CENTRAL LOUISIANA TECHNICAL COMMUNITY COLLEGE

STRATEGIC PLAN
2022 to 2027

(FY 2022/23 to FY 2027/28)

Revised January 1, 2022

Introduction

Central Louisiana Technical Community College (CLTCC) serves eight parishes (Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon, Winn) in central Louisiana and has five sites: 1) the Main Campus in Alexandria; 2) the Avoyelles Site in Cottonport; 3) the Huey P. Long Site in Winnfield; 4) the Rod Brady Site in Jena; and 5) the Ferriday Site in Ferriday. Additionally, CLTCC provides instruction in one state prison and one federal correctional institution.

Mission

Central Louisiana Technical Community College (CLTCC) is a comprehensive public two-year community college that provides academic, occupational and specialized training leading to industry-based certifications, technical certificates, diplomas, and associate degrees. CLTCC also responds to the needs of the community by providing personalized enrichment for individuals and customized adult education for educationally disadvantaged populations. Using innovative educational strategies, the college creates a skilled workforce and prepares individuals for advanced educational opportunities.

Vision

Central Louisiana Technical Community College (CLTCC) aspires to produce knowledgeable, skilled, and confident citizens to contribute to the sustainability of the local, state, and national economy through effective academic and technical education skills. The college will increase its offerings of rapid, flexible, and innovative training and instruction to address changing workforce needs. CLTCC strives to increase community awareness of the educational opportunities offered and the importance of educational resources available through community outreach. The Central Louisiana Technical Community College endeavors to increase access for students, develop cooperatives with local business and industry, and demand improvements in effectiveness and accountability from leadership via integrated operations.

Goals

1. Increase opportunities for student access and success

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

The goals and objectives of the strategic plan are aligned with state and system goals. The Louisiana Community Technical College System (LCTCS) has had its own metrics with align the strategic and operational goals of the state in the

Louisiana 2020 plan. Furthermore, attainment of the measures are rewarded in the Performance Funding Formula. LA 2020 focuses on enrollment, students served, business partnerships, foundation fund raising, and award completion. Implicitly, LA 2020 focuses on retention in order to meet award completion and enrollment goals. The Strategic Plan focuses on enrollment, fall-to-fall retention, fall-to-spring retention, award completion at multiple levels, minority enrollment, and over-25 enrollment.

2. Ensure quality and accountability

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

The strategic plan, reinforced in the Performance Funding Model, focuses on Fall-to-Spring retention, Fall-to-Fall retention, and completions. Internally, the Louisiana 2020 metrics also reinforce retention and completion. In Fall 2022, the Sabine Valley and Natchitoches campus will move to Bossier Parish Community College and the Lamar Salter campus will move to SOWELA Community College. Alexandria, Avoyelles Ward H. Nash, Huey P. Long in Winnfield, Rody Brady in Jena, and the Ferriday campus will remain with CLTCC. All baselines have been reset using the remaining campuses as enrollment was in Fall 2020.

Program Activity
Fall Enrollment

__Objective I__

Maintain the fall headcount enrollment by 0% from the baseline level of 1301 in fall 2020 to 1301 by fall 2027.

Strategy I.1

Maintain alignment of program offerings at each campus.

Strategy I.2

Promote electronic (distance) learning activities.

Strategy I.3

Promote transfers between and among campuses and colleges at all levels.

Strategy I.4

Ensure access to programs and services to citizens with disabilities.

Strategy I.5

Promote dual and cross enrollment agreements with public school districts and among postsecondary institutions.

Performance Indicators:

Output: Number of students enrolled in the fall semester.
Outcome: Percent change in the number of students enrolled.
Note: For the purposes of this report, minority enrollment is defined as any reported race, other than the following: white; non-resident alien; or "refused to indicate". Student reported as "non-resident aliens" and "refused to indicate" will not be included in the minority counts. Minority enrollment projections have been adjusted in consideration that a portion of the students enrolling will fall into either of these two categories.

Program Activity
Fall to Fall Retention

Objective II

Maintain 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 0 percentage points from the fall 2021 cohort (to fall 2022) baseline level of 77% to 77% by fall 2027 (retention/completion of fall 2021 first time first year full time degree seeking cohort).

Strategy II.1

Expand campus- specific retention programming

Strategy II.2

Expand availability of first- time student seminars and first- year experience courses.

Strategy II.3

Expand academic and training support and resource centers.

Performance Indicators:

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

2.2   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.

To retain students, each program at each campus has an advising day in which the students meet with the faculty/advisor along with student services personnel to ensure that students are meeting their goals. This process includes scheduling for classes that meet the needs of the students in terms of completions and progress toward their goals.

