

**LOUISIANA DELTA COMMUNITY COLLEGE
STRATEGIC PLAN (2005 - 2009)**

Vision Statement: Louisiana Delta Community College seeks to improve the quality of life of our citizens through educational programs offered through our colleges. We strive to increase the opportunity of Louisiana's workforce to succeed through skills training programs. And, we work to provide our citizens the opportunity to learn continuously. We are committed to teaching what is needed, when it is needed, and where it is needed within available resources.

Mission Statement: Louisiana Delta Community College, an open admissions, associate degree granting, public institution serving the northeastern region of Louisiana, provides high quality educational programs and services that are affordable and accessible to a diverse community of learners. 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: Louisiana Delta Community College is committed to the innovation, flexibility and sensitivity to students' needs. Delta maintains an educational environment that promotes integrity and critical inquiry in students, encourages the achievement of student's full potential, fostering within them a keen desire for lifelong learning in an intellectually stimulating atmosphere.

Goals and Objectives:

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

Objective I.1: Increase Fall 14th class day headcount enrollment at Louisiana Delta Community College by 516% from the fall 2003, baseline level of 568 to 3,500 by fall 2009.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Strategy I.1.1: Continue development of the authorized programs and course offerings.

Strategy I.1.2: Develop and offer electronic courses and programs.

Strategy I.1.3: Continue to promote transfers between and among institutions at all levels.

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

Strategy I.1.5: Implement dual and cross enrollment agreements with school districts and other higher education institutions.

Strategy I.1.6: Enact a comprehensive enrollment management plan, including the Educational Planning and Assessment System (EPAS), to implement strategies for reaching all segments of the institution's student population.

Performance Indicators:

Output: Fourteenth class day headcount enrollment at Louisiana Delta Community College.

Outcome: Percent change in headcount enrollment at Louisiana Delta Community College.

Objective I.2: Increase minority fall 14th class day headcount enrollment at Louisiana Delta Community College by 568% from the baseline level of 194 in fall 2003, to 1,330 by fall 2009.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Strategy I.2.1: Expand outreach programs to reach minority students.

Strategy I.2.2: Increase hiring of minority administrators, faculty and staff.

Strategy I.2.3: Expand various recruitment methods to increase participation in all forms of financial aid, including TOPS.

Strategy I.2.4: Expand Student Services, including mentoring and tutoring programs.

Performance Indicators:

Output: Fourteenth class day headcount of minority enrollment at Louisiana Delta Community College.

Outcome: Percent change in the number of minority students enrolled at Louisiana Delta Community College.

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the percentage of Louisiana Delta Community College first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education by 9 percentage points from the fall 2003 baseline level of 65% to 74% by fall 2009.

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

Strategy II.1.1: Implement a comprehensive enrollment management process to include a retention component.

Strategy II.1.2: Implement an early alert system to identify and assist students at risk for dropping out, including expanded Student Services and an improved Academic Seminar course.

Strategy II.1.3: Expand Student Services to include tutorial services and mentoring programs.

Strategy II.1.4: Continue periodic assessment of student services utilizing student opinion surveys.

Strategy II.1.5: Develop transfer agreements and ease the process to encourage transfer to four-year institutions.

Performance Indicators:

Output: Percentage of Louisiana Delta Community College first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education.

Outcome: Percentage point change in the percentage of first-time, Louisiana Delta Community College full-time, degree-seeking freshmen retained to the second year in public postsecondary education.

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

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

Objective II.2: Increase the three-year graduation rate at Louisiana Delta Community College by 6 percentage points over baseline year rate of * % in 2002-2003 to 6% by 2008-2009.

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

Strategy II.2.1: Continue to develop the degree programs that have been determined to be appropriate to the needs of the local workforce and businesses.

Strategy II.2.2: Implement a comprehensive enrollment management plan including a retention component.

Strategy II.2.3: Implement transfer agreements and ease the process of transfer to four-year institutions.

Strategies II.2.4: Continue to improve the academic advising process to encourage students to complete degree programs.

Performance Indicators:

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

Outcome: Percentage point change in the graduation rate of Louisiana Delta Community College students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from a public postsecondary institution.

* Louisiana Delta Community College began operation in Fall 2001. Therefore, no three-year graduation data for 2002-2003 exist at this point to use as a baseline.

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:

Louisiana Delta Community College is authorized to serve a twelve-parish area of northeast Louisiana. The total population of this region exceeds 350,000. The current student population at Delta is primarily from Ouachita Parish. However, there is a growing population from the outlying parishes. The majority of Delta's students are female. The average age is approximately 27 years. Delta currently serves a non-traditional student population. With the implementation of the selective admissions criteria at the state's four-year institutions, it is anticipated that the college will see an increase in the traditional student population. In addition to courses offered at the Monroe campus, Delta also has offerings in West Monroe, Lake Providence, Columbia, and Bastrop. Delta serves students in a variety of degree programs including the Associate of Applied Technology in Business Technology, Associate of Arts in Liberal Arts, Associate of General Studies, Associate of Science in Early Childhood Education, Associate of Science in General Science and the Associate of Science in Nursing (currently under development). Additionally, a substantial portion of Delta's student population is transfer students. And, finally, Delta is committed to serving the training and education needs of the citizens and businesses of northeast Louisiana.

