



Strategic Plan

Office of Planning and Budget

FY 2023-2024 through FY 2027-2028

Mission

Northshore Technical Community College is committed to providing quality workforce training and transfer opportunities by awarding associate degrees, technical diplomas and certificates to students seeking a competitive edge in today's global economy.

Vision

In keeping with the vision of the Louisiana Community and Technical College System, Northshore Technical Community College

- Produces knowledgeable, skilled and confident citizens ready for the future, ready for the workplace and ready to continue learning
- Delivers rapid, flexible and innovative solutions to changing workforce needs

Values

At Northshore Technical Community College, we value:

- **Student Success** – We seek to address student needs and interests to help students stay connected to their education and career goals. Through high-quality instruction, continuous learning, and individualized support, we provide students with the competitive edge needed for today's global economy.
- **Diversity, Equity, and Inclusion** – We seek to foster a culturally conscious, non-discriminatory, and equal opportunity environment that recognizes and appreciates the similarities and differences of the students, faculty, staff, and communities we serve.
- **Community Synergy** - We seek to foster partnerships and relationships within the college and communities we serve to advance our mission.
- **Communication** – We commit to effective systems of internal and external communication focused on transparency and shared governance to realize a pathway to prosperity for all stakeholders of the college.
- **Integrity** – We uphold our mission and values through our commitment to decision-making that is moral, just, fair, honest, and trustworthy.

Goals

1. Increase opportunities for student access and success

The first goal is directly linked to Northshore's mission and also correlates to the Louisiana Board of Regents' (BOR) strategic goal of increasing the educational attainment of the state's adult population to the Southern Regional Education Board States' average.

2. Ensure quality and accountability

The second goal is driven by Northshore's values and is also aligned with the Louisiana Board of Regents' (BOR) strategic goal to achieve greater accountability, efficiency, and effectiveness in the postsecondary education system by improving postsecondary persistence/retention rates and increasing the rate and number of students earning a postsecondary credential.

Program Activity

Fall Enrollment

Objective I

Increase the fall enrollment by 2% from the baseline level of 4,612 in fall 2021 to 4,712 by fall 2027.

Strategic Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- Formalized Recruitment Strategy
- Text Message Student On-Boarding
- High School Take Over Initiative
- Sullivan Campus Evening Programs Initiative
- Dual Enrollment Transition Initiative
- Associate Degree RN Program
- Rack Card Initiative
- High School Training Partnership
- St. Helena Dual Enrollment Partnership
- Expansion of Lacombe Campus Dual Enrollment

Performance Indicators:

- a. Number of students enrolled (throughout the fall semester) across all campuses
- b. Percent change from baseline in the number of students enrolled (as of end of term) across all campuses

Program Activity

Fall to Fall Retention

Objective II

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 2 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 56% to 58% by fall 2027 (retention of fall 2026 cohort).

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- Student Concession Expansion
- Student Support Services Enhancement Plan
- Mental Health Awareness Training
- Accessibility Services Mentorship Program
- Student success coaches

Performance Indicators:

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

Program Activity

Fall to Spring Retention

Objective III

Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 1 percentage point from the fall 2021 cohort (to spring AY 2021-2022) baseline level of 78% to 79% by spring 2028 (retention of fall 2027 cohort to spring AY 2027-2028).

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- Student Concession Expansion
- Student Support Services Enhancement Plan
- Mental Health Awareness Training
- Accessibility Services Mentorship Program
- Expansion of Student Success Coach program

Performance Indicators:

- a. Percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment
- b. Percentage point change from baseline in the percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

Program Activity

Graduation Rate

Objective IV:

Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate from the Fall 2018 cohort baseline level of 28% to 33% by Fall 2027 (retention of Fall 2023 cohort).

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- CPL for Work Experience Initiative
- Minority Completion Initiative
- Second Chance Pell Experiment
- Utilization of Degree Works software to assist with timely completion
- Expansion of Student Success Coach program
- Campus Climate Survey

Performance Indicators:

- a. Percentage of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion at any Louisiana public post-secondary institution
- b. Number of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion

Program Activity

Certificate (CTS) Completions

Objective V:

Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 365 in 2020-2021 to 400 in AY 2027-2028. Students may only be counted once per award level.

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- CPL for Work Experience Initiative
- Minority Completion Initiative
- Second Chance Pell Experiment
- Utilization of Degree Works software to assist with timely completion
- Expansion of Student Success Coach program
- Campus Climate Survey

Performance Indicator:

- a. Total number of completers earning 1-year Certificates

Program Activity

Certificate (CTC) Completions

Objective VI:

Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of 566 in 2020-2021 to 625 in AY 2027-2028. Students may only be counted once per award level.