Program Activity
Fall to Spring Retention

Objective III

Maintain 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 0 percentage points from the fall 2020 cohort (to spring 2021) baseline level of 86% to 86% by spring 2028 (retention of fall 2027 cohort to spring 2028).

Strategy III.1

Implement retention strategies to improve student progression.

Strategy III.2

Expand availability of student success course.

Strategy III.3

Expand academic and training support and resource centers.

Performance Indicators:

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

3.2   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

Program Activity
Graduation Rate

Objective IV:

Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2019 cohort for all institutions) of 68% to 68% by AY2027/28 (fall 2018 cohort).

Strategy IV.1

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.

Strategy 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

Performance Indicators:

4.1   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.

4.2   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

The college has an emphasis on students obtaining stackable credentials as they work towards their goals. This is also included in the Louisiana 2020 metrics which are used for evaluating the college.

Program Activity
Certificate (CTC) Completions

<u>Objective V:</u>

Increase the total number of 1-year Certificate (CTC) completers in a given academic year from the baseline year number of 0 in 2017-18 to 24 in AY 2025-26. Students may only be counted once per award level.

<u>Strategy V.1</u>

Implement retention strategies to improve student progression.

<u>Strategy V.2</u>

Expand availability of student success course.

<u>Strategy V.3</u>

Expand academic and training support and resource centers.

Performance Indicator:

5.1   Total number of completers earning Certificates (CTC)

Program Activity
Certificate (CTS) Completions

Objective VI:

Maintain the total number of 1-year Certificate completers (CTS) in a given academic year from the baseline year number of 243 in 2020-21 to 243 in AY 2027-28. Students may only be counted once per award level.

Strategy VI.1

Expand system wide and campus-specific retention programming. The college has added advising days by program and campus. The college has an outreach to those students that are identified as possibly being at-risk.

Strategy VI.2

Expand academic support and resource centers. The number of financial aid advisor has been expanded to support student in applying and obtaining financial aid. Advising Days is impacting retention/completion. Students are awarded credentials when they earn them.

Strategy VI.3

Implement online degree audit software to assist with timely completion. DegreeWorks has been implemented at the college to make it easier to identify gaps in scheduling and to find students that have completed awards.

Strategy VI.4

Expand course offerings. As the college identifies needs, the college will expand offerings or new programs.

Performance Indicator:

6.1   Total number of completers earning Certificates

Program Activity
Diploma Completions

Objective VII:

Maintain the total number of Diploma completers in a given academic year from the baseline year number of 186 in 2020-21 to186 in AY 2027-28. Students may only be counted once per award level.

Strategy VII.1

Expand system wide and campus-specific retention programming. The college has added advising days by program and campus. The college has an outreach to those students that are identified as possibly being at-risk.

Strategy VII.2

Expand academic support and resource centers. The number of financial aid advisor has been expanded to support student in applying and obtaining financial aid. Advising Days is impacting retention/completion. Students are awarded credentials when they earn them.

Strategy VII.3

Implement online degree audit software to assist with timely completion. DegreeWorks has been implemented at the college to make it easier to identify gaps in scheduling and to find students that have completed awards.

Strategy VII.4

Expand course offerings. As the college identifies needs, the college will expand offerings or new programs.

Performance Indicator:

7.1   Total number of completers earning Diplomas

Program Activity
Associate Completions

Objective VIII:

Maintain the total number of Associate completers in a given academic year from the baseline year number of 38 in 2020-21 to 38 in AY 2027-28. Students may only be counted once per award level.

Strategy VIII.1

Expand system wide and campus-specific retention programming. The college has added advising days by program and campus. The college has an outreach to those students that are identified as possibly being at-risk.

Strategy VIII.2

Expand academic support and resource centers. The number of financial aid advisor has been expanded to support student in applying and obtaining financial aid. Advising Days is impacting retention/completion. Students are awarded credentials when they earn them.

Strategy VIII.3

Implement online degree audit software to assist with timely completion. DegreeWorks has been implemented at the college to make it easier to identify gaps in scheduling and to find students that have completed awards.

Strategy VIII.4

Expand course offerings. As the college identifies needs, the college will expand offerings or new programs.

Performance Indicator:

8.1   Total number of completers earning Associate Degrees

Program Activity
Undergraduate (adult) completers

Objective IX:

Maintain the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 219 in 2020-21 to 209 in AY 2027-28.

Strategy IX.1

The college has started to offer more hybrid and online courses to make courses more accessible to this population. The college will begin to offer the LPN program in the evening.

