

# INSTITUTIONAL EFFECTIVENESS

2021 ANNUAL REPORT



## TABLE OF CONTENTS

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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TABLE OF CONTENTS.....	2
EXECUTIVE SUMMARY .....	3
OVERVIEW OF THE INSTITUTIONAL EFFECTIVENESS REPORT .....	6
MISSION AND VISION.....	7
STUDENT ACHIEVEMENT.....	8
STRATEGIC PLANNING .....	12
College Strategic Plan .....	13
OPB State Strategic Plan (Operational).....	21
ADMINISTRATIVE UNIT PLANNING.....	22
PROGRAM REVIEW.....	24
Program Assessment Planning.....	24
Program Health Index.....	25
PROGRAM ADVISORY COMMITTEES.....	27
SURVEYS.....	28

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## EXECUTIVE SUMMARY

The 2021 calendar year has seen some return to normalcy after a tumultuous 2020. However, the ongoing COVID-19 pandemic and landfall of a major hurricane in Fall 2021 has often focused attention on business continuity, sustainability, and maintaining basic operations at the college. Though efforts towards institutional effectiveness, strategic planning and continuous improvement persisted, the challenges faced in reaching goals and objectives during unusual times clearly had an impact. Despite the many challenges presented during 2020, there were many accomplishments to highlight.

The following serves as an Executive Summary of the 2021 Institutional Effectiveness Report:

### **Student Achievement:**

- After the transition from COE to SACSCOC accreditation, the College gained more flexibility in selection of Student Achievement metrics. In the 2021 Institutional Effectiveness Plan, the official Student Achievement metrics for NTCC were updated.
- Increase in the institutional transfer-out rate from 9% in the 2020 IPEDS Feedback Report to 18% in the 2021 Report
- Increase in the Fall-to-Fall retention rate from 48% in the 2020 IPEDS Feedback Report to 50% in the 2021 Report

### **Strategic Planning:**

- Accomplishment of College Strategic Plan Objective 2.2 – Achieve SACSCOC Accreditation
- Above goal levels for Adult Learner and Underrepresented Minority student completers in both the College Strategic Plan and State OPB Strategic Plan.
- Significant progress with Objective 2.1 with the implementation of a New Faculty Onboarding Program, Objective 3.1 and 3.4 as it relates to growth in both enrollment and programming in non-credit Workforce Training and 4.3 with the Campus Conversations series and initiatives of the Diversity, Equity, and Inclusion Committee.

### **Administrative Unit Planning & Program Review:**

- Despite ongoing disruptions, both Administrative Unit Planning and Program Review processes continued on-cycle
- The Administrative Unit Planning Process entered into the second and final year of the 2020-2022 cycle with mid-cycle reports submitted in August 2021
- Within the Program Review process, program-level student learning outcomes were reviewed and revised (as necessary) for all credit-bearing programs of study. A new assessment cycle within the Program Assessment Planning process was initiated in Fall 2021. All programs assessed within the Program Health Index received a favorable review and were approved for continuation.

### Program Advisory Committees:

- Significant challenges were presented with pulling together Program Advisory Committees during 2021 due to the COVID-19 pandemic and the hurricane disruption. Despite that, a high number of programs still maintained regular meetings.

### Surveys:

- The college continued administration of the internally developed Student Experience Survey and set formal benchmarks based on results.
- The HEDS Diversity and Equity Campus Climate Survey was administered for the first time at the college in Fall 2020 with results analyzed in Spring 2021.
- The college is on track to resume administration of the CCSSE survey, a national measure of community college student engagement, in Spring 2022.

**Areas of Focus.** While the college celebrates the many positive indicators of institutional effectiveness presented in this report, there are areas where additional focus is suggested based on performance relative to goals and benchmarks.

