

Louisiana Delta Community College

Strategic Plan FY 2014-2015 through FY 2018-2019

Updated June, 2013

Strategic Plan FY 2014 -2015 through FY 2018-2019

Louisiana Delta Community College Strategic Plan (FY 2014-2015 through FY 2018-2019)

Introduction: Louisiana Delta Community College (LDCC) received full initial accreditation with the Southern Association of Colleges and Schools (SACS) in June, 2009. This accreditation eased transfer of credit for our students and cleared the way for new program development. In 2010, two former Northeast Louisiana Technical College (NELTC) campuses (Tallulah and Lake Providence) were consolidated with LDCC. Consolidation of former NELTC campuses continued in 2012 when five additional campuses were merged with LDCC (Bastrop, Farmerville, Ruston, West Monroe and Winnsboro) thus creating a comprehensive community college that is made up of one central campus in Monroe and seven satellite campuses. Programs have been and will continue to be expanded and enhanced across all campuses. In addition, a wide range of workforce training and community service classes make us a “first choice” for business and industry training in the region.

Vision Statement: Louisiana Delta Community College will focus on accessible learning systems to provide needed skills, certificates, and degrees to address the workforce educational needs of today and of the future. With strong support from educational as well as industrial and workforce partners, Louisiana Delta Community College will create and support education as a foundation for growth and prosperity. Louisiana Delta Community College will seek to position itself to address the education necessary to attract new business and support current business in our service area; to work with our educational partners to leverage finances and build capacity; to support transfer and articulation functions with 4-year institutions in order to expand and assure state of the art professional technical programs; and to enrich the lives of our community by providing community interest and service activities.

Mission Statement: Louisiana Delta Community College, an open-admissions, 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.

Philosophy Statement:

Louisianan Delta Community College’s institutional values constitute the College’s philosophical statement.

Institutional Values

- 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

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- 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

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PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective 1.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 122%* from the baseline level of 1,640 in fall, 2009 to 3,640* by fall, 2014.

*In 2010, Louisiana Delta Community College (LDCC) was consolidated with two technical campuses which were a part of the former Northeast Louisiana Technical College (NELTC). In 2012 LDCC was legislatively merged with five additional NELTC campuses thus creating the projected 122% increase in 14th day headcount enrollment from the 2009 baseline for LDCC.

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

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

Strategy 1.1.1: Maintain alignment of program offerings.

Strategy 1.1.2: Promote electronic (distance) learning activities in the northeast region of the state.

Strategy 1.1.3: Promote transfers between and among campuses at all levels.

Strategy 1.1.4: Ensure access to programs and services to citizens with disabilities.

Strategy 1.1.5: Promote dual and cross enrollment agreements with public school districts in the northeast region of the state.

Strategy 1.1.6: Promote and expand college attendance by adult and non-traditional students.

Performance Indicators:

Output: Number of students enrolled (as of the 14 class day) in a fall semester at LDCC.

Outcome: Percent change in the number of students enrolled (as of the 14th class day) in a fall semester at LDCC.

II. Goal: Ensure Quality and Accountability.

Objective 11.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by .4 % percentage points from the fall, 2011* cohort (to fall 2012*) baseline level of 45 % to 45.4* % by fall, 2014 (retention of fall 2013 cohort).

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The measure was renegotiated as a beginning benchmark for the merged colleges to begin with the 2011-2012 cohort.

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

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

Strategy 11.1.1: Expand system wide and campus-specific retention programming.

Strategy 11.1.2: Expand availability of first-time student seminars and first-year experience courses..

Strategy 11.1.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

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

Objective 11.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by .4 percentage points from the fall, 2011* cohort (to fall 2012*) baseline level of 45 % to 45.4 % by fall, 2014 (retention of fall 2013 cohort).

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The measure was renegotiated as a beginning benchmark for the merged colleges to begin with the 2011-2012 cohort.

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

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

Strategy 11.2.1: Expand systemwide and campus-specific retention programming.

Strategy 11.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 11.2.3: Expand academic and training support and resource centers.