Strategy IX.2

Expand academic support and resource centers. Online library resources are made available to all students.

Strategy IX.3

The college will begin to offer the LPN program in the evening.

Strategy IX.4

The college has started to offer more hybrid and online courses to make courses more accessible to this population.

Performance Indicator:

9.1   Total number of undergraduate (adults, 25+ yrs) completers

Program Activity
Underrepresented (minority) completers

Objective X:

Maintain 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 359 in 2020-21 to 359 in AY 2027-28.

Strategy X.1

The college enrollment reflects very closes the ethnic makeup of the community. The college works with local high schools and employers to attract students of all ethnicities.

Strategy X.2

The college is working to add employees to reflect the ethnic makeup of the community.

Strategy X.3

Expand evening course offerings. The LPN program will be offered in the evening at 2 campuses.

Strategy X.4

The college has started to offer more hybrid and online courses to make courses more accessible to this population.

Performance Indicator:

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

Process Documentation

Primary Clients and Benefits Derived

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

Central Louisiana Technical Community College is comprised of:

- Campuses:
    - Alexandria Campus (Main)
    - Ward H. Nash Avoyelles Campus
    - Huey P. Long/Rod Brady Campus
    - MacArthur Extension Campus
    - Ferriday Campus
- Instructional Service Centers:
    - USP Pollock Penitentiary

Central Louisiana Technical Community College has facilities and/or programs strategically placed throughout Rapides, Avoyelles, Grant, Vernon, Beauregard, Allen, Concordia, Catahoula, Winn, LaSalle parishes to ensure the citizens of our service area access to postsecondary education. The college delivers services to students enrolled in a variety of programs of study in the areas of Advanced Manufacturing Technician Air Conditioning and Refrigeration Technician, Business Office Administration-Accounting, Business Office Administration-Medical, Business Office Administration-General, Business Office Technology, Cloud Computing, Commercial Vehicle Operator, Drafting and Design Technology, Electrician Technology, Forest Technology, Heavy Equipment Vehicle Operator, Industrial Manufacturing Technology, Outdoor Power Equipment Technology, Patient Care Technician, Pharmacy Technician, Practical Nursing, and Welding.

Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. Louisiana's businesses and industries are primary clients and users of Central Louisiana Technical Community College thereby contributing to workforce development, job training and retraining.

Statutory Requirement for Each Goal

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.

Potential External Factors

I. Economy

State funding for higher education has decreased significantly over the last 8 years. Since the 2008 financial crises state support for higher education has decreased more than 40 percent, a decrease of $683 million. At present, Louisiana faces one the largest budget crisis in our state's history. Because higher education and health care are the only two large areas of the budget expenditures with no constitutional or statutory protection from the budget reductions the college could see further reductions in state funding. Reduced funding is a threat to college's ability to meet the proposed goals.

II. Governmental Challenges

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

III. Competition

Higher education institutions are competitive environments vying for resources, specifically students and funding. The college evaluates its programs on a 3 year cycle through the Performance Health Index which is submitted to the LCTCS system.

Development of 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 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.

Duplication of Effort Statement

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

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

The measures are listed in the Louisiana Performance Accountability System at https://wwwcfprd.doa.louisiana.gov/lapas/view/viewreport.cfm?ddl=4

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.

The measures are listed in the Louisiana Performance Accountability System at https://wwwcfprd.doa.louisiana.gov/lapas/view/viewreport.cfm?ddl=4

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

The measures are listed in the Louisiana Performance Accountability System at https://wwwcfprd.doa.louisiana.gov/lapas/view/viewreport.cfm?ddl=4

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective I: Increase the fall headcount enrollment by 10% from the baseline level of 2,445 in fall 2015 to 2,690 by fall 2020.

Indicator: Number of students enrolled in the fall semester.

1. Type

    Output.

2. Rationale

    Recognition of importance of Louisiana having educated citizens.

3. Source

    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. Frequency and timing:

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

5. Calculation:

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

6. Jargon, acronyms, or unclear terms:

    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. Aggregate or disaggregate:

    This indicator is the aggregate of all students enrolled in the campuses of Central Louisiana Technical Community College in each fall semester.

8. Person Responsible:

    The LCTCS 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.

9. 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. Management decision making and other agency processes:

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective II: Maintain 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 0 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 62.5% to 62.5% by fall 2020 (retention of fall 2019 cohort).

Indicator: The percentage of first-time, full-time, associate degree-seeking freshmen enrolled in Fall and retained to the next Fall at the same institution.

1. Type:

   Outcome.

2. Rationale:

   Recognition of importance of Louisiana having educated citizens.