- Though only one percentage point off, the IPEDS Graduation Rate is a key student completion indicator as outlined by SACSCOC. It is important that the college continue to enhance student supports for first-time, full-time freshmen to ensure student success and remain on-track with our goal to achieve peer comparison group average.
- Additional focus is needed with supporting units who have fallen short of benchmarks set during the 2018-2020 Administrative Unit Planning process. Several units implemented action plans for the 2020-2021 year to ramp up efforts to reach benchmarks, however, still fell a bit short at the conclusion of the action planning year. These units are now placed on a monitoring report status for the 2021-2022 year.
- Headcount enrollment for credit-bearing programs of study and adult education programs are below target towards goal levels. Though the impacts of the COVID-19 pandemic present an obvious challenge, it is suggested that heightened focus be placed on recruitment, marketing, and public relations efforts.
- A large number of objectives/metrics within the College Strategic Plan are tagged with an “In Progress” status. The status indicates that progress has been made but additional work is needed in order to accomplish goal levels. It is suggested that significant focused effort towards accomplishing initiatives within the Administrative Unit Planning process is initiated at the college leadership level.
- Upon the close of the Action Planning Year within the Program Assessment Planning cycle, there appeared to be confusion regarding the purpose of the cycle and

complications with making strong connections to the main data collection cycle. The IE Office will make a recommendation in the next IE Plan to eliminate the action plan year and return to a clearer two-year cycle.

- Feedback has been received that implementation of two initiatives over a two-year period within the Administrative Unit Planning process creates complications. The IE Office will make a recommendation in the next IE Plan to reduce the cycle to one year in length with one clear initiative per unit.

## 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 initiatives with the college strategic plan.
- **Program Review:** NTCC's Program Review model includes assessment of student learning outcomes through the Program Assessment Planning process and comprehensive evaluation of program health through the Program Health Index.
- **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 December 10, 2021.

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

## MISSION AND VISION

The NTCC Institutional Effectiveness Plan is in direct alignment with the college mission and vision statements. There were no changes to these statements in the 2020 calendar year. The statements are [published on the college website](#) and provided below:

**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 and Community College (1) produces knowledgeable, skilled and confident citizens ready for the future, ready for the workplace and ready to continue learning, and (2) delivers rapid, flexible and innovative solutions to changing workforce needs.



## 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.

View the [Student Achievement webpage](#) here.

### KEY METRICS:

Through successful retention, completion, and transfer, NTCC demonstrates its success with respect to student achievement consistent with its mission. The NTCC mission is 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. Primary methods NTCC utilizes to assess student achievement are outlined and discussed below.

### 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:

YEAR	IPEDS COHORT	THRESHOLD OF ACCEPTABILITY	GRADUATION RATE
2021 Report	2017 Cohort	26% ⇒ 33%	<b>25%</b> [In Progress]
2020 Report	2016 Cohort	Baseline Year	25%

*\*GR Data Disaggregation*

## 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:

YEAR	IPEDS COHORT	THRESHOLD OF ACCEPTABILITY	TOTAL AWARDED
2021 Report	2019-2020 Cohort	129 ⇒ 149	<b>119</b> [In Progress]
2020 Report	2018-2019 Cohort	Baseline Year	124

Certificates or Diplomas (at least 30 but less than 60 semester credit hours):

YEAR	IPEDS COHORT	THRESHOLD OF ACCEPTABILITY	TOTAL AWARDED
2021 Report	2019-2020 Cohort	670 ⇒ 774	<b>757</b> [On Target]
2020 Report	2018-2019 Cohort	Baseline Year	645

Certificates (of less than 1 year):

YEAR	IPEDS COHORT	THRESHOLD OF ACCEPTABILITY	TOTAL AWARDED
2021 Report	2019-2020 Cohort	1,213 ⇒ 1,400	<b>1,033</b> [In Progress]
2020 Report	2018-2019 Cohort	Baseline Year	1,167

### 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:

YEAR	IPEDS COHORT	THRESHOLD OF ACCEPTABILITY	RETENTION RATE
2021 Report	2019 Cohort	48% ⇒ 53%	<b>56%</b> [On Target]
2019 Report	2017 Cohort	Baseline Year	48%

### Transfer-Out Rate:

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:

YEAR	IPEDS COHORT	THRESHOLD OF ACCEPTABILITY	TRANSFER-OUT RATE
2021 Report	2017 Cohort	9% ⇒ 14%	<b>18%</b> <b>[On Target]</b>
2020 Report	2016 Cohort	Baseline Year	9%

**Threshold of Acceptability:** For each of the key metrics, 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 minimum level of achievement is determined based on the incremental annual achievement level necessary to reach the goal by the end of the College Strategic Planning period. The goal level is the ultimate goal established in alignment with the College Strategic Plan.

- Benchmark = Minimum performance standard
- Goal = Target elevated performance standard

Each metric is labeled with a status that identifies a progress level towards achievement level related to the threshold of acceptability.