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- CPL for Work Experience Initiative
- Minority Completion Initiative
- Second Chance Pell Experiment
- Utilization of Degree Works software to assist with timely completion
- Expansion of Student Success Coach program
- Campus Climate Survey

Performance Indicator:

- a. Total number of completers earning Career and Technical Certificates

Program Activity

Diploma Completions

Objective VII:

Increase the total number of Diploma completers in a given academic year from the baseline year number of 386 in 2020-2021 to 425 in AY 2027-2028. Students may only be counted once per award level.

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- CPL for Work Experience Initiative
- Minority Completion Initiative
- Second Chance Pell Experiment
- Utilization of Degree Works software to assist with timely completion
- Expansion of Student Success Coach program
- Campus Climate Survey

Performance Indicator:

- a. Total number of completers earning Diplomas

Program Activity

Associate Completions

Objective VIII:

Increase the total number of Associate completers in a given academic year from the baseline year number of 104 in 2020-2021 to 149 in AY 2027-2028. Students may only be counted once per award level.

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- CPL for Work Experience Initiative
- Minority Completion Initiative
- Second Chance Pell Experiment
- Utilization of Degree Works software to assist with timely completion
- Expansion of Student Success Coach program
- Campus Climate Survey
- Explore reverse transfer process to award degrees
- Awareness campaigns for Louisiana Transfer Degrees and AAS in Technical Studies

Performance Indicator:

- a. Total number of completers earning Associate Degrees

Program Activity

Adult Learner Completions

Objective IX:

Increase the number of Undergraduate (adult 25+ years) completers in a given academic year from the baseline year number of 282 in 2020-2021 to 315 in AY 2027-2028

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- CPL for Work Experience Initiative
- Minority Completion Initiative
- Second Chance Pell Experiment
- Utilization of Degree Works software to assist with timely completion
- Expansion of Student Success Coach program
- Campus Climate Survey

Performance Indicator:

- a. Total number of Undergraduate (adult, 25+ yrs.) Completers

Program Activity

Underrepresented Minority Completions

Objective X:

Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 234 in 2020-2021 to 270 in AY 2027-2028

Strategy Initiatives *(as developed as part of the college's Administrative Unit Planning process)*

- CPL for Work Experience Initiative
- Minority Completion Initiative
- Second Chance Pell Experiment
- Utilization of Degree Works software to assist with timely completion
- Expansion of Student Success Coach program
- Campus Climate Survey

Performance Indicator:

- a. Total number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers

Process Documentation

Primary Clients and Benefits Derived

Northshore Technical Community College's principal clients include students, employers and the overall community at large. We provide training and educational opportunities to individuals located within each region we serve. We have sites positioned throughout Washington, Tangipahoa, St. Helena, Livingston and St. Tammany parishes with our main campus being situated in Lacombe, LA. Our goal is to provide citizens within our service area access to postsecondary education. The college delivers educational services to students enrolled in programs of study such as general education, construction, drafting, health occupations, information technology, business occupations, manufacturing, transportation, and human services.

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

Statutory Requirement for Each Goal

Goal I: 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.

LCTCS Strategic Plan

Goal II: 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.

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.

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.

LCTCS Strategic Plan

Potential External Factors

I. Economy

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

II. Governmental Challenges

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

III. Competition

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

Development of Objectives and Strategies

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

Duplication of Effort Statement

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

Performance Indicator Document: Objective I

<u>Program:</u>	Northshore Technical Community College
<u>Activity:</u>	Fall Enrollment
<u>Objective:</u>	Increase the fall enrollment by 2% from the baseline level of 4,612 in fall 2021 to 4,712 by fall 2027.
<u>Indicator Name:</u>	Number of students enrolled (throughout the fall semester) across all campuses

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number). Enrollment includes all student types, both traditional and non-traditional.

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

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

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

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Program: Northshore Technical Community College

Activity: Fall Enrollment

Objective: Increase the fall enrollment by 2% from the baseline level of 4,612 in fall 2021 to 4,712 by fall 2027.

Indicator Name: Percent change from baseline in the number of students enrolled (as of end of term) across all campuses

1. Type:

Outcome

2. Rationale:

The aim of the objective is to increase enrollment by a certain change in percentage. Therefore, assessing the percent change in the number of students served or enrolled in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

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

4. Clarity:

Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number). Enrollment includes all student types, both traditional and non-traditional.

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

The percent change will be calculated using a standard mathematical approach. The current year total will be subtracted from the baseline year total. The difference will then be divided by the baseline year total and multiplied by 100 to obtain the percentage change.