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

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

1. The Administration

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

2. The Economy

At present, Louisiana's economy is relatively stable and becoming more diverse. However, even though the state's economy is not as vulnerable to downturns as it was in past decades, postsecondary education's financial position will always be precarious as long as it's funding is not guaranteed. An economic recession or depression would hit postsecondary education particularly hard, since its funding is not protected by either constitution or statute.

3. The Federal Government

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

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

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

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

II. Goal: Ensure Quality and Accountability.

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

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

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

The goals and objectives in this *Revised Five-year Strategic Plan* were derived in part from the *Louisiana Delta Community College Strategic Plan 2004* and the *Noel-Levitz Final Report for Louisiana Delta Community College*, which was developed with the assistance of a consultant. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education, the Governor's Vision 2020 Plan, the LCTCS Strategic Plan. In addition, Delta 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.

This comprehensive *Louisiana Delta Community College Strategic Plan* was developed by the Senior Staff of the College made up of the Chancellor, Vice Chancellor for Academic and Student Affairs, Associate Vice Chancellor for Administrative Affairs, Chief Financial Officer and Chief Information Officer.

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, Louisiana Delta Community College is the only two-year college serving the twelve-parishes of northeast Louisiana. The mission of the technical college and universities differs greatly from that of the community college. Therefore, there is no duplication of effort associated with this program.

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: Louisiana Delta Community College

Increase fall 14th class day headcount enrollment at the LCTC System colleges by 516% from the fall 2003, baseline level of 568 to 3,500 by fall 2009.

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

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

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

Recognition of importance of access to higher education for Louisiana's 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 build-in bias or hidden agenda.)

Data is gathered from the student records system. That data is submitted to the Board of Regents Statewide Student Profile System (SSPS). Delta has successfully submitted verifiable data to this system since its inception in 2001. The Board of Regents reporting system has been in existence for over 25 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 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? 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 example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for quarter system). The Regents' SSPS is a 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 which is calculated from the number of student credit hours enrolled divided by a fixed number).

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is not an aggregate. It is simply all students enrolled at Louisiana Delta Community College as of the 14th class day of the respective fall semesters.

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

The data is collected and input into the student records system by the Delta staff, specifically the Enrollment Services staff. The Vice Chancellor for Academic and Student Affairs is responsible for compiling and submitting 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 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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1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

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

Recognition that the region's minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in 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 build-in bias or hidden agenda.)

Data is submitted by the Vice Chancellor of Academic and Student Affairs to the Board of Regents Statewide Student Profile System (SSPS) from the student records system. The Board of Regents reporting system has been in existence for over 25 years.

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For purposes of this *Revised Strategic Plan*, minority is defined as non-white. Any student who is reported as having any other ethnicity code than white will be included in the calculation of minority. The only exceptions are that non-resident aliens and refused to indicate are not included. As is the case in any enrollment calculation, headcount enrollment is as of the 14th class day of the semester (9th class day for quarter system). The Regents' SSPS is a 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.

Although not jargon, for purposes of this document, minority is defined as non-white and excludes non-resident aliens and students that refused to indicate a race.

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 not an aggregate. It is based upon the headcount enrollment of minority students at Delta.

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

The data is input into the student records system by Enrollment Services staff at Delta. The reports are compiled and submitted electronically by the Vice Chancellor for Academic and Student Affairs 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 minority headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white and excludes non-resident aliens and those students that refused to indicate a race.

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

Louisiana Delta Community College remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in postsecondary education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.

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

Recognition that the region's minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in 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 build-in bias or hidden agenda.)

Data is submitted by the Vice Chancellor of Academic and Student Affairs to the Board of Regents Statewide Student Profile System (SSPS) from the student records system. The Board of Regents reporting system has been in existence for over 25 years.

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The data are gathered 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.

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Although not jargon, for purposes of this document, minority is defined as non-white and excludes non-resident aliens and students that refused to indicate a race.

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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 minority headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white and excludes non-resident aliens and those students that refused to indicate a race.

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

Louisiana Delta Community College remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in postsecondary education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.

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Increase the percentage of first-time, full-time degree-seeking freshmen retained to the second year in public postsecondary education by 9 percentage points from the fall 2003, baseline level of 65% to 74% by fall 2009.

Indicator: Percentage of first-time, full-time, degree-seeking freshmen at Delta retained to second year in public postsecondary education.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

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

Louisiana Delta Community College must be committed not only to recruiting and enrolling students, but also retaining them in postsecondary education, thus preparing them for more productive lives.

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 build-in bias or hidden agenda.)

Data is submitted by the Vice Chancellor of Academic and Student Affairs to the Board of Regents Statewide Student Profile System (SSPS) from the student records system. The Board of Regents reporting system has been in existence for over 25 years.

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The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall semester data from the previous year and the current year 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.

