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# **Louisiana Community and Technical College System**



## **Strategic Plan**

**2020-2025**

**Revised July 1, 2019**

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# Louisiana Community and Technical College System (2020 -2025)

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## Vision:

Our vision is to educate and train 220,000 Louisiana citizens by the year 2020 in state-of-the-art facilities and to prepare them to enter the workforce or transfer to a four-year college or university. We believe our vision will help solve problems faced by employers, build strong communities, strengthen our state's economy, and create a growing middle class.

## Mission:

The mission of the LCTCS is to improve the quality of life of the State's citizens through educational programs offered through our colleges. We strive to increase the opportunities for Louisiana's workforce to succeed through skills training programs. And, we work to provide our citizens the opportunity to learn continuously. **We are committed to teaching what is needed, when it is needed, and where it is needed within available resources.**

## Philosophy:

LCTCS is dedicated to providing assistance and leadership to enable our colleges to develop and assist students in achieving personal, professional, and academic success.

- We offer degrees that help people move directly into the world of work.
- We retrain people who are changing jobs or those that have lost their jobs and need new skills.
- We provide learning resources for students that need them.
- We prepare students to transfer to four-year colleges and universities.
- We offer courses focusing on people's interests whether it is how to use a computer, how to paint or draw, or speak conversational French and Spanish.
- In addition to providing general education and workforce training curriculums, our colleges provide training and/or retraining for Louisiana's employees through the Incumbent Worker Training Program.
- Our colleges are open admissions institutions, meaning that there are no restrictive requirements that would prohibit student entry.

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

**Objective 1.1: Increase the fall headcount enrollment by 1% from the baseline level of 59,145 in fall 2018 to 59,737 by fall 2023.**

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

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

**Strategy I.1.1:** Maintain alignment of program offerings at each of the LCTCS colleges.

**Strategy I.1.2:** Promote electronic (distance) learning activities in each region of the state.

**Strategy I.1.3:** Promote transfers between and among campuses and colleges at all levels.

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

**Strategy I.1.5:** Promote dual and cross enrollment agreements with public school districts and among postsecondary institutions.

**Strategy 1.1.6:** Promote and expand college attendance by adult and nontraditional students.

# Louisiana Community and Technical College System (2020 -2025)

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## Performance Indicators:

**Output:** Number of students enrolled (throughout the fall semester) in public postsecondary education

**Outcome:** Percent change from baseline in the number of students enrolled (as of end of term) in public postsecondary education

**Objective 1.2** Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 1 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 50.6% to 51.6% by fall 2020 (retention of fall 2019 cohort).

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

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

**Strategy I.2.1:** Expand system wide and campus-specific retention programming.

**Strategy I.2.2:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy I.2.3:** Expand academic and training support and resource centers.

## Performance Indicators:

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

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

**Objective 1.3** 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 points from the fall 2017 cohort (to spring AY 2017-18) baseline level of 72.8% to 73.8% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

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

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

**Strategy I.3.1:** Implement retention strategies to improve student progression.

**Strategy I.3.2:** Expand availability of student success courses.

**Strategy I.3.3:** Expand academic and training support and resource centers.

## Performance Indicators:

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

# Louisiana Community and Technical College System (2020 -2025)

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**Outcome:** Percentage point change 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

## II. Goal: Ensure Quality and Accountability.

**Objective II.1: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2015 cohort for all institutions) of 23% to 24% by AY2022-2023 (fall 2016 cohort).**

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

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

**Strategy 2.1.1:** Identify students as they enter to ensure they are not put into an associate's degree transfer program if their intent is not to finish a program of study at an LCTCS college.

**Strategy 2.1.2:** Expand system-wide and campus-specific retention programming.

**Strategy 2.1.3:** Discourage efforts to encourage transfer from two-year colleges to four-year universities before receiving an associate degree.

### Performance Indicators:

**Output:** 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.

**Outcome:** 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

**Objective II.2 Increase the total number of less than 1-year Certificate (CTC) completers in a given academic year from the baseline year number of 0 in 2017-18 to 2,195 in AY 2022-23. Students may only be counted once per award level.**

### Performance Indicator

**Output:** Total number of completers earning Certificates (CTC)

# **Louisiana Community and Technical College System (2020 -2025)**

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**Objective II.3** Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 5,866 in 2017-18 to 6,153 in AY 2022-23. Students may only be counted once per award level.

