

South Central Louisiana Technical College

Strategic Plan FY 2012-2013 through FY 2015-2016

**SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE
STRATEGIC PLAN (2012 – 2016)**

Vision Statement:

In keeping with the vision of the Louisiana Community and Technical College System (LCTCS), South Central Louisiana Technical College:

- Produces knowledgeable, skilled and confident citizens ready for the future, ready for the workplace and ready to continue learning
- Delivers rapid, flexible and innovative training solutions to changing workforce needs

Mission Statement:

The mission of the South Central Louisiana Technical College is to prepare individuals for improved quality of life, workforce success, and lifelong learning while addressing the needs of business and industry.

Philosophy Statement: The philosophy of South Central Louisiana Technical College is to fulfill its mission through optimum utilization of the campuses' human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance, commitment, and accountability to all processes and procedures thus building and sustaining public confidence.

Goals and Objectives:

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

Objective I.1: Increase fall credit headcount enrollment for South Central Louisiana Technical College (SCLTC) by 12.62% from the fall 2009 baseline level of 2,914 to 3,282 by fall 2015.

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

Strategy I.1.1: Maintain alignment of program offerings at each of the SCLTC campuses.

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

Strategy I.1.3: Promote transfers between and among campuses of SCLTC.

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: Expand adult education opportunities and services.

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Performance Indicators:

Output: Number of students enrolled in a fall term in South Central Louisiana Technical College.

Outcome: Percent change in the number of students enrolled in a fall term in South Central Louisiana Technical College.

Objective I.2: Increase fall credit headcount enrollment of minority students at South Central Louisiana Technical College (SCLTC) campuses by 15.97% from the fall 2009 baseline level of 1,203 to 1,395 by fall 2015.

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

Strategy I.2.1: Maintain alignment of program offerings at each of the SCLTC campuses.

Strategy I.2.2: Increase number of minority administrators, faculty and staff.

Strategy I.2.3: Expand various recruitment methods to increase participation in TOPS TECH.

Strategy I.2.4: Expand tutoring programs.

Performance Indicators:

Output: Number of minority students enrolled in a fall term in South Central Louisiana Technical College.

Outcome: Percent change in the number of minority students enrolled in a fall term in South Central Louisiana Technical College

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. Students reported as non-resident aliens and refused to indicate will not be included in the minority counts. Minority enrollment projects have been adjusted in consideration that a portion of the students enrolling will fall into either of these two categories.

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the annual number of postsecondary awards conferred by South Central Louisiana Technical College (SCLTC) campuses by 17.67 percentage points from the 2008-09 baseline level of 4,948 to 5,822 by 2014-15.

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Louisiana: Vision 2020 Link: Objective 1.64 – Percentage of residents who have graduated from a two-year technical or community college.

Strategy II.1.1: Implement retention strategies to improve student progression.

Strategy II.1.2: Expand availability of student success course.

Strategy II.1.3: Expand academic and training support.

Strategy II.1.4: Continue assessment of student services utilizing student opinion surveys.

Performance Indicators:

Output: Number of postsecondary awards conferred by South Central Louisiana Technical College campuses.

Outcome: Percentage point change in the number of postsecondary awards conferred.

Note: For the purposes of this report, postsecondary awards will include Technical Competency Areas, (TCAs), Certificates of Technical Studies (CTSs), Technical Diplomas (TDs), and Associate of Applied Science (AAS) degrees.

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

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

South Central Louisiana Technical College is comprised of five locations. These include the Young Memorial (main campus) in Morgan City; Young Memorial Marine (extension campus) in Morgan City; Lafourche (branch campus) in Thibodaux; Galliano (instructional service center) in Cut Off; and River Parishes (branch campus) in Reserve.

The faculty, staff, and administrators of South Central Louisiana Technical College are committed:

- To teach what is needed...when it is needed...where it is needed
- To measure quality of output on a continual basis
- To maintain an effective, locally responsible institution in a coordinated system of service to customers

South Central Louisiana Technical College (SCLTC) campuses deliver services to students enrolled in a variety of programs. Additionally, the College's clients extend beyond students to all citizens who benefit from a healthy economy. As an institution located in the southern part of the state, SCLTC's training programs primarily service the oil and gas, maritime, fabrication, health, and process industries. SCLTC, thereby, contributes to workforce development, job training and retraining, for the primary clients and users of our campuses. Finally, as a College committed to being accountable to its stakeholders, the main clients and users of the College's programs are all

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of the citizens of Louisiana who contribute tax revenues to state government and support postsecondary education in Louisiana.

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

At present, the economy of both Louisiana and the nation is significantly depressed and unstable. The current economic environment results in a reduction in the state and national funds available to support the operations of South Central Louisiana Technical College (SCLTC) campuses. Further, during difficult economic times, enrollment trends indicate that SCLTC realizes significant enrollment increases from those persons who are returning to retool themselves to find new employment. Therefore, the difficult economic environment is a threat to SCLTC's ability to meet the proposed goals.