**[On Target]** – On track towards overall goal

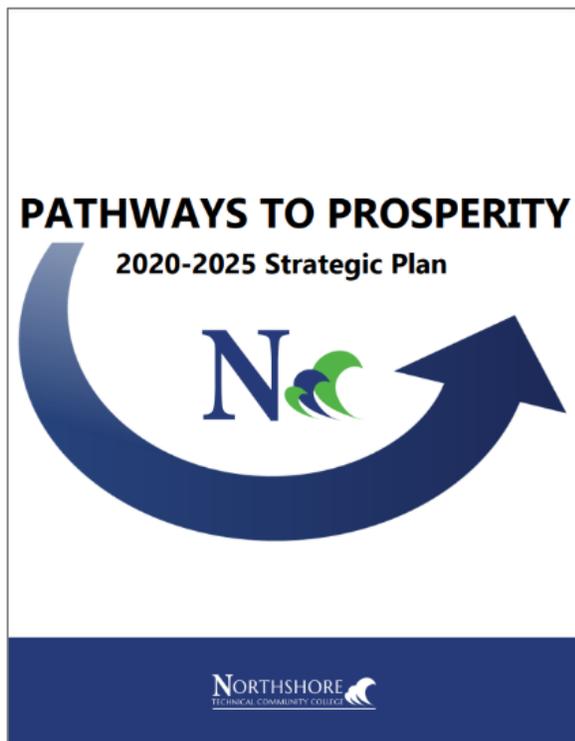
**[In Progress]** – Progress made, additional focus needed

**IPEDS Data Feedback Report:** NTCC utilizes the National Center for Education Statistics' IPEDS Data Feedback Report Reports to assess student achievement metrics and to also contextualize results through the lens of peer comparison. NTCC's peer colleges include medium, public, 2-year colleges, in the southeastern states, rural locale and enrollment of a similar size.

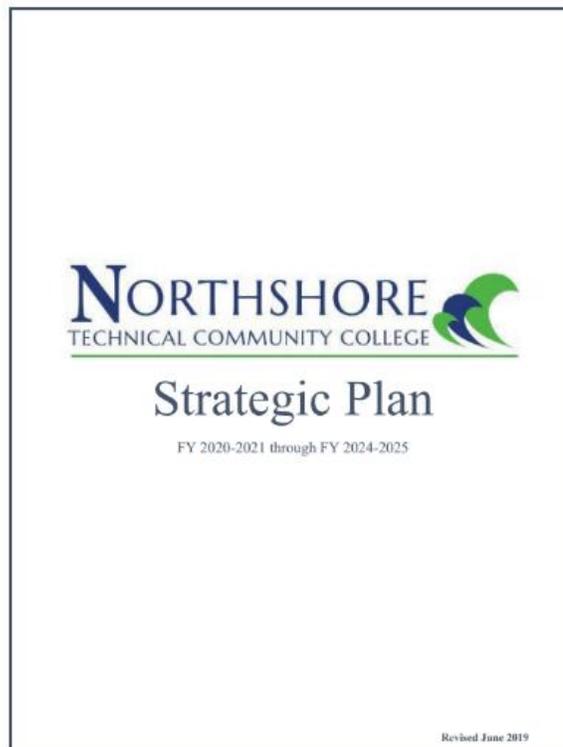
## STRATEGIC PLANNING

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. Initiatives aimed at reaching goals and objectives established within the strategic plan are facilitated through the Administrative Unit Planning cycle. The first cycle aligned with the new strategic plan began in August 2020 and will span two years through July 2022. Where applicable, baseline data and data from 2020 have been added along with narrative updates.

Each objective is labeled with a status that identifies a progress level towards achievement of the associated strategic planning goal and benchmarks.

**[On Target]** – On track towards goal achievement

**[In Progress]** – Progress, additional focus needed

Of the objectives and metrics listed in the College Strategic Plan, 15 were documented with an “On Target” status (55.5%).

