

INSTITUTIONAL EFFECTIVENESS

2023 ANNUAL REPORT



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The formal components listed below help to drive the College's Institutional Effectiveness Plan. Use the links below to directly access summary reports from each component.

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OVERVIEW OF THE INSTITUTIONAL EFFECTIVENESS REPORT

At NTCC, a commitment to institutional effectiveness (IE) is realized through the college's Institutional Effectiveness Plan that outlines the formal approaches and measures towards institution-wide success. The annual Institutional Effectiveness Report serves as a calendar year summary of the major activities and cycles related to the College's Institutional Effectiveness Plan.

NTCC's Institutional Effectiveness Plan is subdivided into the following areas of focus, each of which will be reviewed in this IE report:

- **Student Achievement:** NTCC evaluates success with respect to student achievement consistent with its mission. The following key metrics were established along with minimum and target performance levels: Graduation Rate, Credential Completion, Retention Rate, and Transfer-Out Rate.
- **Strategic Planning:** NTCC's institution-wide planning and evaluation processes demonstrate that the Institution is effectively accomplishing its mission. NTCC's strategic planning takes place under the aegis of the college's mission and goal statements.
- **Administrative Unit Planning:** This process ensures that administrative and support unit objectives are continuously assessed and provides a mechanism for alignment of unit mission and the College Strategic Plan.
- **Program Assessment Planning:** Each program of study develops and assesses student learning outcomes and uses the results for continuous improvements.
- **Program Health Index:** NTCC assesses program performance based on a three-year cycle through the Program Health Index that is submitted to LCTCS annually.
- **Program Advisory Committee Review:** Each program of study at the maintains a program advisory committee that considers business and industry stakeholder feedback for program improvement and further development.
- **Surveys:** NTCCC administers multiple surveys to gather feedback related to institutional effectiveness and to assist units with continuous improvement of services.

This report was compiled by the NTCC Office of Planning and Academic Initiatives as of February 2024.

Additional information is available on [NTCC's Institutional Effectiveness webpage](#).

STUDENT ACHIEVEMENT

Northshore Technical Community College evaluates success with respect to student achievement consistent with its mission. To document the process NTCC employs to assess student achievement, an overview of key metrics of achievement will be reviewed, followed by an overview of key plans and reports which provide evaluative data. Data related to key metrics discussed below is published on the [college website](#).

Threshold of Acceptability: For each of the key metrics established below, a threshold of acceptability for student achievement is established. The threshold is based on achievement levels aligned with the 2020-2025 College Strategic Plan. The **benchmark (baseline)** level is considered the minimum level of achievement determined based on the baseline rate established at the beginning of the strategic planning period. The **target** level is the annual rate expected to be achieved to remain on target with the goal rate upon conclusion of the strategic planning period. The **goal** level is the ultimate goal established in alignment with the College Strategic Plan for the assessment period.

- **Benchmark** = Minimum performance standard (2020 IPEDS Data Feedback Report baseline)
- **Target** = Annual performance level projected to reach goal
- **Goal** = Target elevated performance standard

Graduation Rate:

A key indicator of student achievement is the student completion of declared programs of study as analyzed by the college graduation rate. To track graduation achievement, NTCC utilizes graduation rate data for full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion from the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the published IPEDS graduation rate [**Key Student Completion Indicator**]:

The Achievement Threshold range for the 2020-2025 Strategic Planning period is for the graduation rate is **25% to 33%**.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2016 cohort	N/A	25%
Year 1 (2021 IPEDS)	2017 cohort	26%	25% ✗
Year 2 (2022 IPEDS)	2018 cohort	27%	28% ✓
Year 3 (2023 IPEDS)	2019 cohort	29%	29% ✓
Year 4 (2024 IPEDS)	2020 cohort	31%	
Year 5 (2025 IPEDS)	2021 cohort	33%*	

**IPEDS Comparison Group Median from 2020 report*

Note: Graduation rate disaggregation for the most recent reporting year can be found [here](#).

Credential Completion:

A key indicator of student achievement is the completion of exit points offered by the college, including certificates, diplomas and degrees. To track credential completion, NTCC utilizes the data on the number of sub-baccalaureate degrees and certificates awarded, by level, as identified on the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the credentials awarded:

Associate Degrees:

The Achievement Threshold range for the 2020-2025 Strategic Planning period is: **124 to 149** associate degrees awarded.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2018-2019	N/A	124
Year 1 (2021 IPEDS)	2019-2020	129	119 ✗
Year 2 (2022 IPEDS)	2020-2021	134	114 ✗
Year 3 (2023 IPEDS)	2021-2022	139	138 ✗
Year 4 (2024 IPEDS)	2022-2023	144	
Year 5 (2025 IPEDS)	2023-2024	149*	

**20% increase from baseline*

Strategies to increase awarding of associate degrees:

- Full implementation of Degree Works software
- Expansion of success coach program
- Awareness campaigns for Louisiana Transfer Degrees and AAS in Technical Studies

Certificates and Diplomas (at least one year):

The Achievement Threshold range for the 2020-2025 Strategic Planning period is: **373 to 448** certificates and diplomas of at least one year.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2018-2019	N/A	373
Year 1 (2021 IPEDS)	2019-2020	388	501 ✓
Year 2 (2022 IPEDS)	2020-2021	403	529 ✓

Year 3 (2023 IPEDS)	2021-2022	418	451 ✓
Year 4 (2024 IPEDS)	2022-2023	433	
Year 5 (2025 IPEDS)	2023-2024	448*	

**20% increase from baseline*

***Benchmark/targets manually reset due to change in calculation criteria*

Certificates (of less than 1 year):