**Performance Indicator**

**Output** Total number of completers earning Certificates

**Objective II.4** Increase the total number of Diploma completers in a given academic year from the baseline year number of 2,477 in 2017-18 to 2,600 in AY 2022-23. Students may only be counted once per award level.

**Performance Indicator**

**Output:** Total number of completers earning Diplomas

**Objective II.5** Increase the total number of Associate completers in a given academic year from the baseline year number of 4,315 in 2017-18 to 4,531 in AY 2022-23. Students may only be counted once per award level.

**Performance Indicator**

**Output:** Total number of completers earning Associate Degrees

**Objective II.6** Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 6,246 in 2017-18 to 6,309 in AY 2022-23.

**Performance Indicator**

**Output:** Total number of undergraduate (adults, 25+ yrs) completers

**Objective II.7** 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 3,767 in 2017-18 to 3,805 in AY 2022-23.

**Performance Indicator**

**Output:** The unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers

# Louisiana Community and Technical College System (2020 -2025)

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

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

**Strategy 2.2.1:** Expand system wide and campus-specific retention programming.

**Strategy 2.2.2:** Expand articulation agreements between campuses and systems.

**Strategy 2.2.3:** Expand academic and training support and resource centers.

## Performance Indicators:

**Output:** Total number of completers for all award levels.

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

### I. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

The LCTC System has authority over a very diverse group of colleges. The system is comprised of seven community colleges, two technical community colleges, and seven regional technical colleges. The System has facilities and/or programs strategically placed throughout Louisiana's sixty-four parishes, to ensure the citizens of Louisiana access to postsecondary education. The System colleges deliver services to students enrolled in a variety of programs. Additionally, the System customers extend beyond students to all citizens who benefit from a healthy economy. As the management board over sixteen institutions, which contribute to workforce development, job training and retraining, Louisiana's businesses and industries are primary clients and users of the LCTCS colleges. And, finally, as a System committed to being accountable to its stakeholders, the main clients and users of the System's programs are all of the citizens of Louisiana who contribute tax revenues to state government and support postsecondary education in Louisiana.

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

Higher education is confronting a period of massive change and great uncertainty specifically with the shifting power amongst government, institutions, and students. Changes in technology are allowing students to interact and learn without mediating agents and entrepreneurial groups have now entered the education marketplace, providing new business models for the delivery of higher education. The new era of technology will begin to challenge our historic models of institutional structure, teaching, learning and our concept of expertise. Technology allows for the unbundling or disaggregation of educational activities and processes for courses, programs and institutions. Compounding the technological changes, state disinvestment in higher education due to ongoing budget pressures and the limits both politically and economically of offsetting state cuts via tuition increases has become more challenging to public higher education in Louisiana.

# Louisiana Community and Technical College System (2020 -2025)

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

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

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

### Goal II: Ensure Quality and Accountability.

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

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

The goals and objectives in this *Five-year Strategic Plan* were derived in part from the *Louisiana GRAD Act*. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education and LCTCS' *Our Louisiana 2020* as well as the plans of the system colleges. In addition, the System identified strategic directions for its future, which would allow for efficiency and effectiveness in addressing our roles as workforce training provider and the developer of human capital.

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

See Performance Indicator Documentation attached for each objective.

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

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

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

See Performance Indicator Documentation attached for each performance indicator.

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

See Performance Indicator Documentation attached for each performance indicator.

## IX. A statement regarding the Human Resource policies benefiting women and families.

Currently, the LCTCS does not have a specific policy benefiting women and families other than the Equal Opportunity Policy # 6.022. However, the LCTCS and its colleges offer programs and services that are beneficial to the success and prosperity of women and families.

# Louisiana Community and Technical College System (2020 -2025)

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## PERFORMANCE INDICATOR DOCUMENTATION

### PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Louisiana Community and Technical College System

**Increase the fall headcount enrollment by 5% from the baseline level of 66,030 in fall 2015 to 69,332 by fall 2020. Indicator:** Number of students enrolled in colleges in Board of Regents Statewide Student Profile System (SSPS).

**1. What is the type of the indicator?**

Output

**2. What is the rationale for the indicator?**

The rationale for the indicator is the recognition of increasing the number of college-educated citizens in Louisiana.