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$$[(\text{Current Year} - \text{Baseline Year}) / \text{Baseline Year} \times 100] = \% \text{ change}$$

7. Scope:

This indicator is the aggregate number of all students enrolled at all Northshore Technical Community College campuses during a given fall semester. The percentage change will be calculated based on the aggregate.

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

Each college within the Louisiana community college system submits an enrollment file electronically to the Board of Regents. The Board of Regents' staff manages the data after the file submission is completed. The enrollment files are used to determine student cohort, students who returned, and calculate the percentage.

Performance Indicator Documentation: Objective 2

Program: Northshore Technical Community College

Activity: Fall to Fall Retention

Objective: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 2 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 56% to 58% by fall 2027 (retention of fall 2026 cohort).

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

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

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

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS). Enrollment files that have been prepared by LCTCS are downloaded from Cognos, checked for errors via the Board of Regents' reporting portal, and uploaded to the reporting portal at the end of each semester (e.g. fall, spring, and summer) within the fiscal year. The fall semester report that is submitted to the Board of Regents' portal is used to provide the data for this performance indicator. Submitted fall enrollment files are used to determine the first-time, full-time, associate degree seeking cohort and if those students returned in the subsequent year. This indicator will be reported to LAPAS at the end of the third quarter.

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

6. Calculation Methodology:

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

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

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Program: Northshore Technical Community College

Activity: Fall to Fall Retention

Objective: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 2 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 56% to 58% by fall 2027 (retention of fall 2026 cohort).

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

1. Type:

Outcome

2. Rationale:

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

3. Use:

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

4. Clarity:

The indicator clearly identifies what is being measured—percentage point change in the percent of students who were retained to the second year compared to the baseline percentage of students retained. Transfers students are excluded from the analysis.

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

The change in percentage points will be calculated using a standard mathematical approach. Subtract the current year's fall to fall retention percentage rate from the baseline year's retention percentage rate. $[(\text{Current Year \%} - \text{Baseline Year \%})] = \text{change in \% points}$

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 3

Program: Northshore Technical Community College

Activity: Fall to Spring Retention

Objective: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 1 percentage point from the fall 2021 cohort (to spring AY 2021-2022) baseline level of 78% to 79% by spring 2028 (retention of fall 2027 cohort to spring AY 2027-2028).

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

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

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

5. Data Source, Collection and Reporting:

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

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

6. Calculation Methodology:

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

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

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Program: Northshore Technical Community College

Activity: Fall to Spring Retention

Objective: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 1 percentage point from the fall 2021 cohort (to spring AY 2021-2022) baseline level of 78% to 79% by spring 2028 (retention of fall 2027 cohort to spring AY 2027-2028).

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

1. Type:

Outcome

2. Rationale:

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

3. Use:

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

4. Clarity:

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

5. Data Source, Collection and Reporting:

Data from the Banner database is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS). Enrollment files that have been prepared by LCTCS are downloaded from Cognos, checked for errors via the Board of Regents' reporting portal, and uploaded to the reporting portal at the end of each semester (e.g. fall, spring, and summer) within the fiscal year. The fall and spring semester reports that are submitted to the Board of Regents' portal are used to provide the data for this performance indicator. Submitted fall enrollment files are used to determine the first-time, full-time, degree seeking cohort and if those students returned in the spring semester. This indicator will be reported to LAPAS at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

The change in percentage points will be calculated using a standard mathematical approach. Subtract the current year's fall to spring retention percentage rate from the baseline year's retention percentage rate. $[(\text{Current Year \%} - \text{Baseline Year \%})] = \text{change in \% points}$

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 4

<u>Program:</u>	Northshore Technical Community College
<u>Activity:</u>	Graduation Rate
<u>Objective:</u>	Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate from the Fall 2018 cohort baseline level of 28% to 33% by Fall 2027 (retention of Fall 2023 cohort).
<u>Indicator Name:</u>	Percentage of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completion at any Louisiana public post-secondary institution

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

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

5. Data Source, Collection and Reporting:

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

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indicator will be reported for the specified cohort to IPEDS annually and LAPAS at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

Graduation rates are determined by calculating the percentage of incoming students who earned a credential within 150% of normal time (ex: within 3 years if completing an Associate degree). The percentage will be calculated using a standard mathematical approach. Divide the total number of students earning a credential within 150% normal time of their start date by the total number of students in the incoming cohort. $[(\text{Number of Students Earning a Credential within 150\% of normal time} / \text{Number of Students in Incoming Cohort}) \times 100] = \%$

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

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Program: Northshore Technical Community College

Activity: Graduation Rate

Objective: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate from the Fall 2018 cohort baseline level of 28% to 33% by Fall 2027 (retention of Fall 2023 cohort).