The Achievement Threshold range for the 2020-2025 Strategic Planning period is: **743 to 892** certificates of less than 1 year awarded.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2018-2019	N/A	743
Year 1 (2021 IPEDS)	2019-2020	773	1,289 ✓
Year 2 (2022 IPEDS)	2020-2021	803	1,087 ✓
Year 3 (2023 IPEDS)	2021-2022	833	1,072 ✓
Year 4 (2024 IPEDS)	2022-2023	863	
Year 5 (2025 IPEDS)	2023-2024	892*	

**20% increase from baseline*

***Benchmark/targets manually reset due to change in calculation criteria*

Strategies to increase awarding of short-term certificates:

- Expansion of CTE offerings with dual enrollment high school partners
- Full implementation of Degree Works software
- Expansion of success coach program

Retention:

In addition to program completion rates, it is important to evaluate student persistence towards completion. To track credential completion, NTCC utilizes fall-to-fall retention rate data of first-time, full-time degree/certificate seeking students as identified on the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the retention:

The Achievement Threshold range for the 2020-2025 Strategic Planning period for the retention rate is **48% to 53%**.

IPEDS Report	IPEDS Cohort	Target	Actual
Baseline (2019 IPEDS)	Fall 2017	N/A	48%
Year 1 (2021 IPEDS)	Fall 2019	49%	56% ✓
Year 2 (2022 IPEDS)	Fall 2020	50%	55% ✓
Year 3 (2023 IPEDS)	Fall 2021	51%	57% ✓

Year 4 (2024 IPEDS)	Fall 2022	52%	
Year 5 (2025 IPEDS)	Fall 2023	53%*	

**5% point increase from baseline*

Student Transfer:

Considering that many students attend NTCC with the goal of facilitating transfer to other institutions towards fulfillment of advanced degrees and programs, the rate at which students successfully make the transition to other educational institutions is important to consider. To track transfer achievement, NTCC utilizes transfer-out rate data for full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion from the IPEDS Feedback report. NTCC has set the following benchmarks and goals related to the published IPEDS transfer-out rate:

The Achievement Threshold range for the 2020-2025 Strategic Planning period is for transfer rate is **9% to 14%**.

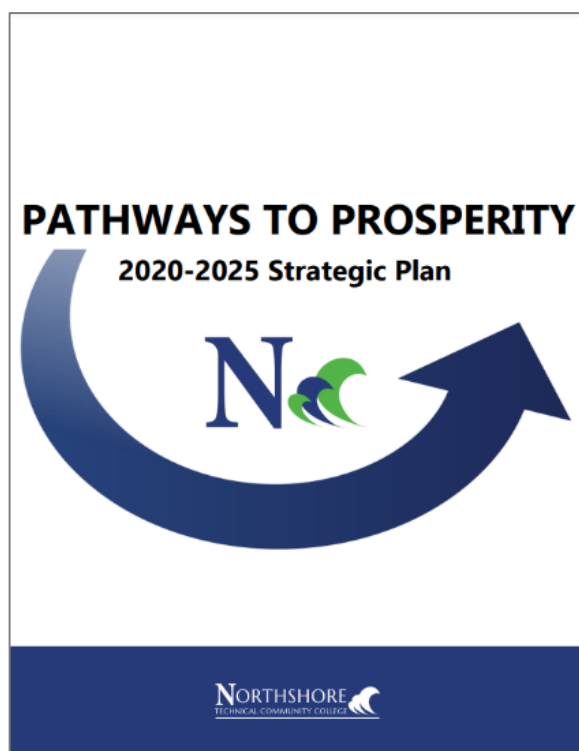
IPEDS Feedback	IPEDS Cohort	Target	Actual
Baseline (2020 IPEDS)	2016 cohort	N/A	9%
Year 1 (2021 IPEDS)	2017 cohort	10%	18% ✓
Year 2 (2022 IPEDS)	2018 cohort	11%	17% ✓
Year 3 (2023 IPEDS)	2019 cohort	12%	15% ✓
Year 4 (2024 IPEDS)	2020 cohort	13%	
Year 5 (2025 IPEDS)	2021 cohort	14%*	

**5% point increase from baseline*

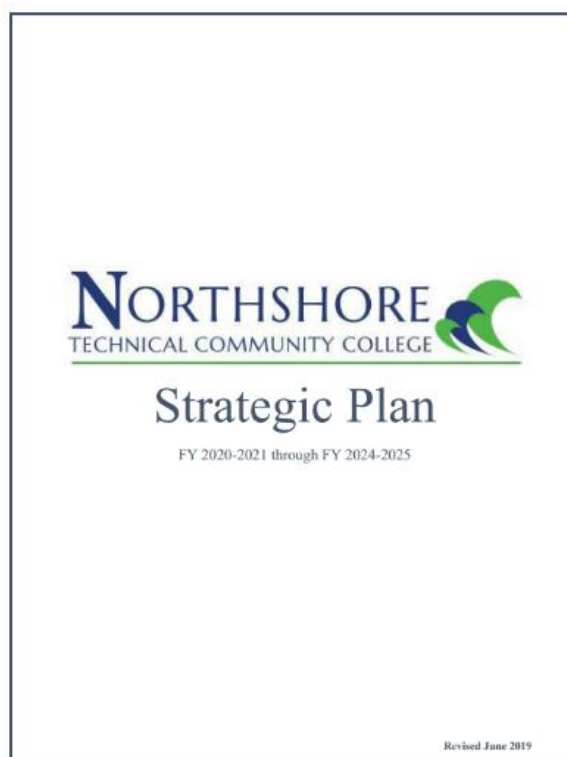
STRATEGIC PLANNING

NTCC's institution-wide planning and evaluation processes demonstrate that the Institution is effectively accomplishing its mission. NTCC's strategic planning takes place under the aegis of the college's mission and goal statements. As plans are made for the future, they are formulated with an eye towards the basic composition of the college, and are defined as an integrated and systematic set of decisions that charts the future course of the college and creates the institutional environment for the successful execution of the college's mission. NTCC's Strategic Plan is at the core of the College's institutional effectiveness plan.

