



Louisiana Delta Community College

**Office of Planning and Budget (OPB)
Fiscal Year 2020-2021 to 2024-2025
Strategic Plan**

Revised June 2019

Louisiana Delta Community College

OPB FY 2020-2021 to 2024-2025 Strategic Plan

Introduction:

Louisiana Delta Community College (LDCC) was created by the Louisiana Legislature through Act 1369 of the 1997 Regular Session and Act 151 of the 1998 First Extraordinary Session in the area of the Monroe Regional Planning and Economic Development District, an area in northeast Louisiana covering the Mississippi Delta. The institution is managed by the Louisiana Community and Technical College System (LCTCS) with Dennis Epps serving as Chancellor.

LDCC held its inaugural semester of classes in fall 2001. In 2010, two former Northeast Louisiana Technical College (NELTC) campuses (Tallulah and Lake Providence) were consolidated with LDCC. Consolidation of former NELTC campuses continued in 2012 when five additional campuses were merged with LDCC (Bastrop, Farmerville, Ruston, West Monroe, and Winnsboro) thus creating a comprehensive community college that is made up of one central campus in Monroe and seven satellite campuses. In 2016, LDCC began preliminary coursework offerings in Jonesboro, LA. Programs have been and will continue to be expanded and enhanced across all campuses. Additionally, a wide range of workforce training and community service classes make the College a “first choice” for business and industry training in the region.

LDCC is accredited with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This accreditation eases transfer of credit for our students and clears the way for new program development.

Vision Statement:

Institutional Values

- Louisiana Delta Community College will provide high quality lifelong learning opportunities and services
- Louisiana Delta Community College will actively seek diverse faculty, staff, and students interested in building a community of learners
- Louisiana Delta Community College will become a significant team member in economic development and societal improvement
- Louisiana Delta Community College will be community centered and partnership focused
- Louisiana Delta Community College will create an environment that fosters innovation and change
- Louisiana Delta Community College will effectively manage its human, fiscal, and physical resources

The full version of our Vision 2020 statement is available on our website at <https://www.ladelta.edu/about-us/vision-2020/>.

Mission Statement:

Louisiana Delta Community College, an open-admission, comprehensive community college, provides the citizens of northeast Louisiana with affordable and accessible high quality educational programs, services, and modern workforce training. Supported by the Louisiana Community and Technical College System, a dedicated faculty and staff fulfill this mission through their commitment to student achievement, academic excellence, lifelong learning, and the use of current technology.

Plan:

Goal I: Increase Opportunities for Student Access and Success.

Objective I.1: Increase the fall headcount enrollment by 5% from the baseline level of 3815 in fall 2018 to 4006 by fall 2023.

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy I.1.1:** Maintain alignment of program offerings.
- **Strategy I.1.2:** Promote electronic (distance) learning activities in the northeast region of the state.
- **Strategy I.1.3:** Promote transfers between and among campuses 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 in the northeast region of the state.
- **Strategy I.1.6:** Promote and expand college attendance by adult and non-traditional students.

Performance Indicators:

I.1: Number of students enrolled (throughout the fall semester) in public postsecondary education

I.2: Percent change in the number of students enrolled (as of end of term) in public postsecondary education

Goal II: Ensure Quality and Accountability.

Objective II: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 1.5 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 39.6% to 41.1% by fall 2020 (retention of fall 2019 cohort).

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy II.1.1:** Expand system wide and campus-specific retention programming.
- **Strategy II.1.2:** Expand availability of first-time student seminars and first-year experience courses.
- **Strategy II.1.3:** Expand academic and training support and resource centers.

Performance Indicators:

II.1: Percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment

II.2: Percentage point change in the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment

Objective III: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by **.8** percentage points from the fall 2017 cohort (to spring AY 2017-18) baseline level of **71.9%** to **72.7%** by spring 2025 (retention of fall 2024 cohort to spring AY 2022-23).

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy III.1:** Expand system wide and campus-specific retention programming.
- **Strategy III.2:** Expand availability of first-time student seminars and first-year experience courses.
- **Strategy III.3:** Expand academic and training support and resource centers.