### Goal 1 - Student Achievement and Support

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

#### College-Wide Graduation Rate **[In Progress]**

Goal: 33% graduation rate *(by 2025 IPEDS Feedback Report)*  
**2021 Update:** 25% graduation rate *(2021 IPEDS Feedback Report)*  
 Baseline: 25% graduation rate *(2020 IPEDS Feedback Report)*

#### Adult Learner Completers **[On Target]**

Goal: 240 completers *(by AY 2022-2023)*  
**2021 Update:** 282 completers *(AY 2020-2021)*  
 Baseline: 204 completers *(AY 2017-2018)*

#### Underrepresented Minority Completers **[On Target]**

Goal: 200 completers *(by AY 2022-2023)*  
**2021 Update:** 234 completers *(AY 2020-2021)*  
 Baseline: 167 completers *(AY 2017-2018)*

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

In alignment with strategic planning efforts at the LCTCS level, NTCC will shift from reporting job placement rates and will mirror system-office reporting of income levels. LCTCS is working towards a tracking system of graduate income in comparison to the median state income. A goal is proposed of reaching and maintaining 150% above median state income for NTCC graduates. It is expected that the reporting system will be in place in early 2022. Baseline data and annual performance will be tracked beginning in the 2022 Institutional Effectiveness Report.

**Objective 1.3:** Advance the institution-wide retention rate.

**Fall-to-Spring Retention Rate [In Progress]**

Goal: 79% retention rate *(by Fall 2024 to Spring 2025 Cohort)*  
**2021 Update:** 74% retention rate *(Fall 2020 to Spring 2021)*  
 Baseline: 74% retention rate *(Fall 2017 to Spring 2018)*

**Fall-to-Fall Retention Rate [On Target]**

Goal: 51% retention rate *(by Fall 2024 to Fall 2025 Cohort)*  
**2021 Update:** 56% retention rate *(Fall 2019 to Fall 2020)*  
 Baseline: 48% retention rate *(Fall 2017 to Fall 2018)*

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

**High School Equivalency Attainment Rate [In Progress]**

Goal: 87% attainment rate *(by AY 2024-2025)*  
**2021 Update:** 79.3% attainment rate *(AY 2020-2021)*  
 Baseline: 79.5% attainment rate *(AY 2018-2019)*

**IBCs Awarded through Non-Credit Workforce Programs [In Progress]**

Goal: 1,100 IBCs awarded *(by AY 2024-2025)*  
**2021 Update:** 415 IBCs awarded *(AY 2020-2021)*  
 Baseline: 802 IBCs awarded *(AY 2018-2019)*

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

**Transfer-Out Rate [On Target]**

Goal: 14% transfer-out rate *(by 2025 IPEDS Feedback Report)*  
**2021 Update:** 18% transfer-out rate *(2021 IPEDS Feedback Report)*  
 Baseline: 9% transfer-out rate *(2020 IPEDS Feedback Report)*

**Objective 1.6:** Implement a comprehensive student academic and support services enhancement plan. **[On Target]**

**2021 Update:** Continuing focus on implementation of comprehensive support services, the Student Affairs Division is moving forward with an expansion to the Student Success Coach program by ensuring that coaching services are available at all NTCC campus locations. Implementation is on track to be effective in January 2022. The success coach series and success coach webpage were developed and revamped to provide a central location for videos and resources to support students. Student Affairs has also expanded mental health services, providing both in person and virtual counseling to NTCC students. Training modules were acquired training modules in areas such as Title IX and diversity, equity and inclusion to enhance student and employee knowledge and understanding. The Maxient platform has been set up and is ready to launch in January and will assist faculty and staff in tracking students and will provide a more comprehensive look at each student.

## **GOAL 2: Development and Infrastructure**

**Objective 2.1:** Implement and execute a formal faculty/staff development plan. **[On Target]**

**2021 Update:** A major milestone was realized in Fall 2021 with the implementation of a New Faculty On-Boarding Program by the Teaching and Learning Center. Stemming back to Summer of 2020, 16 new full-time faculty members were invited to participate in the program. Four sessions were held covering topics including syllabus management, the Canvas LMS platform, and Student Accommodations. Three additional sessions will be offered in the Spring 2022 semester. Focus will now switch towards expansion of new employee training (staff).

**Objective 2.2:** Achieve SACSCOC accreditation. **[On Target]**

**2021 Update:** NTCC achieved initial accreditation in December of 2020. This objective is met. Efforts continue beyond achieving initial accreditation but towards further strengthening the college's capacity for maintaining accreditation into the future.