College Strategic Plan:



OPB State Strategic Plan



College Strategic Plan

The [2020-2025 Strategic Plan: Pathways to Prosperity](#) was approved and effective as of January 1, 2020. Considering much has changed since that date due to a pandemic, social justice movement, and major hurricane, updates to the strategic plan were submitted for approval to the College Leadership Committee and approved February 2023. An overview of the updates is provided below:

- Key Performance Indicators (KPI) were established for each objective to clearly evaluate completion.
- Goal 1, Objective 6 – Student Success Plan was eliminated from the plan since it was identified to be a strategy for Goal 1, rather than an objective
- Goal 2, Objective 5 was merged into Goal 2, Objective 1 due to an overlapping focus on training/professional development.
- Goal 3, Objective 5 was merged into Goal 4, Objective 1 due to an overlapping focus on community partnership.
- Goal 4, Objective 4 was merged into Goal 4, Objective 5 due to similarities in collaboration/recognition focus.
- The language for several objectives were updated to better align with strategic goals.

Progress related to each goal and objective is documented below for the 2023 Institutional Effectiveness Report.

GOAL 1 - STUDENT ACHIEVEMENT AND SUPPORT

Objective 1.1: Advance the institution-wide, adult-learner, and minority student completion/graduation rates.

KPI: College-Wide Graduation Rate

Year	Cohort	Target	Actual
Baseline (2020 IPEDS)	2016 cohort	N/A	25%
Year 1 (2021 IPEDS)	2017 cohort	26%	25% ✗
Year 2 (2022 IPEDS)	2018 cohort	27%	28% ✓
Year 3 (2023 IPEDS)	2019 cohort	29%	29% ✓
Year 4 (2024 IPEDS)	2020 cohort	31%	
Year 5 (2025 IPEDS)	2021 cohort	33%*	

KPI: Adult Learner Completers

Year	Cohort	Target	Actual
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Baseline	AY2017-18	N/A	270
Year 1 (2021)	AY2020-21	284	282 ✗
Year 2 (2022)	AY2021-22	288	223 ✗
Year 3 (2023)	AY2022-23	293	246 ✗
Year 4 (2024)	AY2023-24	297	
Year 5 (2025)	AY2024-25	302	
OPB Goal	AY2027-28	315	

KPI: Underrepresented Minority Completers

Year	Cohort	Target	Actual
Baseline	AY2017-18	N/A	167
Year 1 (2021)	AY2020-21	198	234 ✓
Year 2 (2022)	AY2021-22	208	220 ✓
Year 3 (2023)	AY2022-23	219	251 ✓
Year 4 (2024)	AY2023-24	229	
Year 5 (2025)	AY2024-25	239	
OPB Goal	AY2027-28	270	

Objective 1.2: Maintain a high-rate of employment for students and graduates in jobs related to their selected program of study.

KPI: Percentage of Completer Earnings 150% of state median

Year	Cohort	Actual
Baseline	AY2019-20	3.2%
Year 1 (2022)	AY2020-21	5.2%
Year 2 (2023)	AY2021-22	40.3%
Year 3 (2024)	AY2022-23	
Year 4 (2025)	AY2023-24	

**Targets are currently being determined at the LCTCS Office*

Objective 1.3: Advance the institution-wide retention rate.

KPI: Fall-to-Fall Retention Rate

Year	Cohort	Target	Actual
Baseline (2019 IPEDS)	Fall 2017	N/A	48%
Year 1 (2021 IPEDS)	Fall 2019	49%	56% ✓
Year 2 (2022 IPEDS)	Fall 2020	50%	55% ✓

Year 3 (2023 IPEDS)	Fall 2021	51%	57% ✓
Year 4 (2024 IPEDS)	Fall 2022	52%	
Year 5 (2025 IPEDS)	Fall 2023	53%	

KPI: Fall-to-Spring Retention Rate

Year	Cohort	Target	Actual
Baseline	AY2017-18	N/A	74%
Year 1 (2021)	AY2020-21	75.5%	74% ✗
Year 2 (2022)	AY2021-22	76%	78% ✓
Year 3 (2023)	AY2022-23	76.5%	77.5% ✓
Year 4 (2024)	AY2023-24	77%	
Year 5 (2025)	AY2024-25	77.5%	
OPB Goal	AY2027-28	79%	

Objective 1.4: Increase non-credit and HiSET program and/or certificate completers.

KPI: High School Equivalency Attainment Rate

Year	Cohort	Target	Actual
Baseline	AY2018-19	N/A	79.5%
Year 1 (2021)	AY2020-21	82%	79.3% ✗
Year 2 (2022)	AY2021-22	83.3%	83.3% ✓
Year 3 (2023)	AY2022-23	85%	78.6 ✗
Year 4 (2024)	AY2023-24	85.8%	
Year 5 (2025)	AY2024-25	87%	

KPI: IBC completers (unduplicated student count) through non-credit workforce training

- Note: Last year, a discrepancy in data was discovered after student information system conversion. Non-credit IBC completion was previous tracked in the Xenegrade platform but has since shifted to the Banner platform. For data consistency, data will be tracked beginning when the system conversion occurred with the baseline starting in AY 2020-2021.