**3. What is the source of the indicator?**

Data is submitted to the Board of Regents Statewide Student Profile System (SSPS) from the each college's BANNER System database. The change will be calculated using Fall 2012 enrollment figures as the baseline year and measuring the change to the year being examined.

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

The SSPS data for fall enrollment is submitted annually. The change from year to year will be measured from the baseline year to the reporting year examined. The percentage change is cumulative over the period of reporting.

**5. How is the indicator calculated?**

This indicator includes a count of all students who are enrolled in credit courses for the reporting year fall semester.

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

No

**7. Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students enrolled in credit level courses at all LCTCS colleges.

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

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

**9. Does the indicator have limitations or weaknesses?**

Yes, the indicator has weaknesses. LCTCS institutions are continuous enrollment colleges. Many students and many courses begin after the 14<sup>th</sup> day of a semester indicating that this count is not a true count of the number of students participating in postsecondary education in LCTCS colleges. Unlike traditional four-year colleges, LCTCS schools continuously enroll students throughout an academic term. Census dates for two-year colleges typically occur at the end of the term.

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

This indicator is just a snapshot of students entering in fall semester. This indicator will drive recruitment processes.

**Objective 1.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 2 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 49% to 51% by fall 2020 (retention of fall 2019 cohort).**

**Indicator:** Percentage of first-time in college, full-time, degree-seeking students retained to the fall semester at the same institution of initial enrollment.

**1. What is the type of the indicator?**

Outcome

**2. What is the rationale for the indicator?**

The rationale for the indicator is recognition of importance of Louisiana having educated citizens. The larger the number of students retained for the first year of college, the greater the chances of successful education outcomes.

**3. What is the source of the indicator?**

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. The



# Louisiana Community and Technical College System (2020 -2025)

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change will be calculated using fall cohort enrollment figures for the baseline year and tracking the cohort to the subsequent fall.

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

The fall cohorts are calculated annually during the fall semester. Students are matched to the subsequent fall semester. The cohort is calculated in the fall and reported the following fall.

#### **5. How is the indicator calculated?**

Retention rates are the percentage of an incoming class that is retained the subsequent fall. The change will be calculated using a standard mathematical approach, subtracting the fall first-time in college, full-time, degree-seeking students still enrolled in the subsequent fall semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change.  $[(Fs-Ss)/Fs]$

#### **6. Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all retained students at the same campus of each of the LCTCS colleges.

#### **7. Who is responsible for data collection, analysis, and quality?**

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

#### **8. Does the indicator have limitations or weaknesses?**

Yes, the indicator has many limitations and weaknesses. LCTCS colleges are often not the college of first choice for many students. Students take the minimum requirements and then transfer to a Louisiana four-year college before obtaining a formal credential at an LCTCS college. Often students take one to two semesters of coursework and then transfer resulting in artificially low retention rates for LCTCS colleges. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions. For institutions that have transfer as part of their mission, or for institutions that serve students in remedial education, this indicator does not reflect the success of the student who is still retained within higher education in Louisiana since it is institution-specific.

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

While the indicator does not reflect the full mission of our Institutions, it can be used for measuring the number of students continuing in the path to graduation. Further assessment of the right courses at the time would be needed.

## **PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** LCTCS

**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 1 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 56% to 57% by fall 2020 (retention of fall 2019 cohort).**

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

#### **1. What is the type of the indicator?**

Outcome

#### **2. What is the rationale for the indicator?**

The rationale for the indicator is recognition of importance of Louisiana having educated citizens. The larger the number of students retained for the first year of college, the greater the chances of successful education outcomes.

#### **3. What is the source of the indicator?**

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. The change will be calculated using fall cohort enrollment figures for the baseline year and tracking the cohort to the subsequent spring.

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

The fall cohorts are calculated annually during the fall semester. Students are matched to the subsequent

# Louisiana Community and Technical College System (2020 -2025)

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spring semester. The cohort is calculated in the fall and reported the following spring semester.

## **5. How is the indicator calculated?**

Retention rates are the percentage of an incoming class that is retained the subsequent spring. The change will be calculated using a standard mathematical approach, subtracting the fall first-time in college, full-time, degree-seeking students still enrolled in the subsequent spring semester from fall first-time in college, fulltime, degree-seeking students and dividing the difference by the spring semester students, resulting in a percentage change.  $[(Fs-Ss)/Fs]$

## **12. Does the indicator contain jargon, acronyms, or unclear terms?**

No

## **6. Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all retained students at the same campus of each of the LCTCS colleges.