**Objective 2.3:** Implement technologies to achieve efficiencies. **[On Target]**

**2021 Update:** Since last year, the Information Technology department has completed Single Sign-on integration with Campus Suite, Zoom, KnowBe4,

SmartThinking, and Screencast-O-Matic. The integrations add to the existing list of integrations including Active Directory (Campus Computers, Lab Computers and Laptops), Office 365, Helpdesk, QLess, RegisterBlast, LinkedIn Learning, Yodeck, Cisco Umbrella, Papercut (Gator Print), Watermark. The Library Online Database is still in progress to facilitate Single-Sign On (SSO) capabilities to further streamline access for faculty, staff and students.

**Objective 2.4:** Develop and execute facility upgrades for the Hammond and Sullivan Campuses. **[On Target]**

**2021 Update:** The college is on track with the goal to increase fund balances for the Building Use Fee and the Access Fee as we have exceeded our FY 21 target and on track to make our overall target. For the Sullivan Campus, a major step forward was accomplished with approval of HB2 funding to construct the Diesel Automotive Building. Additionally, a campus light replacement project was completed at both campuses switching to LED to improve lighting and create energy efficiencies. Both campuses pulled together internal committees to prioritize campus improvement projects and are working closely with the Facilities Office to implement.

**Objective 2.5:** Enhance organizational structure & advance human capital. **[On Target]**

**2021 Update:** Over the last year, expansion of the Teaching and Learning Center (TLC) has served as a key driver of expanded professional development and training opportunities for faculty and staff. Multiple series were developed including Campus Conversations, Faculty Brown Bag, Dialogue with the Deans, and In the Know. Additionally, a New Faculty Onboarding Program was developed and executed in Fall 2021. Multiple content areas were added to the Center including separate modules for Finance, Assessment and Student Learning Outcomes. To begin the Spring 2021 term, a Faculty Professional Development Week was hosted and a Faculty Professional Development Day on August 6<sup>th</sup> for the Fall 2021 term.

**Objective 2.6:** Implement financial stability and efficiency initiatives. **[In Progress]**

**2021 Update:** Work continues by the Budget Committee to develop and execute a college-wide cost savings/efficiency program. The goal is to challenge each campus towards developing a significant project for implementation in the next academic year. The plan is expected to be implemented in Spring 2022. The Financial Aid Office partnered with Inceptia to help support students with staying out of student loan default status. Through targeted communications and counseling, NTCC's default rate dropped from 29.2% in August 2020 to 21.1% in

August 2021. Several other projects are underway including continued expansion of OER adoptions (free/reduced cost textbooks) by Library Services and CTE student services grant funding expansion by the Grants and Resources Office, and crisis sustainability planning by the Finance and Administration Division.

### Goal 3: Responsive Expansion

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

#### Fall Credit Headcount **[In Progress]**

Goal: 5,207 students *(by Fall 2023)*  
**2021 Update:** 4,631 students *(Fall 2021: As of 12-08-2021)*  
 Baseline: 4,674 students *(Fall 2019)*

#### Workforce Training – Non-Credit Headcount **[On Target]**

Goal: 1,425 students *(by AY 2024-2025)*  
**2021 Update:** 1,962 students *(AY 2020-2021)*  
 Baseline: 1,189 students *(AY 2018-2019)*

#### WorkReadyU – Adult Education Headcount **[In Progress]**

Goal: 1,000 students *(by AY 2024-2025)*  
**2021 Update:** 743 students *(AY 2020-2021)*  
 Baseline: 795 students *(AY 2018-2019)*

**Objective 3.2:** Expand public relations and marketing initiatives within our service areas. **[In Progress]**

**2021 Update:** The college continues to make progress towards establishing a formal public relations plan, however, we are a little behind schedule. The plan is now expected to be completed in the Spring 2022 term. However, lack of a formalized/official plan has not prevented significant progress related to this objective. During the 2021 year, the college website was redesigned with an aim to place a heightened focus on external visitors such as prospective students and business/industry partners. The college also developed a custom video promotion that was used as a television commercial. Many additional promotional campaigns were executed and the college's social media presence continues to grow.

**Objective 3.3:** Expand and formalize presence, relationships and programming with area K-12 schools. **[On Target]**

**2021 Update:** Dual enrollment has soared back after the initial dip experienced with the start of the pandemic. Fall 2021 dual enrollment was up 140% in total headcount and 154% in student credit hours as compared to Fall 2020. Several key initiatives are underway including “Campus Take Over Days” where the College takes-over a local rural high school campus for promotional opportunities and multiple events featuring our two mobile STEM trailers. The “rack card” initiative has been implemented that places rack card stands with information about NTCC programs strategically at area high schools.