Year	Cohort	Target	Actual
Baseline	AY2020-21	N/A	68
Year 1 (2022)	AY2021-22	101	66 ✗
Year 2 (2023)	AY2022-23	134	136 ✓
Year 3 (2024)	AY2023-24	167	
Year 4 (2025)	AY2024-25	200	

Objective 1.5: Increase the total number of students transferring to a four-year university.

KPI: Transfer-Out Rate

Year	Cohort	Target	Actual
Baseline (2020 IPEDS)	2016 cohort	N/A	9%
Year 1 (2021 IPEDS)	2017 cohort	10%	18% ✓
Year 2 (2022 IPEDS)	2018 cohort	11%	17% ✓
Year 3 (2023 IPEDS)	2019 cohort	12%	15% ✓
Year 4 (2024 IPEDS)	2020 cohort	13%	
Year 5 (2025 IPEDS)	2021 cohort	14%*	

GOAL 2: DEVELOPMENT AND INFRASTRUCTURE

Objective 2.1: Enhance the on-boarding and professional development experience for faculty and staff.

KPI: Employee Satisfaction with On-Boarding*

Year	Cohort	Target	Actual
Baseline (2020)	2019	N/A	3.06 avg
Year 1 (2021)	2020	3.09 avg	3.24 avg ✓
Year 2 (2022)	2021	3.13 avg	3.17 avg ✓
Year 3 (2023)	2022	3.17 avg	3.22 avg ✓
Year 4 (2024)	2023	3.21 avg	
Year 5 (2025)	2024	3.25 avg	

**average score across survey item #2*

KPI: Satisfaction with training / professional development in TLC

Year	Target	Actual
Year 1 (2022)	90%	96% ✓
Year 2 (2023)	90%	100% ✓
Year 3 (2024)	90%	
Year 4 (2025)	90%	

Objective 2.2: Achieve SACSCOC accreditation.

KPI: Achieve candidacy status by the end of the 2020 calendar year

- ✓ NTCC achieved candidacy status in Summer 2020.

KPI: Achieve full accreditation by 2023

- ✓ NTCC achieved initial accreditation in December 2020.

Objective 2.3: Achieve efficiencies through the implementation of technology.

KPI: Automate degree audit process for graduating students through full implementation of Degree Works platform by 2025.

- ✓ Over the last year, Degree Works has been reconfigured in anticipation of an expansion in the use of the software for degree awarding and cost of program for financial aid awarding. Beginning in summer 2022, Degree Works was used as the sole method for verification of degree requirements during the graduation check out process. The automation of degree requirements and the use of Banner Document Management has greatly reduced the time in documenting and awarding degrees and has centralized electronic documentation needed for Board of Regents' completer audits. During 2023, an auto-award process using Degree Works will be launched, which will further reduce administrative processing of awards. Cost of Program for financial aid awarding using Degree Works requirements will be explored in Fall 2023. Over the last year, the Degree Works Auto Award portal has been developed and thoroughly tested for automatic degree awarding from the portal directly into Banner. Beginning in summer 2023, Degree Works Auto Award portal was used to export data for awarding degrees and entering awards manually into Banner during the graduation check out process. The automation of degree awarding was fully utilized in Fall 2023. This process allowed staff to verify credentials, upload degree requirement documentation, and batch post awards directly into Banner. During 2024, the auto award process using Degree Works will be expanded to include in-progress course work, which will further increase the ability to identify potential graduates decreasing time to degree/certificate for our students.

KPI: Expansion of Single Sign-On (SSO) to reduce multiple user accounts.

- ✓ To date, the following integrations/SSO implementations have been completed during the strategic planning period: Active Directory (campus computers, lab computers, and laptops), Office 365, Helpdesk, QLess, RegisterBlast, LinkedIn Learning, Yodeck, Cisco Umbrella, Papercut (Gator Print), Campus Suite (website/intranet), Zoom, KnowBe4, Smarthinking, and

Screencast-O-Matic, CourseDog, and Watermark platforms. SSO for the Library Online Database is in progress.

Objective 2.4: Secure state funding for the construction of new facilities for the Hammond Area and Sullivan Campuses.

KPI: Secure funding for and begin construction of a new Diesel facility at the Sullivan Campus by 2025

- ✓ The Bond Commission approved a non-cash line of credit on the Priority 5 (P5) funds at the July 21, 2022 meeting. That should trigger the move from P5 to P1 in 2023 HB2. A request was made to Capital Outlay to give priority to moving this project to P1. If the funds are moved to P1 as expected, they should become available September of 2023. The Bond Commission did not approve a cash line of credit for this project; therefore, there were no funds to move forward with the bid package in September 2023. Our plan is for the legislature to keep this project in HB2 as priority 1 and planning that the bond commission issue a cash line of credit in September 2024. Tentative dates for future actions are as follows:

▪ Funding Becomes Available:	September, 2024
▪ Submit Advertise for Bids Package:	September, 2024
▪ Bid Opening:	October 2024
▪ Construction NTP:	November 2024
▪ Completion (Est. 14 Months):	January 2, 2026

KPI: Secure funding for design and development of new facility for Hammond Area Campus

- ✓ The budget request for the new Hammond Area Campus has been submitted through the eCorts system. The project was reviewed by the legislature in 2023 but was not approved. The project will be reviewed by the legislature this 2024 legislative session and we should know whether it will be approved by June 2024 when the legislature closes its session. However, the Hammond campus project is currently listed as #1 overall priority for the recommended FY24-25 new projects from the Board of Regents.