Performance Indicators:

III.1: Percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

III.2: Percentage point change from baseline in the percentage of first-time in college, fulltime, degree-seeking students retained to the following spring at the same institution of initial enrollment

Objective IV: 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 **16%** to **21%** by AY2022-23 (fall 2019 cohort).

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy IV.1:** Expand system wide and campus-specific retention programming.
- **Strategy IV.2:** Expand efforts to encourage transfer from two-year colleges to four-year universities.

Performance Indicators:

IV.1: Percentage of students enrolled at a Two Year College identified in a first-time, fulltime, degree-seeking cohort, graduating within 150% of "normal" time of degree completion at Louisiana public post-secondary institution

IV.2: 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 V: Increase the total number of 1-year Career & Technical Certificate (CTC) completers in a given academic year from the baseline year number of 0 in 2017-18 to 150 in AY 2022-23. Students may only be counted once per award level.

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy V.1:** Expand system-wide and campus-specific retention programming.
- **Strategy V.2:** Expand availability and use of degree audits to facilitate progression toward a degree.
- **Strategy V.3:** Expand academic and training support and resource centers.

Performance Indicator:

V.1: Total number completers earning Certificates

Objective VI: Increase the total number of 1-year Certificate of Technical Studies and Certificate of General Studies (CTS, CGS) completers in a given academic year from the baseline year number of 165 in 2017-18 to 200 in AY 2022-23. Students may only be counted once per award level.

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy VI.1:** Expand system-wide and campus-specific retention programming.
- **Strategy VI.2:** Expand availability and use of degree audits to facilitate progression toward a degree.
- **Strategy VI.3:** Expand academic and training support and resource centers.

Performance Indicator:

VI.1: Total number of completers earning Certificates

Objective VII: Increase the total number of Diploma completers in a given academic year from the baseline year number of 208 in 2017-18 to 288 in AY 2022-23. Students may only be counted once per award level.

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy VII.1:** Expand system-wide and campus-specific retention programming.
- **Strategy VII.2:** Expand availability and use of degree audits to facilitate progression toward a degree.
- **Strategy VII.3:** Expand academic and training support and resource centers.

Performance Indicator:

VII.1: Total number of completers earning Diplomas

Objective VIII: Increase the total number of Associate Degree completers in a given academic year from the baseline year number of 186 in 2017-18 to 200 in AY 2022-23. Students may only be counted once per award level.

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy VIII.1:** Expand system-wide and campus-specific retention programming.
- **Strategy VIII.2:** Expand availability and use of degree audits to facilitate progression toward a degree.
- **Strategy VIII.3:** Expand academic and training support and resource centers.

Performance Indicator:

VIII.1: Total number of completers earning Associate Degrees

Objective IX: Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 239 in 2017-18 to 318 in AY 2022-23.

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy IX.1:** Expand system-wide and campus-specific retention programming.
- **Strategy IX.2:** Expand availability and use of degree audits to facilitate progression toward a degree.
- **Strategy IX.3:** Expand academic and training support and resource centers.

Performance Indicator:

IX.1: Total number of undergraduate completers who are 25 years of age or older

Objective X: Increase the unduplicated number of underrepresented minority (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 217 in 2017-18 to 250 in AY 2022-23.

Children's Budget Link: Not Applicable.

Human Resource Policies Beneficial to Women and Families Link: Currently the LCTCS does not have 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.

Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or Other): Closely linked to objective in Master Plan for Postsecondary Education.

- **Strategy X.1:** Expand system-wide and campus-specific retention programming.
- **Strategy X.2:** Expand availability and use of degree audits to facilitate progression toward a degree.
- **Strategy X.3:** Expand academic and training support and resource centers.