Performance Indicators:

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

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

Objective 11.3: 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 1.8 percentage points from the fall, 2009 cohort (to spring AY 2009-10) baseline level of 66.0% to 67.8% by spring, 2014 (retention of fall 2013 cohort).

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

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

Strategy 11.3.1: Expand systemwide and campus-specific retention programming.

Strategy 11.3.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 11.3.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the spring semester at the same institution.

Outcome: Percentage point change in the percentage of first-time, degree-seeking freshmen retained to the spring semester at the same institution.

Objective 11.4: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCESJ Graduation Rate Survey [GRS]) — baseline year rate (fall 2007 cohort)- For 2-year institutions (fall 2005 cohort) of 7.1% to 9.8% by 2014-15 (fall 2010 cohort).

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

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

Strategy 11.4.1: Expand system wide and campus-specific retention programming.

Strategy 11.4.2: Expand efforts to encourage transfer from two-year colleges to four-year universities.

Performance Indicators:

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

Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from public postsecondary education.

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Objective 11.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 562 in 2011-12* academic year to 735 in academic year 2013-14. Students may only be counted once per award level.

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The completion baseline was restated to include certificates, technical diplomas, and associate degrees received by Delta as a part of the merger. The reestablished baseline for completers is a total of 562. The projection is based on established projections for the merged college.

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

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

Strategy 11.5.1: Expand system-wide and campus-specific retention programming.

Strategy 11.5.2: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 11.5.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Total number of completers for all award levels.

Outcome: Percent change in the number of completers from the baseline year.

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In Compliance with Act 1465 of 1997, each strategic plan must include the following process:

I. Principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

Louisiana Delta Community College (LDCC) is comprised of one Central Campus in Monroe with satellite campuses located in Bastrop, Farmerville, Lake Providence, Ruston, Tallulah, West Monroe, and Winnsboro. LDCC has facilities and programs strategically placed to serve twelve parishes (Caldwell, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, and West Carroll) as well as bordering areas of Arkansas and Mississippi to ensure the citizens of our service area access to postsecondary education. The College delivers services to students enrolled in a variety of associate degree programs of study in the areas of Business Technology, Care and Development of Young Children, Process Technology, Nursing, Teaching, General Studies, Louisiana Transfer, Business Office Administration, ICT Computer Networking Support, Industrial Electronics, Industrial Instrumentation, and Drafting and Design Technology. Technical Diplomas and Certificates are offered in areas to include Air Conditioning and Refrigeration, Automotive Technology, Barber-Styling, CNC Specialist, Diesel Powered Equipment Technology, Electrician, Industrial Maintenance Technology, Welding, Business Office Technology, EMT Basic, Nursing Assistant, Patient Care Technician, and Practical Nursing. Many of the programs of study enroll students from all twelve parishes in the service area as dually enrolled high school students. Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy and who contribute tax revenues to state government and support postsecondary education in northeast Louisiana through Delta's contributions to workforce development, job training, and retraining.

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

The economy of both Louisiana and the nation continues to be significantly impacted by recession. The unemployment rate in Louisiana increased from 5.7 in November, 2012 to 6.5 in April 2013. The current economic environment results in a reduction in the state and national funds available to fund the operations of Louisiana Delta Community College. Further, during difficult economic times, community and technical colleges realize significant enrollment increases from those persons who are returning to retool themselves to find new employment. In recent years, northeast Louisiana has lost a significant amount of industry (i.e. State Farm Regional Office, International Paper, and Guide Corporation). Therefore, the difficult economic environment is a threat to college's ability to meet the proposed goals.

Federal Government

A significant amount of revenue flows from Federal programs into Louisiana public postsecondary education. A change in federal level policy could have dramatic affects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

Goal I: Increase Opportunities for Student Access and Success.

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

Goal II: Ensure Quality and Accountability.

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

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

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

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

See Performance Indicator Documentation attached for each objective.

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

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

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

See Performance Indicator Documentation attached for each performance indicator.