## **7. Who is responsible for data collection, analysis, and quality?**

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

## **8. Does the indicator have limitations or weaknesses?**

Yes, the indicator has many limitations and weaknesses. LCTCS colleges are often not the college of first choice for many students. Students take the minimum requirements and then transfer to a Louisiana four-year college before obtaining a formal credential at an LCTCS college. Students often stay just to fulfill remedial requirements (sometimes only one semester), then transfer to a four-year college resulting in artificially low retention rates for LCTCS colleges. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions. For institutions that have transfer as part of their mission, or for institutions that serve students in remedial education, this indicator does not reflect the success of the student who is still retained within higher education in Louisiana since it is institution-specific.

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

While the indicator does not reflect the full mission of our Institutions, it can be used for measuring the number of students continuing in the path to graduation. Further assessment of the right courses at the time would be needed.

**Objective 2.1: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2008 cohort for all institutions) of 18% to 19% by AY2019-2020 (fall 2013 cohort).**

**Indicator:** (1) Percentage of students identified in a first-time, full-time, degree seeking cohort, graduating within three years from public postsecondary education.

### **1. What is the type of the indicator?**

Outcome

### **2. What is the rationale for the indicator?**

Recognition of importance of Louisiana having educated citizens.

### **3. What is the source of the indicator?**

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) and completions report from the Student Enrollment System database. Data from the student enrollment system is used to match the student cohort to students who have completed their program of study within 150 percent of the normal time to degree.

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

The cohort occurs in the fall three years prior to the reporting date. Students from the cohort are reported for programs of study if they graduate from the program within 150 percent of the normal time to degree for their specific program. Data is reported one time per year to IPEDS.

### **5. How is the indicator calculated? Is this a standard calculation?**

Graduation rates are calculated using the number of students in an entering cohort as the denominator and the number of students who have graduated from programs of study in 150 percent of the normal length of the program. This is a nationally recognized standard.

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

No.

# Louisiana Community and Technical College System (2020 -2025)

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## **7. Is the indicator an aggregate or disaggregate figure?**

This indicator is reported aggregated and disaggregated in IPEDS.

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

Each institution submits the data electronically to IPEDS. The Board of Regents performs and the LCTCS office performs edits and notify the college if the data is not correct. Each institution is responsible for submitting the data for IPEDS.

## **9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**

The indicator has many weaknesses. First-time, full-time students encompass approximately 6 percent of the total LCTCS population. Many students entering LCTCS colleges are non-traditional students and many attend part time.

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

This measure is not used in management decision making at LCTCS.

## **PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** LCTCS

**Objective 2.2: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 6,191 in 2014-15 for 1-year Certificate completers to 6,500 in AY 2019-20; 2,475 Diploma completers in 2014-15 to 2,599 in AY 2019-20; 4,330 Associate completers in 2014-15 to 4,547 in AY 2019-20. Students may only be counted once per award level.**

**Indicator:** (1) Total number of completers for all award levels recognized by the Board of Regents.

### **1. What is the type of the indicator?**

Output/Outcome

### **2. What is the rationale for the indicator?**

Recognition of importance of Louisiana having educated citizens.

### **3. What is the source of the indicator?**

Data is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS) from the Student Enrollment System database.

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

The data is submitted one time per year in July.

### **5. How is the indicator calculated? Is this a standard calculation?**

The number of completers counts the number of students who graduated within an academic year. Students who receive an award that is recognized by the Board of Regents are reported in the Completers System.

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

No.

### **7. Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of student completers of Louisiana Technical College.

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

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

### **9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**

The indicator has limitations and weaknesses. LCTCS provides valuable workforce training and credentials to students. Many of these students are not counted in the completers report because they are in short-term certificate programs. Although these programs are valuable to the economic development of the State and the financial well-being of the student, these programs are not counted in the completers report for the state, however; they are reported to the National Center for Education Statistics.

## **Louisiana Community and Technical College System (2020 -2025)**

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

The indicator is not used for management decision making due to the limitations imposed by the State. A modified version of the indicator is used based on federal reporting guidelines and standards.