Performance Indicator:

X.1: Total number of underrepresented minority completers

In Compliance with Act 1465 of 1997, each strategic plan must include the following process:

I. Principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

Louisiana Delta Community College (LDCC) is comprised of one Central Campus in Monroe with satellite campuses located in Bastrop, Jonesboro, Lake Providence, Ruston, Tallulah, West Monroe, and Winnsboro. LDCC has facilities and programs strategically placed to serve twelve parishes (Caldwell, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, and West Carroll) as well as bordering areas of Arkansas and Mississippi to ensure the citizens of our service area access to postsecondary education. The College delivers services to students enrolled in a variety of associate degree programs of study in the areas of Business Technology, Care and Development of Young Children, Process Technology, Nursing, General Studies, Louisiana Transfer, Business Office Administration, Computer Science, Information Technology, Paramedicine, Industrial Instrumentation, and Drafting and Design Technology. Technical Diplomas and Certificates are offered in the following areas: Air Conditioning and Refrigeration, Automotive Technology, Barber-Styling, Diesel Powered Equipment Technology, Electrician, Industrial Maintenance Technology, Welding, Business Office Technology, Medical Coding, Mortgage Documents, Paramedic, Nursing Assistant, Patient Care Technician, and Practical Nursing. Many programs of study enroll students from all twelve parishes in the service area as dually enrolled high school students. Additionally, the college constituents extend beyond students to all citizens that benefit from a healthy economy and who contribute tax revenues to state government and support postsecondary education in northeast Louisiana through LDCC's contributions to workforce development, job training, and retraining.

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:

Economy

According to the Bureau of Labor Statistics, the unemployment rate in Louisiana was 4.5%, which was higher than the national average of 3.6%. There were approximately 94,800 unemployed in Louisiana in April 2019. Although the civilian workforce population is currently holding steady, northeast Louisiana has lost a significant number of non-farm jobs in recent years. There has been a reduction in number of students who are enrolled in career and technical education programs across the state, leading to a reduction in national funds available to operate those programs at Louisiana Delta Community College. Therefore, the difficult economic environment could pose a threat to college's ability to meet the proposed goals.

Federal Government

A significant amount of revenue flows from Federal programs into Louisiana public postsecondary education. A change in federal level policy has had a dramatic effect on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

Goal I: Increase Opportunities for Student Access and Success.

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

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 LCTC System Strategic Plan. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education, the then-current LCTCS Strategic Plan 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. Input was incorporated from staff, faculty, and college advisory committee members.

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective I: Increase the fall headcount enrollment by 5% from the baseline level of 3815 in fall 2018 to 4006 by fall 2023.

Indicator I.1: Number of students enrolled (throughout the fall semester) in public postsecondary education

Indicator I.2: Percent change in the number of students enrolled (as of end of term) in public postsecondary education

- 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 Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted three times annually, in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.** Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).
- 7. Is the indicator an aggregate or disaggregate figure?** This indicator is the aggregate of all students enrolled in the campuses of LDCC in each fall term.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC's Institutional Research (IR) department 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.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.
- 10. How will the indicator be used in management decision making and other agency processes?** Enrollment drives many management decisions. The size of an institution's enrollment affects scheduling, hiring, future planning, program demands, facilities management, etc.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 1.5 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 39.6% to 41.1% by fall 2020 (retention of fall 2019 cohort).

Indicator II.1: Percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment

Indicator II.2: Percentage point change in the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment

- 1. 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 Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted three times annually, in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** Retention rates are the percentage of an incoming cohort of students that are enrolled in the following fall.
- 6. 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 all retained students at the same institution from the fall to the following fall.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC's Institutional Research (IR) department submits the SSPS data electronically to the Board of Regents. The IR department is responsible for calculating the retention rate.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.
- 10. How will the indicator be used in management decision making and other agency processes?** LDCC remains committed to retaining and graduating students. The importance of retaining students drives many decisions, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective III: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by .8 percentage points from the fall 2017 cohort (to spring AY 2017-18) baseline level of 71.9% to 72.7% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-2023).