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

See Performance Indicator Documentation attached for each performance indicator.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 122%* from the baseline level of 1,640 in fall, 2009 to 3,640* by fall, 2014.

*In 2010, Louisiana Delta Community College (LDCC) was consolidated with two technical campuses which were a part of the former Northeast Louisiana Technical College (NELTC). In 2012 LDCC was legislatively merged with five additional NELTC campuses thus creating the projected 122% increase in 14th day headcount enrollment from the 2009 baseline for LDCC.

Indicator: Number of students enrolled (as of the 14th class day) in campuses.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually, in the summer, fall, and spring. For this indicator, 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?

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

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students enrolled in the campuses of Louisiana Delta Community College in each fall term.

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8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses ?

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

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, etc.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 122%* from the baseline level of 1,640 in fall, 2009 to 3,640* by fall, 2014.

*In 2010, Louisiana Delta Community College (LDCC) was consolidated with two technical campuses which were a part of the former Northeast Louisiana Technical College (NELTC). In 2012 LDCC was legislatively merged with five additional NELTC campuses thus creating the projected 122% increase in 14th day headcount enrollment from the 2009 baseline for LDCC.

Indicator: Percent change in the number of students enrolled (as of the 14th class day) in campuses.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, 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?

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

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students enrolled in the campuses of Louisiana Delta Community College in each fall term.

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8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses ?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.

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 and any changes in enrollment impact scheduling, hiring, future planning, program demands, facilities management, etc.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking Students retained to the second fall at the same institution of initial enrollment by .4 % percentage points from the fall, 2011* cohort (to fall 2012*) baseline level of 45 % to 45.4* % by fall, 2014 (retention of fall 2013 cohort).

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The measure was renegotiated as a beginning benchmark for the merged colleges to begin with the 2011-2012 cohort.

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, 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?

Retention rates are the percentage of an incoming class which is retained in the following fall.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

No.

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7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same institution from the fall to the following fall.

8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses ?

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

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Delta 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.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.1 Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by .4 % percentage points from the fall, 2011* cohort (to fall 2012*) baseline level of 45 % to 45.4* % by fall, 2014 (retention of fall 2013 cohort).

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The measure was renegotiated as a beginning benchmark for the merged colleges to begin with the 2011-2012 cohort.

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Outcome

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?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, 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?

Retention rates are the percentage of an incoming class which is retained in the following fall.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

No.

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7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same institution from the fall to the following fall.

8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

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

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Delta 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.2 Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by .4 percentage points from the fall, 2011* cohort (to fall 2012*) baseline level of 45 % to 45.4 % by fall, 2014 (retention of fall 2013 cohort).

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The measure was renegotiated as a beginning benchmark for the merged colleges to begin with the 2011-2012 cohort.

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, 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?

Retention rates are the percentage of an incoming class which is retained in the following fall semester.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same institution from the fall to the following fall.

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8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses ?

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

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Delta 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by .4 percentage points from the fall, 2011* cohort (to fall 2012*) baseline level of 45 % to 45.4 % by fall, 2014 (retention of fall 2013 cohort).

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The measure was renegotiated as a beginning benchmark for the merged colleges to begin with the 2011-2012 cohort.

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Outcome

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?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, 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?

Retention rates are the percentage of an incoming class which is retained in the following fall.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

No.

Strategic Plan FY 2014 -2015 through FY 2018-2019

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same institution from the fall to the following fall semester.

8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

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

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Delta 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.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.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 1.8 percentage points from the fall, 2009 cohort (to spring AY 2009-10) baseline level of 66.0% to 67.8% by spring, 2014 (retention of fall 2013 cohort).

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, 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?

Retention rates are the percentage of an incoming class which is retained in the following spring semester.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same institution from the fall to the following spring.

Strategic Plan FY 2014 -2015 through FY 2018-2019

8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

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

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Delta 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.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.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 1.8 percentage points from the fall, 2009 cohort (to spring AY 2009-10) baseline level of 66.0% to 67.8% by spring, 2014 (retention of fall 2013 cohort).