Indicator Name: Number of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completion

1. Type:

Outcome

2. Rationale:

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

3. Use:

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

4. Clarity:

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

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

The number of completers will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SSPS unit record system where each student completer is counted once. Regardless of how many credentials earned, the highest credential earned is only count once per student.

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 5

Program: Northshore Technical Community College

Activity: Certificate (CTS) Completions

Objective: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 365 in 2020-2021 to 400 in AY 2027-2028. Students may only be counted once per award level.

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

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

The indicator clearly identifies what is being measured—total number of 1-year certificate (CTS) completers

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

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

7. Scope:

This indicator is the aggregate number of all students awarded a CTS certificate conferred by Northshore Technical Community College within the academic year.

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 6

Program: Northshore Technical Community College

Activity: Certificate (CTC) Completions

Objective: Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of 566 in 2020-2021 to 625 in AY 2027-2028. Students may only be counted once per award level.

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

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

The indicator clearly identifies what is being measured—total number of Career and Technical Certificates completers.

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

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

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 7

Program: Northshore Technical Community College

Activity: Diploma Completions

Objective: Increase the total number of Diploma completers in a given academic year from the baseline year number of 386 in 2020-2021 to 425 in AY 2027-2028. Students may only be counted once per award level.

Indicator Name: Total number of completers earning Diplomas

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

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

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

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

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 8

Program: Northshore Technical Community College

Activity: Associate Completions

Objective: Increase the total number of Associate completers in a given academic year from the baseline year number of 104 in 2020-2021 to 149 in AY 2027-2028. Students may only be counted once per award level.

Indicator Name: Total number of completers earning Associate Degrees

1. Type:

Output

2. Rationale:

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

3. Use:

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

4. Clarity:

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

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

The number of Associate completers will be calculated using a standard mathematical

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approach. The standard method practiced statewide uses the Board of Regents' SSPS unit record system where each student completer is counted once. The student is only counted once within this award level category

7. Scope:

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

8. Caveats:

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

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 9

Program: Northshore Technical Community College

Activity: Adult Learner Completions

Objective: Increase the number of Undergraduate (adult 25+ years) completers in a given academic year from the baseline year number of 282 in 2020-2021 to 315 in AY 2027-2028

Indicator Name: Total number of Undergraduate (adult, 25+ yrs.) Completers

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of awards conferred by a certain amount. Therefore, assessing the number of adult learners completing a credential (certificate, diploma, or associate) in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

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

4. Clarity:

The indicator clearly identifies what is being measured—total number of Undergraduate (adult, 25+ yrs.) completers.

5. Data Source, Collection and Reporting:

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

6. Calculation Methodology:

The number of Adult Learner completions will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SSPS unit record system where each student completer is counted once. The student is only counted once, with the highest credential earned being counted.

7. Scope:

This indicator is the aggregate number of all adult learner students awarded a credential (certificate, diploma, or associate) conferred by Northshore Technical Community College within the academic year.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects the number of awards conferred to students age 25 and older and is not a graduation rate.

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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

Performance Indicator Documentation: Objective 10

<u>Program:</u>	Northshore Technical Community College
<u>Activity:</u>	Underrepresented Minority Completions
<u>Objective:</u>	Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 234 in 2020-2021 to 270 in AY 2027-2028
<u>Indicator Name:</u>	Total number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers

1. Type:

Output

2. Rationale:

The aim of the objective is to increase the number of awards conferred by a certain amount. Therefore, assessing the number of underrepresented minority students completing a credential (certificate, diploma, or associate) in relation to our baseline was deemed as an appropriate performance indicator.

3. Use:

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

4. Clarity:

The indicator clearly identifies what is being measured—total number of Underrepresented Minority completers. Underrepresented minority include all races other than white, Asian, non-residents & unknown/not reported

5. Data Source, Collection and Reporting:

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

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category. This indicator will be reported to LAPAS at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

6. Calculation Methodology:

The number of Underrepresented Minority completions will be calculated using a standard mathematical approach. The standard method practiced statewide uses the Board of Regents' SSPS unit record system where each student completer is counted once. The student is only counted once, with the highest credential earned being counted.

7. Scope:

This indicator is the aggregate number of all underrepresented minority students awarded a credential (certificate, diploma, or associate) conferred by Northshore Technical Community College within the academic year.

8. Caveats:

No real weaknesses exist. The reader must understand that this indicator reflects the number of awards conferred to students belonging to Black, Hispanic, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander & Two or More Races race categories and is not a graduation rate.

9. Accuracy, Maintenance, Support:

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

10. Responsible Person:

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