**Objective 3.4:** Expand credit and non-credit programming available within the college. **[On Target]**

**2021 Update:** With the awarding of initial accreditation status by SACSCOC in December 2020, the College now has the ability to resume creation of new credit-bearing programs. NTCC added to our inventory the Louisiana Transfer Degree (Associate of Arts & Associate of Science). While NTCC has served students intending to transfer prior to SACSCOC accreditation, the new Louisiana Transfer Degrees should increase our capacity to do so. Work continues towards establishing an RN program in the near future. Through the successful launch of Reboot Louisiana, we were able to implement the following new non-credit programs: 12-week Intro to Welding (NCCER Core), 12-week Electrical Introduction (NCCER Core), 12-week Carpentry I (NCCER Core), 5-week Workforce Nurse Assistant (CNA), Construction Site Safety Technician (NCCER Core and CSST Level I), 9-week Phlebotomy (NHA Phlebotomy Technician), CDL for our Electrical Linemen students. Non-credit STEM programming continues to be in focus with the implementation of several new NC3 certification courses. The Health Sciences and Nursing Division implemented a non-credit a certified Medical Assistant program.

**Objective 3.5:** Continue a spirit of responsive innovation at the college by delivering unique programs and solutions to address community and business/industry needs. **[In Progress]**

**2021 Update:** The COVID-19 Pandemic has created challenge with implementation of community and business responsiveness forums due to restrictions on in-person engagement. However, the Business and Industry Solutions Department has engaged heavily with tri-Parish Works, A workforce development arm of the Louisiana Workforce Commission, to identify industry needs and respond with customized programming. This was made possible, in part, by a successful implementation of the Reboot Louisiana program. Additionally, the Mobile STEM Labs continues to deliver innovative programming

including new NC3 certification courses including the fields of Mechatronics, robotics, and more.

## Goal 4: Synergy

### Objective 4.1: Leverage community resources, partnerships and relationships. **[In Progress]**

**2021 Update:** In 2021, NTCC collaborated with Tri-Parish Works on multiple projects including the hosting of job fairs and execution of Reboot Louisiana. The Chancellor's Office continues work on the development of a community engagement tracking system for each campus in order to ensure that the College is represented at key community organizations. Advancement Services established a CRM to better track community partnerships. Human Resources and Career Services collaborated on a state-wide implementation of the "Handshake" platform which is a resource for students and faculty, as well as area employers (business and industry), seeking to recruit NTCC talent.

### Objective 4.2: Create effective systems for internal communication within the college. **[In Progress]**

**2021 Update:** The Gator Good News college newsletter has continued production into the 2021 year. This monthly newsletter is sent out across the college and includes regular spotlight articles for outstanding faculty, staff and students as well as the introduction of new team members. Through the Teaching and Learning Center, two series focused on establishing open communication channels: Dialogue with the Deans is a Q&A opportunity between Campus Deans and faculty/staff; Campus Conversations is a Q&A opportunity between the executive cabinet and all campus personnel. The Finance office initiated a communications initiative that seeks to host forums at each campus to provide updates on Finance processes while also allowing for Q&A. In the past year, the IT department has worked to improve the accuracy of phone numbers in the Office 365 directory. This effort makes the need for ever-changing paper directories obsolete since employees and students can look up the office phone number of employees in the Office 365 directory.

**Objective 4.4:** Elevate and recognize non-academic programs and branch campuses. **[In Progress]**

**2021 Update:** The COVID-19 Pandemic has presented challenges for this objective due to the restrictions on in-person engagement and college event programming. A list of signature events is still being compiled with hopes that more engagement will be possible in the next academic year. However, the implementation of virtual meeting platforms stemming from the pandemic has facilitated engagement across campuses that was previously limited by distance between sites. The High School Take Over Days have also focused on rural communities, non-academic programs and branch campus locations.

**Objective 4.5:** Foster internal collaboration and recognition within the college. **[On Target]**

**2021 Update:** During the Spring 2021 term, Campus Conversations were hosted through the TLC's Coffee Break Series. Hosted at each campus, members of the Executive Cabinet engaged with faculty and staff in an open-Q&A format. Though disrupted by a hurricane closure, the TLC also hosted a Dialogue with the Deans session at the Lacombe Campus that brings together faculty and staff in open dialogue with the campus dean. The College was also excited to see the LCTCS system office restart the Louisiana Leadership Academy (LLA). Two team members were nominated on behalf of NTCC to participate. During the 2021 Convocation meeting, the College recognized service awards and the Chancellor awarded "gems" to outstanding faculty and staff within each division.