Objective 2.6: Implement financial stability and efficiency initiatives.

KPI: Increase percentage of students receiving institutional grants/scholarships from 8% in the 2019 IPEDS Data Feedback Report to 16% by 2025 Report

Year	Cohort	Target	Actual
Baseline (2019 IPEDS)	AY2018-19	N/A	8%
Year 1 (2021 IPEDS)	AY2019-20	9.6%	11% ✓
Year 2 (2022 IPEDS)	AY2020-21	11.2%	13% ✓
Year 3 (2023 IPEDS)	AY2021-22	12.8%	12% ✓
Year 4 (2024 IPEDS)	AY2022-23	14.4%	
Year 5 (2025 IPEDS)	AY2023-24	16%	

KPI: Generate 1.5 million dollars in new funding for the Northshore College Enhancement Foundation during the strategic planning period.

Year	Target	Total-Annual	Total-Overall
Year 1 (2020)	\$250,000	\$362,627	\$362,627 ✓
Year 2 (2021)	\$500,000	\$242,671	\$605,298 ✓
Year 3 (2022)	\$750,000	\$277,406*	\$882,704 ✓
Year 4 (2023)	\$1,000,000	\$816,063 *	\$1,698,767 ✓
Year 5 (2024)	\$1,250,000		
Year 6 (2025)	\$1,500,000		

**Unaudited financials used at time of reporting*

KPI: Achieve 80% annual utilization for Carl Perkins Grant funds by end of strategic planning period.

Year	Cohort	Target	Actual
Year 1 (2021)	FY2020-21	N/A	68.7%
Year 2 (2022)	FY2021-22	70%	66.2% ✗
Year 3 (2023)	FY2022-23	73%	89% ✓
Year 4 (2024)	FY2023-24	77%	
Year 5 (2025)	FY2024-25	80%	

KPI: Achieve 75% annual utilization for Rapid Response Grant funds by end of strategic planning period.

Year	Cohort	Target	Actual
Year 1 (2021)	FY2020-21	N/A	38%
Year 2 (2022)	FY2021-22	48%	69% ✓
Year 3 (2023)	FY2022-23	57%	61% ✓
Year 4 (2024)	FY2023-24	66%	
Year 5 (2025)	FY2024-25	75%	

**Baseline/targets/KPI recalculated in Year 3*

GOAL 3: RESPONSIVE EXPANSION

Objective 3.1: Increase overall student enrollment in both credit-bearing and non-credit programs.

KPI: Fall Credit Headcount

Year	Cohort	Target	Actual
Baseline	Fall 2021	N/A	4,612
Year 2 (2022)	Fall 2022	4,629	5,074 ✓
Year 3 (2023)	Fall 2023	4,645	5,716 ✓
Year 4 (2024)	Fall 2024	4,662	
Goal	Fall 2027	4,712	

**Baseline reset post COVID-19*

KPI: Workforce Training – Non-Credit Headcount

Year	Cohort	Target	Actual
Baseline (2021)	AY2020-21	N/A	591
Year 2 (2022)	AY2021-22	621	574 ✗
Year 3 (2023)	AY2022-23	650	524 ✗
Year 4 (2024)	AY2023-24	680	
Year 5 (2025)	AY2024-25	709	

**Baseline adjusted due to change in student information systems*

KPI: WorkReadyU – Adult Education Headcount

Year	Cohort	Target	Actual
Baseline (2019)	AY2018-19	N/A	795
Year 1 (2021)	AY2020-21	836	743 ✗
Year 2 (2022)	AY2021-22	877	717 ✗
Year 3 (2023)	AY2022-23	918	741 ✗
Year 4 (2024)	AY2023-24	959	
Year 5 (2025)	AY2024-25	1,000	

Objective 3.2: Expand public relations and marketing initiatives within our service areas.

KPI: Establish Public Relations Plan that includes expected outcomes and goals

- ✓ The College's first Public Relations Plan was approved on June 8, 2022. The plan spans three years from 2022-2025 in alignment with the College Strategic Plan. Key performance indicators were established for (1) Social Media Reach

and Impressions, (2) Website Traffic, and (3) Media Coverage/Mentions. The plan will be updated annual each summer. The plan is accessible on the [college website](#).

Objective 3.3: Expand and formalize presence, relationships and programming with area K-12 schools.

KPI: STEM Mobile Lab engagements

Year	Report Year	Target	Total-Annual	Total-Overall
Year 1 (2021)	2020-21	5,000	2,620	2,620 ✗
Year 2 (2022)	2021-22	10,000	8,604	11,224 ✓
Year 3 (2023)	2022-23	15,000	14,003	25,227 ✓
Year 4 (2024)	2023-24	20,000		
Year 5 (2024)	2024-25	25,000		

KPI: High School Dual Enrollment Headcount

Year	Cohort	Target	Actual
Baseline	Fall 2021	N/A	1,898
Year 1 (2022)	Fall 2022	1,903	2,263 ✓
Year 2 (2023)	Fall 2023	1,909	2,888 ✓
Year 3 (2024)	Fall 2024	1,915	

**Baseline reset post COVID-19*

Objective 3.4: Expand credit and non-credit programming available within the college.

KPI: 5 new credit-bearing programs of study by 2025

- ✓ To date, two (2) new programs have been established as of 2021: Louisiana Transfer Degree – Associate of Arts, Louisiana Transfer Degree – Associate of Science. LSBN approval has been granted, as of December 2022, to begin the College's first Associate Degree in Nursing (ASN) program. SACSCOC approval was obtained February 2023. Two new programs will be presented to the LCTCS board March 2024 for approval—Patient Navigator and Advanced Manufacturing programs.