Indicator III.1: Percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

Indicator III.2: Percentage point change from baseline in the percentage of first-time in college, fulltime, degree-seeking students retained to the following spring at the same institution of initial enrollment

- 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 Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted three times annually, in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** Retention rates are the percentage of an incoming cohort of students that are enrolled in the following spring.
- 6. 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 all retained students at the same institution from the fall to the following spring.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC's Institutional Research (IR) department submits the SSPS data electronically to the Board of Regents. The IR department is responsible for calculating the retention rate.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.
- 10. How will the indicator be used in management decision making and other agency processes?** LDCC remains committed to retaining and graduating students. The importance of retaining students drives many decisions, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective IV: 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 **16%** to **21%** by AY 2022-23 (fall 2019 cohort).

Indicator IV.1: Percentage of students enrolled at a Two Year College identified in a first-time, fulltime, degree-seeking cohort, graduating within 150% of "normal" time of degree completion at Louisiana public post-secondary institution

Indicator IV.2: Number of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion

- 1. What is the type of the indicator?** Output/Outcome
- 2. What is the rationale for the indicator?** Recognition of importance of Louisiana having a high number of students earning degrees for the improvement of the state's economy.
- 3. What is the source of the indicator?** The source of the data is the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS) final data. IPEDS is a division of the National Center for Education Statistics.
- 4. What is the frequency and timing of collection or reporting?** The IPEDS Graduation Rate Survey data is collected in February each academic year for an identified fall cohort (3 years prior to the current fall semester).
- 5. How is the indicator calculated?** The number of students in the identified fall cohort who completed a program within 150% of the normal time is divided by the total number of students in the cohort to determine the graduation rate.
- 6. 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 a single number of graduates from a particular cohort and the appropriate percentage rate.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC's Institutional Research (IR) department submits the data electronically to IPEDS which calculates the graduation rate.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator is calculated using a fall cohort from 3 years prior to the current fall term and reflects completions at the same institution (does not include students who transfer to another institution before completion).
- 10. How will the indicator be used in management decision making and other agency processes?** The college is working to improve graduation rates through more appropriate advising, sequential scheduling, career counseling, and appropriate articulation.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective V: Increase the total number of 1-year Career & Technical Certificate (CTC) completers in a given academic year from the baseline year number of 0 in 2017-18 to 150 in AY 2022-23. Students may only be counted once per award level.

Indicator V.1: Total number of completers earning Certificates

- 1. What is the type of the indicator?** Output.
- 2. What is the rationale for the indicator?** Recognition of importance of Louisiana having a high number of students earning degrees for the improvement of the state's economy.
- 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. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution. A student who completes more than one CTC in an academic year will be counted once.
- 6. 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 all CTC completers at LDCC for the previous academic year.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC submits the Completer File data to the Board of Regents. LDCC's Institutional Research department is responsible for calculating the number of CTC completers.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. The college reports all degrees and certificates awarded with no duplication within an award level.
- 10. How will the indicator be used in management decision making and other agency processes?** The college must increase the number of students graduating. College resources (targeted advising, better scheduling, career counseling, and better articulation) must be allocated to programs that target increased graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective VI: Increase the total number of 1-year Certificate of Technical Studies and Certificate of General Studies (CTS, CGS) completers in a given academic year from the baseline year number of 165 in 2017-18 to 200 in AY 2022-23. Students may only be counted once per award level.

Indicator VI.1: Total number of completers earning Certificates

- 1. What is the type of the indicator?** Output.
- 2. What is the rationale for the indicator?** Recognition of importance of Louisiana having a high number of students earning degrees for the improvement of the state's economy.
- 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. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution. A student who completes more than one CTS and/or CGS in an academic year will be counted once.
- 6. 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 all CTS/CGS completers at LDCC for the previous academic year.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC submits the Completer File data to the Board of Regents. LDCC's Institutional Research department is responsible for calculating the number of CTS/CGS completers.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. The college reports all degrees and certificates awarded with no duplication within an award level.
- 10. How will the indicator be used in management decision making and other agency processes?** The college must increase the number of students graduating. College resources (targeted advising, better scheduling, career counseling, and better articulation) must be allocated to programs that target increased graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective VII: Increase the total number of Diploma completers in a given academic year from the baseline year number of 208 in 2017-18 to 288 in AY 2022-23. Students may only be counted once per award level.