## 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: [2020-2021 Annual Report](#).

**Highlights.** Highlights from 2021 related to OPB State Strategic (Operational) Plan are summarized below.

- Objective 1 (Fall Enrollment): Experienced a 25% change decrease from (Fall 2018) baseline. (*Enrollment data impacted by pandemic*)
- Objective 2 (Fall to Fall Retention): Experienced an 11% point increase from (Fall 2018) baseline.
- Objective 3 (Fall to Spring Retention): Maintained fall to spring retention rate of 74% when compared to (Spring 2018) baseline.
- Objective 4 (Graduation Rate): Maintained graduation rate of 25% from previous year to current year.
- Objective 5 (Certificate Completers): Experienced a 20% change increase in completers from (2017-2018 AY) baseline.
- Objective 7 (Diploma Completers): Experienced a 54% change increase in completers from (2017-2018 AY) baseline.
- Objective 8 (Associate Completers): Experienced a 22% change decrease in completers from (2017-2018 AY) baseline.

## ADMINISTRATIVE UNIT PLANNING

The Administrative Unit Planning process ensures that administrative and support unit objectives are continuously assessed and provides a mechanism for alignment of unit initiatives with the college strategic plan.

View the [Administrative Unit Planning Webpage](#) here.

### 2020-2022 Administrative Unit Cycle

The 2020-2022 cycle was initiated in the Fall 2020 term and will run through July 2022. A total of 39 administrative units are actively participating in the cycle with 79 initiatives underway. Each initiative is aimed towards accomplishing two purposes: (1) to assess unit effectiveness and to help the institution achieve the goals and objectives outlined in the 2020-2025 College Strategic Plan.

A formative mid-cycle report was submitted in August 2021 for each unit documenting the status of unit plans at the end of the first year of the cycle. A final report will be due in July/August 2022 formally closing out the cycle. Should a unit plan fall short of expected benchmarks, an action plan will be enacted for the following academic year to address performance.

### Action Plans – 2020-2021

At the close of the 2018-2020 cycle, action plans were developed for the 2020-2021 academic year for unit plans that fell below performance benchmarks. A total of 23 action plans were initiated. A final report was due in August 2021 documenting the status of each action plan. Of the 23 action plans, 5 plans were reported as successfully completed and 18 noted a status of “In Progress” which means efforts to meet benchmarks are still ongoing.

#### *Monitoring Report Status:*

Upon the close of Action Plans, units which have one or more benchmark noted as not met are placed on a Monitoring Report status. This status indicate that work continues towards reaching the benchmark during the following academic year. It is important to note that the COVID-19 Pandemic has significantly impacted the ability of several units to reach previously identified benchmarks. Therefore, being

placed on a monitoring report status does not necessarily indicate deficiencies in effectiveness.

The following units were placed on a “Monitoring Report” status:

- ***Division of Academic Affairs:*** Technical Studies, Florida Parishes Campus (2), Hammond Area Campus, Livingston Campus, Sullivan Campus
- ***Division of Finance and Administration:*** Facilities & Maintenance, Finance
- ***Division of Strategic Initiatives:*** Adult Education (2), Advancement Services, Business & Industry Solutions (2)
- ***Division of Student Affairs:*** Admissions, Accessibility Services (2), Recruitment

## PROGRAM REVIEW

The Program Review model at Northshore Technical Community College aims to ensure the viability and health of educational programming of the college while also assessing student achievement of established learning outcomes within each program. The model consists of two separate processes: Program Assessment Planning and the Program Health Index.

### 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.

### 2020-2021 Action Plans

The 2018-2020 cycle concluded data collection in July 2020. The cycle spanned two academic years (2018-2019, 2019-2020) beginning in Fall 2018. At the close of the assessment period, final results were compiled from across the assessment period for each measure and presented to faculty prior to the beginning of the Fall 2020 semester. Faculty engaged in planning sessions to analyze assessment results and create action plans for the upcoming academic year (2020-2021) to effectively use results to improve teaching and learning within the program. Each action plan included assessment measures (either revised or continued from previous cycle). Each program of study submitted action plan status reports at the close of the academic year and prior to creating the new assessment cycle.