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Outcome

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?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

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5. How is the indicator calculated?

Retention rates are the percentage of an incoming class which is retained in the following spring semester.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same institution from the fall to the following spring.

Strategic Plan FY 2014 -2015 through FY 2018-2019

8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

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

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Delta 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.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.4 Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCESJ Graduation Rate Survey [GRS]) — baseline year rate (fall 2007 cohort)- For 2-year institutions (fall 2005 cohort) of 7.1% to 9.8% by 2014-15 (fall 2010 cohort).

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having a high number of students earning degrees for the improvement of the state's economy.

3. What is the source of the indicator?

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?

The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported in July each year for the previous academic year. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated?

The number from the entering cohort who graduated within 150% of the time from the same institution is reported. The number graduated divided by the original cohort generates a graduation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

N/A

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of a single number of graduates from a particular cohort and the appropriate percentage rate.

8. Who is responsible for data collection, analysis, and quality?

The National Center for Education Statistics.

Strategic Plan FY 2014 -2015 through FY 2018-2019

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?

N/A

10. How will the indicator be used in management decision making and other agency processes?

The college is working to improve graduation rates through more appropriate advising, sequential scheduling, career counseling, and appropriate articulation.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.4: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCESJ Graduation Rate Survey [GRS]) — baseline year rate (fall 2007 cohort)- For 2-year institutions (fall 2005 cohort) of 7.1% to 9.8% by 2014-15 (fall 2010 cohort).

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator? (Why was this indicator selected?)

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6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

N/A

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of a single number of graduates from a particular cohort and the appropriate percentage rate.

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The National Center for Education Statistics.

Strategic Plan FY 2014 -2015 through FY 2018-2019

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?

N/A

10. How will the indicator be used in management decision making and other agency processes?

The college is working to improve graduation rates through more appropriate advising, sequential scheduling, career counseling, and appropriate articulation.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective 11.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 562 in 2011-12* academic year to 735 in academic year 2013-14. Students may only be counted once per award level.

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The completion baseline was restated to include certificates, technical diplomas, and associate degrees received by Delta as a part of the merger. The reestablished baseline for completers is a total of 562. The projection is based on established projections for the merged college.

Indicator: Total number of completers for all award levels.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Louisiana Delta Community 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?

Data is submitted by the college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported in July each year for the previous academic year. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated?

The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

N/A

Strategic Plan FY 2014 -2015 through FY 2018-2019

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all postsecondary awards conferred by Louisiana Delta Community College for the previous academic year.

8. Who is responsible for data collection, analysis, and quality?

Louisiana Delta Community College submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for Completers.

9. Does the indicator have limitations or weaknesses ?

No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. Also, according to the LA GRAD Act, the college reports all awards with no duplication within an award level.

10. How will the indicator be used in management decision making and other agency processes?

The college must increase the number of students graduating. Additional campus resources must be allocated to programs that target increased graduates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.

Strategic Plan FY 2014 -2015 through FY 2018-2019

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective 11.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 562 in 2011-12* academic year to 735 in academic year 2013-14. Students may only be counted once per award level.

*As a result of the legislative merger of the former Northeast Louisiana Technical College (NELTC) and Louisiana Delta Community College (LDCC), the language of the law that merged the two institutions allowed a renegotiation of the GRAD Act Retention Measure. The completion baseline was restated to include certificates, technical diplomas, and associate degrees received by Delta as a part of the merger. The reestablished baseline for completers is a total of 562. The projection is based on established projections for the merged college.

Indicator: Percent change in the number of completers from the baseline year.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

Louisiana Delta Community 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?

Data is submitted by the college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported in July each year for the previous academic year. This will allow time for collection, aggregation, and editing of the data.

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The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

6. Does the indicator contain jargon, acronyms, or unclear terms?

N/A

Strategic Plan FY 2014 -2015 through FY 2018-2019

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all postsecondary awards conferred by Louisiana Delta Community College for the previous academic year.

8. Who is responsible for data collection, analysis, and quality?

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