academic year from the baseline year number of **482** in academic year 2020-2021 to **510** in academic year 2027-2028. Students may only be counted once per award level.

Indicator:

Total number of completers of Technical Diploma awards.

Indicator LaPAS PI Code: 26229

1. **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? GPI?)
 - Output
 - Key indicator
2. **What is the rationale for the indicator?** (Why was this indicator selected?)
 - South Louisiana College recognizes the importance of Louisiana having a higher number of students earning degrees for the further development of the state's economy.
3. **What is the source of the indicator?** (Examples: internal log or database; external database or publication.) **How reliable is the source?** (For example, an external source may have a built-in bias or hidden agenda.)
 - The Louisiana Board of Regents Statewide Completer System. The BoR Statewide Completer System has been in existence for over 30 years.
4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of Board of Regents-recognized credentials during the immediately previous academic year are reported.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - Unduplicated headcount (first award) of students receiving a Technical Diploma (TD) award credential.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the aggregate of all students at all SLCC campuses and sites who obtain a certificate, technical diploma or associate degree during the previous academic year.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the college to correct errors. When all campus submissions are complete, the Regents' staff builds a master Completers file.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects a headcount of specified individual completers and is not a graduation rate indicator. Additionally, the number of degree credentials actually awarded may be larger than the count reported.
10. **How will the indicator be used in management decision making and other agency processes?**
 - SLCC must increase the number of students graduating. Additional campus resources will be allocated to programs that target increasing the number of students who graduate. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to increasing the number of SLCC graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the total number of Associate degree completers in a given academic year from the baseline year number of **706** in academic year 2020-2021 to **725** in academic year 2027-2028. Students may only be counted once per award level.

Indicator:

Total number of completers of Associate Degree awards (AAS, AS, AGS, ASN).

Indicator LaPAS PI Code: 26230

- 1. 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? GPI?)
 - Output
 - Key indicator

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

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

- 4. What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of Board of Regents-recognized credentials during the immediately previous academic year are reported.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - Unduplicated headcount (first award) of students receiving an Associate degree credential (AS, AAS, AGS, ASN).
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
7. **Is the indicator an aggregate or disaggregate figure? Is it a sum of smaller parts or is it a part of a larger whole?** (Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)
 - This indicator is the aggregate of all students at all SLCC campuses and sites who obtain a certificate, technical diploma or associate degree during the previous academic year.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the college to correct errors. When all campus submissions are complete, the Regents' staff builds a master Completers file.
9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects a headcount of specified individual completers and is not a graduation rate indicator. Additionally, the number of degree credentials actually awarded may be larger than the count reported.
10. **How will the indicator be used in management decision making and other agency processes?**
 - SLCC must increase the number of students graduating. Additional campus resources will be allocated to programs that target increasing the number of students who graduate. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to increasing the number of SLCC graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the unduplicated number of undergraduate adult (25+ yrs.) completers in a given academic year from the baseline year number of **757** in academic year 2020-2021 to **775** in academic year 2027-2028.

Indicator:

Total number of completers of credential awards recognized by the Louisiana Board of Regents who are 25 years or age or older at time of completion.

Indicator LaPAS PI Code: 26532

1. **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? GPI?)
 - Output
 - Key indicator

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

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

4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of Board of Regents-recognized credentials during the immediately previous academic year are reported.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - Credential award recipients included in the BoR Statewide Completer System report are unduplicated across all award levels. Age at time of degree completion is determined and all individuals age 25 or older at time of degree completion during the academic year are summed.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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

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

9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects a headcount of specified individual completers and is not a graduation rate indicator. Additionally, the number of degree credentials actually awarded may be larger than the count reported.

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the unduplicated number of underrepresented minority (all races other than white, Asian, non-resident alien and unknown/not reported) completers in a given academic year from the baseline year number of **632** in the 2020-2021 academic year to **650** in the 2027-2028 academic year.

Indicator:

Total number of completers of credential awards recognized by the Louisiana Board of Regents who are 25 years or age or older at time of completion.

Indicator LaPAS PI Code: 26532

1. **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? GPI?)
 - Output
 - Key indicator

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

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

4. **What is the frequency and timing of collection or reporting?** (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
 - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of Board of Regents-recognized credentials during the immediately previous academic year are reported.

5. **How is the indicator calculated? Is this a standard calculation?** (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why.)
 - Credential award recipients included in the BoR Statewide Completer System report are unduplicated across all award levels. The count of all students with a designated ethnicity of Black, Hispanic, Native American, Hawaiian/Pacific Islander and Two or More Races are totaled.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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

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

9. **Does the indicator have limitations or weaknesses** (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? **If so, explain.** Is the indicator a proxy or surrogate? **Does the source of the data have a bias or agenda?**
 - No weaknesses. The reader must understand that this indicator reflects a headcount of specified individual completers and is not a graduation rate indicator. Additionally, the number of degree credentials actually awarded may be larger than the count reported.

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