

Northwest Louisiana Technical Community College

Mission

Northwest Louisiana Technical Community College is an institution of higher education established to provide the citizens of northwest Louisiana with opportunities for educational, economic, professional, and personal development. Through a focus on high quality, relevant, career and technical education, the college supports economic growth and community development by educating and training students for entry and advancement in high-wage, high-demand industries.

Vision

Northwest Louisiana Technical College is a valued and integral partner in a prosperous and vital region.

Philosophy

The philosophy of Northwest Louisiana Technical Community College is to fulfill its mission through optimum utilization of the system and its college's human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.

Strategic Plan 2023-2024 through 2027-2028

PLAN

Goal I: Maintain Opportunities for Student Access and Success.

Objective 1 Maintain the fall headcount enrollment from the baseline level of 957 in fall 2021 to 957 by fall 2027.

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Louisiana: Vision 2020 Link: Objective 1.1 – To involve every citizen in the process of lifelong learning.

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

Strategy I.1.1: Maintain alignment of program offerings at each campus.

Strategy I.1.2: Promote electronic (distance) learning activities.

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

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

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

Strategy I.1.6: Promote and expand college attendance by adult and nontraditional students.

Performance Indicator

- 1.1 Number of students enrolled (throughout the fall semester) in public postsecondary education.
- 1.2 Percent change from baseline in the number of students enrolled (as of end of term) in public postsecondary education.

Objective 2 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 from the fall 2021 cohort (to fall 2022) baseline level of 60.14 % to 60.14 % by fall 2027 (retention of fall 2026 cohort).

Performance Indicator

- 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.

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Objective 3 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 from the fall 2021 cohort (to spring AY 2021-2022) baseline level of 54.1% to 54.1% by spring 2028 (retention of fall 2027 cohort to spring AY 2027-28).

Louisiana: Vision 2020 Link: Objective 1.1 – To involve every citizen in the process of lifelong learning.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

Strategy I.2.1: Implement retention strategies to improve student progression.

Strategy I.2.2: Expand availability of student success course.

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

Strategy I.2.4: Expand tutoring programs.

Performance Indicator

- 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.

Objective 4 Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2018 cohort for all institutions) of 49% to 49% by fall 2027 (retention of fall 2023 cohort).

Performance Indicator

- 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.

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Objective 5 Maintain the total number of less than 1-year Certificate (CTC) completers in a given academic year from the baseline year number of 496 in 2020-2021 to 496 in AY 2027-28. Students may only be counted once per award level.

Performance Indicator

5.1 **Total number of completers earning Certificates (CTC)**

Objective 6 Maintain the total number of Career and Technical Certificate completers in a given academic year from the baseline year number of 204 in 2020-2021 to 204 in AY 2027-28. Students may only be counted once per award level.

Performance Indicator

6.1 **Total number of completers earning Career and Technical Certificates**

Objective 7 Maintain the total number of Diploma completers in a given academic year from the baseline year number of 270 in 2020-2021 to 270 in AY 2027-2028. Students may only be counted once per award level.

Performance Indicator

7.1 **Total number of completers earning Diplomas**

Objective 8 Maintain the total number of Associate completers in a given academic year from the baseline year number of 42 in 2020-2021 to 42 in AY 2027-2028. Students may only be counted once per award level.

Performance Indicator

8.1 **Total number of completers earning Associate Degrees**

Objective 9 Maintain the number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 230 in 2020-2021 to 230 in AY 2027-2028.

Performance Indicator

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

Objective 10 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 225 in 2020-2021 to 225 in AY 2027-2028.

Performance Indicator

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

Strategic Plan 2023-2024 through 2027-2028

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:

Northwest Louisiana Technical Community College (NLTCC) is comprised of Minden Campus, Shreveport Campus, Mansfield Campus, David Wade Correctional Instructional Service Center, and Camp Minden Instructional Service Center. NLTCC has facilities and/or programs strategically placed throughout Bienville, Bossier, Caddo, Claiborne, Desoto, Red River, Sabine and Webster 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 health occupations, information technology, business occupations, manufacturing, transportation, and human services.

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

At present, the economy of both Louisiana and the nation is significantly impacted by recession. The current economic environment results in a reduction in the state and national funds available to fund the operations of NLTCC. Further, during difficult economic times, community and technical colleges realize significant enrollment maintenance from those persons who are returning to upskill themselves to find new employment. Therefore, the difficult economic environment, along with global pandemic is 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 could have dramatic effects 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: Maintain 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.

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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: Northwest Louisiana Technical Community College.

Objective I.1: Maintain fall 14th class day headcount enrollment in public postsecondary education from the baseline level of 957 in fall 2021 to 957 by fall 2027.

Indicator: Number of students enrolled (as of the 14th class day) in campuses.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output.

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

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? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

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. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

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? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

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

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

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

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 impacts scheduling, hiring, future planning, program demands, facilities management, etc.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northwest Louisiana Community Technical College.

Objective I.2: Maintain the percentage of first-time, full-time, degree-seeking students retained to the spring semester at the same NLTCC campus of initial enrollment from the fall, 2021 cohort (to fall 2022) baseline level of 60.14 to 60.14 by fall, 2027 (retention of fall 2026 cohort).

Indicator: Percentage of first-time, full-time, degree-seeking students retained to the spring semester at the same NLTCC campus of initial enrollment.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

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/Spring, 2018 enrollment figures as the baseline year and measuring the change to the year being examined.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

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. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles

driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

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

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? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all retained students at the same campus of Northwest Louisiana Technical Community College from the fall to the following spring.

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

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same campus 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?

Northwest 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Northwest Louisiana Technical Community College.

Objective: II.1: Maintain the total number of completers for each award level in a given academic year as follows:

1-year Certificate completers – maintain baseline year number of 496 in 2020-2021 to 496 in AY 2027-2028.

Career and Technical Certificate completers - maintain baseline year number of 204 in 2020-2021 to 204 in AY 2027-2028.

Diploma completers – maintain baseline year number of 270 in 2020-2021 to 270 in AY 2027-2028.

Associate completers – maintain baseline year total of 42 in 2020-2021 to 42 in AY 2027-2028.

Indicator: Total number of completers for all award levels.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

Northwest Louisiana Technical Community College recognizes the importance of Louisiana having a higher number of students earning credentials for the further development of the state's economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data is submitted by the college to the Board of Regents Statewide Completer File from the Log on Louisiana (LOLA) database. The BOR Statewide Completer File system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

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. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

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

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

There is no jargon contained in this measure. Although not jargon, postsecondary award is defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by an LCTCS college.

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

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

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

Northwest Louisiana Technical Community College submits the Completer File data 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. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. Also, the college reports all awards with no duplication within an award level.

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

Northwest Louisiana Technical Community College must develop measures designed to maintain the number of students graduating. Additional campus resources must be allocated to programs that target maintained graduates. In an effort to maintain AAS completers, NLTC

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will pursue approval to offer General Education courses required for AAS completion. Maintained resource allocation, targeted advising, improved scheduling/career counseling, and better articulation will contribute to maintained graduates.