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The retention percentage is calculated by using the institutionally defined cohort of first-time, full-time, degree-seeking freshmen in a given fall, and tracking them the following fall for re-enrollment. The number of students found re-enrolled is divided by the cohort to obtain the retention percentage.

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

A cohort is defined as a specific group (of students) established for tracking purposes
Source: National Center for Education Statistics (NCES)

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?)

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No real weaknesses. The reader must understand that this indicator reflects headcount enrollment, changes in headcount enrollment, and retention data 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?

Retention in postsecondary education impacts many decisions. Student retention has impacts on financial aid, course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

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Data is submitted by the Vice Chancellor of Academic and Student Affairs to the Board of Regents Statewide Student Profile System (SSPS) from the student records system. The Board of Regents reporting system has been in existence for over 25 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 gathered three times annually, in the summer, fall, and spring. For this indicator, fall semester data from the previous year and the current year 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 example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

The retention percentage is calculated by using the institutionally defined cohort of first-time, full-time, degree-seeking freshmen in a given fall, and tracking them the following fall for re-enrollment. The number of students found re-enrolled is divided by the cohort to obtain the retention percentage.

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

A cohort is defined as a specific group (of students) established for tracking purposes
Source: National Center for Education Statistics (NCES)

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 not an aggregate. It represents retention data at Louisiana Delta Community College.

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

The data is input into the student records system by Enrollment Services staff at Delta. The reports are compiled and submitted electronically by the Vice Chancellor for Academic and Student Affairs 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 headcount enrollment, changes in headcount enrollment, and retention data 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?

Retention in postsecondary education impacts many decisions. Student retention has impacts on financial aid, course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College

Increase the three-year graduation rate at Louisiana Delta Community College by 6 percentage points over baseline year rate of *% in 2002-2003 to 6% by 2008-2009.

Indicator: Percentage of Louisiana Delta Community College students identified in a part-time, full-time, degree-seeking cohort, graduating within three years from a public postsecondary institution.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

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

Louisiana Delta Community College is a relatively new college. Graduation rates will be one factor indicating overall impact of the college on the region and its workforce. It is important for the further development of the state's economy that a higher percentage of students who enroll in college with the intention of earning a degree obtain that 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 build-in bias or hidden agenda.)

The source of the data is the Board of Regents' Statewide Student Profile System to identify the first-time, full-time, degree-seeking cohort and the Regents' Completers System for graduates. The state and its institutions will follow the new protocol as established by the Southern Regional Education Board (SREB) which accounts for students who transfer to other public campuses in the state and subsequently graduate within 3/6 years to be included in the graduation rate calculation.

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 first-time, full-time, degree-seeking students who entered a two-year institution three years earlier and tracks how many and what percentage graduated (either from the original institution or another public institution in Louisiana).

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 example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The graduation rate for two-year institutions is calculated by identifying the cohort of first-time, full-time, degree-seeking freshmen, and tracking them for three years. The number of students that graduate is divided by the original cohort to obtain the graduation rate.

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

A cohort is defined as a specific group (of students) established for tracking purposes
Source: National Center for Education Statistics (NCES)

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?)

The indicator is not an aggregate. It reflects graduation rates for a specific cohort at Delta.

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

The Board of Regents is the statewide coordinator for student data. Because graduation data is not limited to the institution at which the student originally enrolled, Louisiana Delta Community College will obtain this information from the Board of Regents.

Each institution submits enrollment and completer data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors.

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?

The reader must understand that this indicator is based on tracking a cohort of first-time, full-time, degree-seeking freshmen for three years. It is not a graduation rate for all students enrolled at an institution.

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

Institutions must improve graduation rates. Additional campus resources should be allocated to programs that target improved rates. Improved advising, better scheduling, career counseling, and an increase in articulation agreements will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College

Increase the three-year graduation rate at Louisiana Delta Community College by 6 percentage points over baseline year rate of % in 2002-2003 to 6% by 2008-2009.

Indicator: Percentage of Louisiana Delta Community College students identified in a part-time, full-time, degree-seeking cohort, graduating within three years from a public postsecondary institution.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

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

Louisiana Delta Community College is a relatively new college. Graduation rates will be one factor indicating overall impact of the college on the region and its workforce. It is important for the further development of the state's economy that a higher percentage of students who enroll in college with the intention of earning a degree obtain that 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 build-in bias or hidden agenda.)

The source of the data is the Board of Regents' Statewide Student Profile System to identify the first-time, full-time, degree-seeking cohort and the Regents' Completers System for graduates. The state and its institutions will follow the new protocol as established by the Southern Regional Education Board (SREB) which accounts for students who transfer to other public campuses in the state and subsequently graduate within 3/6 years to be included in the graduation rate calculation.

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 first-time, full-time, degree-seeking students who entered a two-year institution three years earlier and tracks how many and what percentage graduated (either from the original institution or another public institution in Louisiana).

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Institutions must improve graduation rates. Additional campus resources should be allocated to programs that target improved rates. Improved advising, better scheduling, career counseling, and an increase in articulation agreements will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.