KPI: 25 new non-credit workforce programs by 2025

- ✓ To date, 21 new non-credit Workforce Training programs have been established during the strategic planning period:
 - Precision Measuring Instruments (PMI) - NC3 (SnapOn/Starett certs.)

- Marine Service Technology (MST) - Yamaha Marine University (YMU, PMI, OSHA Forklift certs.)
- Heavy Equipment Operator (HEO) - NCCER HEO Operator Level I
- Foundations of Robotics (NC3) - Level I
- Amazon Web Service (AWS) - Cloud Practitioner
- Lead SAFE - Integrate business practice and the lean-agile mindset. delivery and DevOps culture
- Medication Attendant Certified (MAC)
- Rigger I - Absolute Safety NCCCO Rigging I
- Construction Site Safety Technician - Absolute Safety CSST
- Psychiatric Technician - American Association of Psychiatric Technicians (AAPT)
- CDL
- Intro to Carpentry
- Intro to Welding
- Phlebotomy
- Intro to Electrical
- Medical Billing and Coding
- MAC Continuing Education Course
- Logistics Technician
- Fiber Optics Technician
- Basic Life Skills and Certification Program (for the FPJDC)
- Summer Youth Career Exploration Academy

GOAL 4: SYNERGY

Objective 4.1: Leverage community resources, partnerships and relationships.

KPI: Increase business/industry partnerships by 10%

Year	Cohort	Target	Actual
Baseline (2020)	2019-2020	N/A	143
Year 1 (2021)	2020-2021	145	149 ✓
Year 2 (2022)	2021-2022	148	149 ✓
Year 3 (2023)	2022-2023	151	294 ✓
Year 4 (2024)	2023-2024	154	
Year 5 (2025)	2024-2025	157	

**Prior to 2022-2023, numbers were collected as a part of LA 2020 system goals. As of 2022-2023, our partner list is managed by the Division of Strategic Initiatives. To be counted as a partner the following criteria is used: Business & Industry partner, advisory committee member; donor.*

Objective 4.2: Create effective systems for internal communication within the college.

KPI: Implementation of projects designed to enhance internal communication

- ✓ To date, the following projects have been implemented to enhance internal communication:
 - Teaching and Learning Center series: Dialogue with the Deans & Campus Conversations (2021)
 - Finance Office campus forums (2021)
 - Microsoft Office 365 directory enhancements (2021)
 - Posting of committee agendas and minutes to the college website (2020)
 - Implementation of Microsoft Teams (2020)
 - Expansion of "Gator Good News" into a monthly college-wide newsletter (2020)

Objective 4.3: Execute initiatives which further enhance transparency, equity and shared governance across the college.

KPI: Establish Equity Plan that includes expected outcomes and goals.

- ✓ The Diversity, Equity and Inclusion Committee established outcomes related to campus climate and belonging, diversity and representation, student achievement and support, and cultural consciousness. An [Institutional Equity Plan](#) was drafted in 2023 by individuals serving on the College's Diversity, Equity, & Inclusion Committee. Due to recent transitions and subsequent organizational restructuring within the College, these efforts remain ongoing. The plan will be re-evaluated, further developed and assigned to the appropriate unit for leadership oversight. It is expected that the plan will be presented to the College Leadership Team for approval during the 2024 calendar year.

Objective 4.5: Foster internal collaboration and recognition within the college and across campuses.

KPI: Expansion of formal recognition efforts of the college

- ✓ The major initiative supporting this KPI since the beginning of the strategic planning period is the Gator Good News newsletter. Within each newsletter, a faculty, staff member and/or student is highlighted and new team members are introduced. This initiative began in 2020 and has continued since. Since the beginning of the pandemic, the college was able to return to an in-person convocation for the first time in Fall 2022. During convocation, the traditional

recognition efforts of the college were carried out including Chancellor gems, LCTCS awards, outstanding adjunct, service awards, and etc.

KPI: 95% participation in the annual Internal Giving Campaign

Year	Target	Actual
Year 1 (2020)	95%	100% ✓
Year 2 (2021)	95%	100% ✓
Year 3 (2022)	95%	96% ✓
Year 4 (2023)	95%	100% ✓
Year 5 (2024)	95%	
Year 6 (2025)	95%	

OPB State Strategic Plan (Operational)

Annual Report. Each year, a summary report is produced documenting progress related to goals and objectives within the OPB State Strategic (Operational) Plan. The summary report is available here: [2022-2023 Annual Report](#).

Highlights. Highlights from 2023 related to OPB State Strategic (Operational) Plan are summarized below.

- Objective 1 (Fall Enrollment): Experienced a 10% change increase from (Fall 2021) baseline.
- Objective 2 (Fall to Fall Retention): Experienced an 0.5% point decrease from (Fall 2020) baseline.
- Objective 3 (Fall to Spring Retention): Experienced an 0.5% point decrease from (Fall 2021) baseline.
- Objective 4 (Graduation Rate): Experienced a 1% increase from previous year to current year.
- Objective 5 (Certificate Completers): Experienced a 16% change increase in completers from (2020-2021 AY) baseline.
- Objective 7 (Diploma Completers): Experienced a 12% change decrease in completers from (2020-2021 AY) baseline.
- Objective 8 (Associate Completers): Experienced an 55% change increase in completers from (2020-2021 AY) baseline.
- Objective 9 (Adult Completers): Experienced an 13% change decrease in completers from (2020-2021 AY) baseline.
- Objective 10 (Minority Completers): Experienced an 7% change increase in completers from (2020-2021 AY) baseline.