## Revision of Program-Level Student Learning Outcomes

During the Spring 2021 term, the College initiated a process for review of Program-Level Student Learning Outcomes for all programs of study prior to implementation of the next assessment cycle. Through the Teaching and Learning Center (TLC), resources were made available to faculty related to best practices for writing Student Learning Outcomes. Full-time faculty with each program met to review their published program-level outcomes and several revisions were made as part of the catalog publishing process for the 2021-2022 academic year. These updates directly enhance the Program Assessment Planning process by ensuring that program-level student learning outcomes are relevant for each program of study and are written in a format that is concise and measurable.

## 2021-2023 Program Assessment Planning Cycle

Upon conclusion of the 2020-2021 Action Plan year and after review of program-level student learning outcomes, each program of study implemented a new assessment plan beginning with the Fall 2021 term. Plans include multiple measures of assessment for each outcome. Data will be collected each term with a final analysis conducted at the end of the 2022-2023 academic year.

## 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 January 2021 with a review of one-third of the college's programs of study during the 2019-2020 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. By January 2022, NTCC will have completed a full-set of Program Health Index reviews on each program of study at the college.

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

**Highlights.** Highlights from 2021 related to the Program Health Index are summarized below.

- 1/3<sup>rd</sup> of programs reviewed
  - Criminal Justice
  - Culinary Arts & Occupations
  - Electric Line Technician
  - Machine Tool Technology
  - Maritime Technology
  - Pharmacy Technician
  - Practical Nursing
- All programs recommended to continue based on reported program health.
  - Additionally, LCTCS recommended modifications to the Culinary Arts and Machine Tool Technology programs.

## PROGRAM ADVISORY COMMITTEES

*Update.* During the 2020-2021 AY, the program-specific Occupational Advisory Committee (OAC) meetings were held. Due to upcoming process changes and pandemic constraints, each program was only required to host at least one OAC meeting for the academic year. Additionally, the meeting requirement was waived for certain programs, specifically those within the Division of Academic Studies. An [Occupational Advising Committee Meeting Log](#) with supporting documentation is available on the NTCC website.

*Report.* [2021 Occupational Advisory Committee Annual Report](#)

### *Highlights.*

- For programs which were required to meet, most held their advisory committee meetings during the Spring 2021 semester. In regards to college-wide participation, 89% of NTCC programs met with their OAC for the academic year. OAC participation by campus is detailed below.
  - Florida Parishes Campus: 89%
  - Hammond Campus: 90%
  - Lacombe Campus: 88%
  - Livingston Campus: 100%
  - Sullivan Campus: 64%
  - 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*)
- HEDS Diversity and Equity Campus Climate survey (*Spring semester*)

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 administered 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 2020-2021 academic year, college-wide mean scores were maintained at 4.00 or higher for all survey items (see link below).

A summary of the 2020-2021 results can be accessed from the link below:

View the [College-wide Summary of Student Evaluation of Teachers, 2020-2021AY](#)

## 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 Spring 2021 results and established goals can be accessed from the links below:

View the [Spring 2021 Student Experience & Services Survey summary results](#)  
View the [Spring 2021 Student Experience & Services Survey goal setting](#)

## HEDS Diversity & Equity Campus Climate Survey

In Fall 2020, NTCC partnered with the Higher Education Data Sharing (HEDS) Consortium to administer the college's first-ever Diversity and Equity Campus Climate Survey. The HEDS Consortium is a community of colleges and universities committed to sharing data, knowledge, and expertise to advance undergraduate education, inclusive excellence, and student success.

***About the Survey.*** The HEDS Diversity & Equity Campus Climate Survey asks students, faculty, staff, and administrators about their: perceptions of their institution's climate, perceptions of how their institution supports diversity and equity, and experiences

with discrimination and harassment at their institution. Institutions can use information from this survey to: develop a better understanding of the extent to which their campus climate supports diversity and equity, and to inform and improve support, policies, and practices at their institution related to diversity and equity, including those to prevent or respond to discrimination and harassment.

***Survey Analysis.*** Results and analysis from the Fall 2020 administration of the survey can be found at the following link:

View the [Fall 2020 Diversity & Equity Campus Climate Survey Analysis](#)