Indicator VII.1: Total number of completers earning Diplomas

- 1. What is the type of the indicator?** Output.
- 2. What is the rationale for the indicator?** Recognition of importance of Louisiana having a high number of students earning degrees for the improvement of the state's economy.
- 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. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution. A student who completes more than one Diploma in an academic year will be counted once.
- 6. 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 all Diploma completers at LDCC for the previous academic year.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC submits the Completer File data to the Board of Regents. LDCC's Institutional Research department is responsible for calculating the number of Diploma completers.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. The college reports all degrees and certificates awarded with no duplication within an award level.
- 10. How will the indicator be used in management decision making and other agency processes?** The college must increase the number of students graduating. College resources (targeted advising, better scheduling, career counseling, and better articulation) must be allocated to programs that target increased graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective VIII: Increase the total number of Associates Degree completers in a given academic year from the baseline year number of 186 in 2017-18 to 200 in AY 2022-23. Students may only be counted once per award level.

Indicator VIII.1: Total number of completers earning Associate Degrees

- 1. What is the type of the indicator?** Output.
- 2. What is the rationale for the indicator?** Recognition of importance of Louisiana having a high number of students earning degrees for the improvement of the state's economy.
- 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. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution. A student who completes more than one Associates Degree in an academic year will be counted once.
- 6. 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 all Associates Degree completers at LDCC for the previous academic year.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC submits the Completer File data to the Board of Regents. LDCC's Institutional Research department is responsible for calculating the number of Associates Degree completers.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. The college reports all degrees and certificates awarded with no duplication within an award level.
- 10. How will the indicator be used in management decision making and other agency processes?** The college must increase the number of students graduating. College resources (targeted advising, better scheduling, career counseling, and better articulation) must be allocated to programs that target increased graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective IX: Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 239 in 2017-18 to 318 in AY 2022-23.

Indicator IX.1: Total number of undergraduate completers who are 25 years of age or older

- 1. What is the type of the indicator?** Output.
- 2. What is the rationale for the indicator?** Recognition of the decline in the number of students age 25 years and over earning degrees in Louisiana and seeking to improve the state's economy by preparing this subgroup for better employment.
- 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. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution. A student who completes more than one award in an academic year will be counted once.
- 6. 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 all undergraduate completers who are age 25 or over on any completion date at LDCC for the previous academic year.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC submits the Completer File data to the Board of Regents. LDCC's Institutional Research department is responsible for calculating the number of completers who are age 25 or over on any completion date in the academic year.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate.
- 10. How will the indicator be used in management decision making and other agency processes?** The college must increase the number of students graduating. College resources (targeted advising, better scheduling, career counseling, and better articulation) must be allocated to programs that target increased graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective X: Increase the unduplicated number of underrepresented minority (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 217 in 2017-18 to 250 in AY 2022-23.

Indicator X.1: Total number of underrepresented minority completers

- 1. What is the type of the indicator?** Output.
- 2. What is the rationale for the indicator?** Recognition of the inequity in the number of underrepresented minority students earning degrees in Louisiana and seeking to improve the state's economy by preparing this subgroup for better employment.
- 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. This system has been in existence for over 30 years.
- 4. What is the frequency and timing of collection or reporting?** The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
- 5. How is the indicator calculated?** The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution. A student who completes more than one award in an academic year will be counted once.
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.** An underrepresented minority is a student who has indicated a race/ethnicity other than white, Asian, non-resident or who has an unknown race/ethnicity.
- 7. Is the indicator an aggregate or disaggregate figure?** This indicator is the aggregate of all underrepresented minority completers for the previous academic year.
- 8. Who is responsible for data collection, analysis, and quality?** LDCC submits the Completer File data to the Board of Regents. LDCC's Institutional Research department is responsible for calculating the number of underrepresented minority completers in an academic year.
- 9. Does the indicator have limitations or weaknesses?** No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate.
- 10. How will the indicator be used in management decision making and other agency processes?** The college must increase the number of students graduating. College resources (targeted advising, better scheduling, career counseling, and better articulation) must be allocated to programs that target increased graduates.