ADMINISTRATIVE UNIT PLANNING

It is critical that administrative support services are provided in an effective and efficient manner in order for NTCC to achieve our college mission statement. To this effect, the Administrative Unit Planning (AUP) model assesses the effectiveness of units at the college that deliver administrative support services. All administrative support units of the institution engage in institutional planning through the AUP model by developing a mission statement, establishing expected outcomes and measuring performance relative to established outcomes.

2023-2024 Cycle:

The 2023-2024 Administrative Unit Planning cycle formally opened in August 2023 and will close June 2024.

Administrative Unit Plans for the 2023-2024 year are available at the following link: [2023-2024 Administrative Unit Plans](#).

2022-2023 Cycle:

In the 2022-2023 Institutional Effectiveness Plan, the Administrative Unit Planning process was revised. The revised model places emphasis on the annual measurement administrative unit objectives that are closely aligned to the unit mission and the College Strategic Plan. The cycle was adjusted from two-years to a single academic year. Rather than developing new performance initiatives, each unit established a new set of operational outcomes and measures for the 2022-2023 year.

A total of 25 units participated in the 2022-2023 cycle. After data collection and analysis of results, 66% percent of the 166 performance measures (109 of 166) were flagged as having met the target achievement benchmark and 33% as having “not met” target benchmarks. At the close of the cycle, administrative units documented action plans related to measures that failed to meet acceptable target achievement. For measures that were not met, units were required to develop an action plan that addresses how the unit will work to improve outcomes in the future. Units will report progress towards action items at the close of the 2023-2024 cycle.

Overview

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Organizations

75

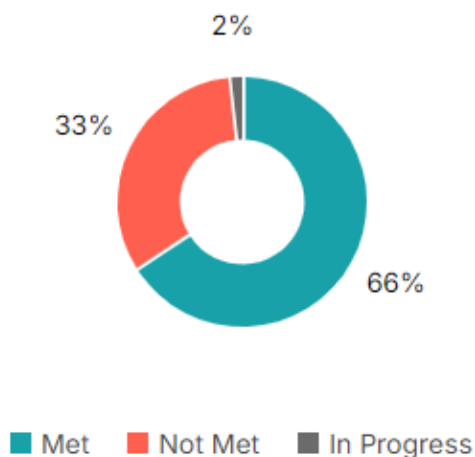
Outcomes

166

Measures

66

Actions



Finalized Administrative Unit Plan reports, by unit, are provided in the report linked below

- [2022-2023 Administrative Unit Plan Results](#)

2020-2022 Cycle:

The 2020-2022 Administrative Unit Planning cycle formally opened in August 2020 and closed in July 2022. During this cycle, each administrative unit established, at minimum, two initiatives aligned with objectives in the College Strategic Plan and assessed by multiple measures. With the close of the plan, summative data was submitted and is documented below.

A total of 30 units participated in the 2020-2022 cycle. After data collection and analysis of results, 58% percent of the I2O performance measures (69 of 120) were flagged as having either met or exceeded the target achievement benchmark and 43% as having “not met” target benchmarks. At the close of the 2020-2022 Cycle, administrative units documented action plans related to measures that failed to meet acceptable target achievement.

Finalized Administrative Unit Plan reports, by unit, are provided in the report linked below:

- [2020-2022 Administrative Unit Plan Results](#)

As mentioned above, feedback from the College Leadership Committee related to the Administrative Unit Planning model was incorporated into a revised model for the 2022-2023 cycle. The revisions put in place are expected to increase unit engagement with assessment measures and improve overall results.

PROGRAM ASSESSMENT PLANNING

At NTCC, student achievement of learning outcomes is a key component of institutional effectiveness. Since fall 2014, educational programs at NTCC have developed student learning outcomes focused on programs that lead to improvement in student learning and operational efficiencies. Through the Program Assessment Planning process, each program of study develops and assesses outcomes and uses the results for improvements. The educational programs across all college locations engage in this systematic planning and evaluation process in order to promote institutional performance and accountability for continuous improvement toward the advancement and the fulfillment of the identified program-level student learning outcomes. Therefore, each planning unit sets its priorities for the year based on their core areas of responsibility and institutional priorities; then defines assessment measures and performance targets, and analyzes the results, which they use for the continuous improvement of their programs.

View the [Program Assessment Planning Webpage](#) here.

2023-2025 Cycle [In Progress]

The 2023-2025 Program Assessment Planning cycle formally opened in August 2023 and will close May 2025.

2021-2023 Cycle

Upon conclusion of previous cycle, each program reviewed and revised program-level student learning outcomes and new assessment plans were developed. Each plan includes multiple measures of assessment for each outcome. Data was collected throughout the two-year cycle and an analysis conducted at the end of the 2022-2023 academic year.

The most recent two-year cycle, the 2021-2023 cycle, concluded in July 2023. The cycle spanned two academic years (2021-2022, 2022-2023) beginning in Fall 2021. At the close of the assessment period, final results were compiled spanning the assessment period for each measure and presented to faculty. Faculty engaged in planning sessions to analyze assessment results. Faculty created action plans in order to effectively use results to improve teaching and learning within the program. These efforts will be implemented and monitored during the next two year cycle (2023-2025).

A total of 26 units participated in the 2021-2023 cycle. After data collection and analysis of results, 80% percent of the 264 performance measures (211 of 264) were flagged as having met the target achievement benchmark and 20% as having “not met” target benchmarks.