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

I. Goal: 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.

II. Goal: 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 *Revised Five-year Strategic Plan* were derived in part from the current *Louisiana Technical College Region 3 (SCLTC) Strategic Plan* and the *LCTCS Strategic Plan*. Several existing external and internal strategic plans were reviewed. These external plans include: The Board of Regents' Master Plan for Higher Education and the Governor's Vision 2020 Plan. In addition, the SCLTC identified strategic directions for its future, which would allow for efficiency and effectiveness in addressing our role as a workforce training provider and as the developer of human capital.

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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.

South Central Louisiana Technical College (SCLTC) is a cohesive unit serving ten parishes. Programs are developed around the needs of our service area and the geographic locations of the campuses. Multi-programs across the College are offered for the convenience of the clients in the service area. Programs are evaluated to determine sufficient enrollment and placement of students into jobs. Where possible, economies of effort are implemented through the sharing of instructors and the limiting of administrative staff. SCLTC has implemented an organizational structure to eliminate duplication of effort among its five campuses.

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

See Performance Indicator Documentation attached for each performance indicator.

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

See Performance Indicator Documentation attached for each performance indicator.

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

Currently, the South Central Louisiana Technical College (SCLTC) does not have a specific policy benefiting women and families other than the LCTCS Equal Opportunity Policy # 6.022. However, the SCLTC and its campuses offer programs and services that are beneficial to the success and prosperity of women and families. Enrollment of students into programs that are non-traditional for his/her gender is encouraged at all campuses of the SCLTC and reported annually on the Carl Perkins Accountability Report.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: South Central Louisiana Technical College.

Objective: Increase fall credit headcount enrollment for South Central Louisiana Technical College (SCLTC) by 12.62% from the fall 2009 baseline level of 2,914 to 3,282 by fall 2015.

Indicator: Percent change in the number of students enrolled in a fall term at SCLTC campuses.

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?)

The rationale for this indicator is the recognition of the importance of Louisiana having educated citizens. Enrollment information is also reported to the SCLTC's accrediting body, Council on Occupational Education (COE).

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.)

South Central Louisiana Technical College submits data from the statewide technical college student data system to the LCTCS to be compiled and submitted as a whole to the Board of Regents Statewide Student Profile System (SSPS)

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.

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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) that 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 South Central Louisiana Technical College (SCLTC) in each fall term.

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

The staff of the South Central Louisiana Technical College (SCLTC) collects and submits the SSPS data electronically to the LCTCS, and the LCTCS then compiles the data and submits as a whole 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: South Central Louisiana Technical College

Objective: Increase fall headcount enrollment of minority students for the South Central Louisiana Technical College (SCLTC) by 15.97% from the fall 2009 baseline level of 1,203 to 1,395 by fall 2015.

Indicator: Percent change in the number of minority students enrolled in a fall term at SCLTC campuses.

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?)

The rationale for this indicator is the recognition of the importance of Louisiana having educated citizens. Minority enrollment information is also reported to the Integrated Postsecondary Educational Data System (IPEDS) and on the Carl Perkins Accountability Report.

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.)

South Central Louisiana Technical College submits data from the statewide technical college student data system to the LCTCS to be compiled and submitted as a whole to the Board of Regents Statewide Student Profile System (SSPS)

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

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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.

Although not jargon, for purposes of this document, minority is defined as non-white and excludes non-resident aliens and students that refused to indicate a race. Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) that 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 South Central Louisiana Technical College (SCLTC) in each fall term.

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

The staff of the South Central Louisiana Technical College collects and submits the SSPS data electronically to the LCTCS, and the LCTCS then compiles the data and submits as a whole 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.

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Indicator: Percent change in the number of postsecondary awards conferred by SCLTC campuses.

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?)

The rationale for this indicator is the recognition of the importance of Louisiana having educated citizens. Postsecondary awards earned are also reported to the SCLTC's accrediting body, Council on Occupational Education (COE).

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.)

South Central Louisiana Technical College submits data from the statewide technical college student data system to the LCTCS to be compiled and submitted as a whole to the Board of Regents Statewide Completer File. This system has been in existence for over 25 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 mid-July each 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.)

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

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, the postsecondary awards will include Technical Competency Areas, (TCAs), Certificates of Technical Studies (CTSs), Technical Diplomas (TDs), and Associate of Applied Science (AAS) degrees. These awards are approved by the Board of Supervisors of the LCTCS and conferred upon the recipient after verification that all requirements of the award have been fulfilled.

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 South Central Louisiana Technical College annually.

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

South Central Louisiana Technical College staff enters each of the awards earned annually into the statewide technical college data system. The LCTCS then compiles the data for all technical colleges in the System and submits the Completer File 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. 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.

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

The number of awards conferred is one of the primary measures of productivity for institutions of higher education.

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Evaluation

The administration, faculty, and staff of South Central Louisiana Technical College are committed to developing a state of the art multi-campus college that will deliver 21st century technology training to sustain local, regional, and global economies. A successful strategic planning process that includes goals, objectives, and evaluation of strategies will be mission critical. The timeline for the development and implementation of the strategic plan will be adhered to and altered when necessary depending on the level of implementation of goals and objectives. Evaluations will be annually beginning with July of 2011. Stakeholders as represented in the strategic plan will participate with administration, faculty, staff, program, campus and the college advisory committees to effectively measure impact and effectiveness as it relates to planning strategies. Results of the evaluation and progress towards achieving state goals and objectives will be documented on an annual basis.