3. Source:

   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. Frequency and timing:

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

5. Calculations:

   Retention rates for this objective are the percentage of an incoming fall class which is retained in the following fall semester.

6. Jargon, acronyms, or unclear terms:

   First-time in college students are students who has never been enrolled in any institutional of higher education. A full-time student is one who is enrolled in twelve or more credit hours. An associate degree-seeking student is one who is enrolled within in a program that grants an associate degree.

7. Aggregate or disaggregate:

   This indicator is the aggregate of all retained first-time in college, full-time, associate degree-seeking students at the same institution from the fall to the following fall.

8. Person Responsible:

   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.

9. 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. Management decision making and other agency processes:

> The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program:	Central Louisiana Technical Community College.

Objective III   Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 0.8 percentage points from the Fall 2014 cohort (to the Spring AY2014-15) baseline level of 69.2% to 70.0% by spring, 2020 (retention of Fall 2019 cohort)

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at Central Louisiana Technical Community College.

1. Type:

    Outcome.

2. Rationale:

    Recognition of importance of Louisiana having educated citizens.

3. Source:

    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. The change will be calculated using Fall, 2009 enrollment figures as the baseline year and measuring the change to the year being examined.

4. Frequency and timing:

    The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

5. Calculation:

    Retention rates are the percentage of an incoming class which is retained (or graduate) in the following spring semester.

6. Jargon, acronyms, or unclear terms:

    FTFT = first-time in college, full-time, degree-seeking students.

7. Aggregate or disaggregate:

    This indicator is the aggregate of all FTFT students enrolled in the campuses of Central Louisiana Technical Community College in each fall term. The percentage change will be measured in the aggregate.

8. Person:

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.

9. Limitations or weaknesses:

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

10. Management decision making and other agency processes:

Enrollment drives many management decisions. The size of an institution's enrollment and any changes in enrollment impact scheduling, hiring, future planning, program demands, facilities management, etc.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective IV   Maintain 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 33.3 % to 33.3% by AY2019-2020 (fall 2013 cohort).

Indicator: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of time to degree from public postsecondary education.

1. Type:

    Outcome.

2. Rationale:

    Recognition of importance of Louisiana having educated citizens.

3. Source:

    The source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].

4. Frequency and timing:

    The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported in July each year for the previous academic year. This will allow time for collection, aggregation, and editing of the data.

5. Calculation:

    It is a standard calculation. You report the number from the entering cohort who graduated within 150% time to degree at the same institution. The number of students who graduated is divided by the number of students in the original cohort and generates a graduation rate.

6. Contain jargon, acronyms, or unclear terms:

    FTFT = first-time in college, full-time, degree-seeking students. First-time in college students are students who has never been enrolled in any institutional of higher education. A full-time student is one who is enrolled in twelve or more credit hours.

7. Aggregate or disaggregate figure:

    This indicator is the aggregate of all FTFT students enrolled in the campuses of Central Louisiana Technical Community College in each fall term. The percentage will measure the aggregate.

8. Person Responsible:

    The National Center for Education Statistics

9. Limitations or weaknesses:

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

10. Management decision making and other agency processes:

Resources will be allocated to increase the graduation rate.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective V: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 124 in 2014-15 to 224 in AY 2019-20. Students may only be counted once per award level.

Indicator: Number of completers for all applicable award levels in a given academic year.

1. Type:

  Output.

2. Rationale:

  Recognition of importance of Louisiana having educated citizens.

3. Source:

  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. Frequency and timing:

  The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

5. Calculation:

  The standard method practiced statewide uses the Board of Regents Completer File in which each award is recorded and submitted by each institution.

6. Jargon, acronyms, or unclear terms:

  No.

7. Aggregate or disaggregate figure:

  This indicator is the aggregate of all awards conferred by Central Louisiana Technical Community College for the previous academic year.

8. Person Responsible:

  Each institution submits the completer 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 completers.

9. Limitations or weaknesses:

No real weaknesses.

10. Management decision making and other agency processes:

Central Louisiana Technical Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective VI: Increase the total number of Diploma completers in a given academic year from the baseline year number of 318 in 2014-15 to 370 in AY 2019-20. Students may only be counted once per award level.

Indicator: Number of completers for all applicable award levels in a given academic year.

1. Type:

   Output.

2. Rationale:

   Recognition of importance of Louisiana having educated citizens.

3. Source:

   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. Frequency and timing:

   The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

5. Calculation:

   The standard method practiced statewide uses the Board of Regents Completer File in which each award is recorded and submitted by each institution.

6. Jargon, acronyms, or unclear terms:

   No.