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26

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132

Outcomes

264

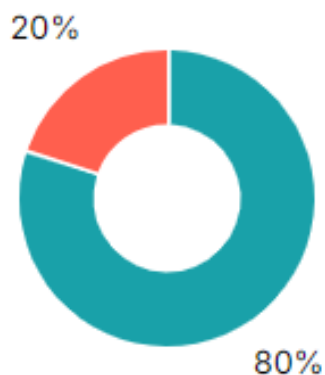
Measures

0

Conclusions

310

Actions



■ Met ■ Not Met ■ In Progress

Program assessment plans are available on the [college website](#).

PROGRAM HEALTH INDEX

NTCC assesses program performance through the Program Health Index that is submitted to the Louisiana Technical and Community College System (LCTCS) annually. Program offerings are evaluated at least once every three years as it relates to relevancy, sustainability, effectiveness, and efficiency. Completed reports are reviewed at the system level and recommendations may be made to the college's Chancellor based on the analyses conducted. This assessment supports decisions related to program continuation; modification; expansion; resource allocation; and/or program discontinuation. The most recent cycle of the Program Health Review process was completed in March 2023 with a review of one-third of the college's programs of study during the 2021-2022 year. Upon conclusion of the review, both the NTCC Chancellor and the review committee at the system-office level (LCTCS) recommended that each program continue.

View the [Program Health Index Webpage](#) here

Highlights. Highlights from 2023 Program Health Index review are summarized below.

- 1/3rd of programs reviewed:
 - Air Conditioning & Refrigeration
 - Automotive Technology
 - Building Technology Specialist
 - Drafting & Design Technology
 - Electrician
 - Information Systems Technology
 - Medical Assistant
- All programs recommended to continue based on reported program health.

PROGRAM ADVISORY COMMITTEES

Update. During the 2022-2023 AY, the program-specific Occupational Advisory Committee (OAC) meetings were held. Due to recent policy changes, a majority of programs were only required to host at least one OAC meeting for the academic year. An [Occupational Advising Committee Meeting Log](#) with supporting documentation is available on the NTCC website.

Report. [2023 Occupational Advisory Committee Annual Report](#)

Highlights. In regards to college-wide participation, 100% of all unique NTCC programs met with their OAC for the academic year. OAC participation by campus is detailed below.

- Florida Parishes Campus: 100%
- Hammond Campus: 100%
- Lacombe Campus: 100%
- Livingston Campus: 75%
- Sullivan Campus: 100%
- Southeastern ISC: 100%

SURVEYS

Surveys are important to our College's efforts to improve student success and the student experience. Each year students are provided the opportunity to offer their feedback anonymously related to course instruction, student support services, and campus climate. Surveys are administered annually adhering to the tentative schedule listed below:

- Student Evaluation of Teachers survey (*Fall & Spring semesters*)
- Student Experience & Services survey (*Fall semester*)
- Community College Survey of Student Engagement (*Once per strategic planning cycle*)
- HEDS Diversity and Equity Campus Climate Survey (*Once per strategic planning cycle*)

Through our surveying process, the College can assess and continuously improve teaching and learning, support services and processes, as well as diversity, equity and inclusion efforts. Survey results are disseminated to faculty, administrators and staff for review, reflection, and goal setting.

Highlights from each survey type are provided below.

Student Evaluation of Teachers Survey

Each semester students are able to evaluate each faculty member providing them with instruction. Course evaluations are administrated electronically via our Learning Management System, Canvas. Evaluations are typically launched in the month of November during the fall semester and in the month of April during the spring semester. The survey consists of twelve required questions and an optional question which captures comments and feedback regarding the student's course experience.

Each year, survey results are reviewed to ensure that college-wide mean scores for each survey item are maintained at 4.00 or higher (based on a 5-point Likert scale). A mean score of 4.00 or higher indicates that students, on average, agreed with questions asked. For the 2022-2023 academic year, college-wide mean scores were maintained at 4.00 or higher for all survey items (see link below).

A summary of the 2022-2023 results can be accessed from the link below:

View the [College-wide Summary of Student Evaluation of Teachers, 2022-2023 AY](#)

Student Experience & Services Survey

Sufficiency of service provided to students is assessed each fall semester through a college-wide Student Experience & Services survey. Similar to course evaluations, the student experience survey is administrated electronically via our Learning Management System, Canvas. The survey evaluates student utilization and satisfaction with programming, services and activities across several units within the Division of Student and Academic Affairs. Students are asked to provide an evaluation of the following areas:

- Student Affairs & Support Services
- Library Services / Learning Commons
- Academic Supports and Services
- Tuition/Fee Payment & Financial Aid
- Campus Resources & Technology
- Additional Student Experience Questions (Orientation, Accessibility & Veteran Services)
- Mental Health Services and Programming

Results are reviewed by each unit and benchmarks are set and monitored. A summary of the Fall 2022 results and established goals can be accessed from the links below:

- View the [Fall 2022 Student Experience & Services Survey summary results](#)
- View the [Fall 2022 Student Experience & Services Survey goal setting](#)

Community College Survey of Student Engagement (CCSSE)

In Spring 2022, the College administered the Community College Survey of Student Engagement (CCSSE). The CCSSE is administered once per strategic planning cycle. The CCSSE is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention.

Results from the Spring 2022 administration of the CCSSE are provided below:

- [CCSSE Executive Summary \(2022\)](#)
- [CCSSE Benchmark Score Report \(2022\)](#)

A committee was authorized by the College Leadership Team to develop an action plan for CCSSE results. Due transition and recent reorganization within the College, no action was taken during the 2023 year. Action to organize a work group tasked with addressing the results of the survey will resume in 2024.

HEDS Diversity and Equity Campus Climate Survey

This survey was last administered in 2021. It is scheduled to be administered again in the next strategic planning period.