7. Aggregate or disaggregate figure:

   This indicator is the aggregate of all awards conferred by Central Louisiana Technical Community College for the previous academic year.

8. Responsible Person:

   Each institution submits the completer 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 completers.

9. Limitations or Weaknesses:

No real weaknesses.

10. Decision Making:

Central Louisiana Technical Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective VII: Increase/Maintain the total number of Associate completers in a given academic year from the baseline year number of 21 in 2014-15 to 24 in AY 2019-20. Students may only be counted once per award level.

Indicator: Number of completers for all applicable award levels in a given academic year.

1. Type:

    Output.

2. Rationale:

    Recognition of importance of Louisiana having educated citizens.

3. Source:

    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.

6. Frequency and timing of collection or reporting:

    The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

7. Calculation Methodology:

    The standard method practiced statewide uses the Board of Regents Completer File in which each award is recorded and submitted by each institution.

6. Jargon, acronyms, or unclear terms:

    No.

7. Aggregate or disaggregate figure:

    This indicator is the aggregate of all awards conferred by Central Louisiana Technical Community College for the previous academic year.

8. Responsible Person:

    Each institution submits the completer 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 completers.

9. Limitations or Weaknesses:

No real weaknesses exist.

10. Decision Making:

Central Louisiana Technical Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective VIII: Increase the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of 0 in 2017-2018 to 24 in AY 2022-2023. Student may only be counted once per award level.. Students may only be counted once per award level.

Indicator: Number of completers for all applicable award levels in a given academic year.

1. Type:

    Output.

2. Rationale:

    Recognition of importance of Louisiana having educated citizens.

3. Source:

    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.

8. Frequency and timing of collection or reporting:

    The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

9. Calculation Methodology:

    The standard method practiced statewide uses the Board of Regents Completer File in which each award is recorded and submitted by each institution.

6. Jargon, acronyms, or unclear terms:

    No.

7. Aggregate or disaggregate figure:

    This indicator is the aggregate of all awards conferred by Central Louisiana Technical Community College for the previous academic year.

8. Responsible Person:

    Each institution submits the completer 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 completers.

9. Limitations or Weaknesses:

No real weaknesses exist.

10. Decision Making:

Central Louisiana Technical Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective IX: Maintain the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 209 in 2017-18 to 209 in AY 2025-26.

Indicator: Number of completers for all applicable award levels in a given academic year.

1. Type:

> Output.

2. Rationale:

> Recognition of importance of Louisiana having educated citizens.

3. Source:

> Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Completer File (SCS) every semester. This system has been in existence for over 30 years.

10. Frequency and timing of collection or reporting:

> The data is submitted via the Student Profile (SSPS) to the Louisiana Board of Regents at the end of each semester. The Student Completer file is submitted every August.

11. Calculation Methodology:

> The standard method practiced statewide uses the Board of Regents Completer File in which each award is recorded and submitted by each institution.

6. Jargon, acronyms, or unclear terms:

> No.

7. Aggregate or disaggregate figure:

> This indicator is the aggregate of all awards conferred by Central Louisiana Technical Community College for the previous academic year.

8. Responsible Person:

> Each institution submits the completer 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 completers.

9. Limitations or Weaknesses:

> No real weaknesses exist.

10. Decision Making:

Central Louisiana Technical Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program:	Central Louisiana Technical Community College.
Objective X:	Maintain 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 188 in 2017-18 to 188 in AY 2025-26..
Indicator:	Number of completers for all applicable award levels in a given academic year.

1. Type:

   Output.

2. Rationale:

   Recognition of importance of Louisiana having educated citizens.

3. Source:

   Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Completer File (SCS) every semester. This system has been in existence for over 30 years.

12. Frequency and timing of collection or reporting:

    The data is submitted via the Student Profile (SSPS) to the Louisiana Board of Regents at the end of each semester. The Student Completer file is submitted every August.

13. Calculation Methodology:

    The standard method practiced statewide uses the Board of Regents Completer File in which each award is recorded and submitted by each institution.

6. Jargon, acronyms, or unclear terms:

   No.

7. Aggregate or disaggregate figure:

   This indicator is the aggregate of all awards conferred by Central Louisiana Technical Community College for the previous academic year.

8. Responsible Person:

   Each institution submits the completer 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 completers.

9. Limitations or Weaknesses:

   No real weaknesses exist.

10. Decision Making:

   Central Louisiana Technical Community College remains committed to retaining and graduating
   students. The importance of retaining students can cause many decisions to change on campus, from
   recruitment strategies to student services, from hiring strategies to course scheduling.