



REVISED June 25, 2019

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Introduction

Elaine P. Nunez Community College is a unique institution of higher learning that has an equally unique history. The College bears the name of the late wife of the Honorable Samuel B. Nunez, Jr., President of the Louisiana State Senate from 1982-1988 and 1990-1996.

Nunez Community College was the first public institution of higher learning in Louisiana to be named after a woman. Elaine P. Nunez was a lifelong resident of St. Bernard Parish, and was extremely supportive of public education. When Mrs. Nunez died, St. Bernard lost a civic-minded and dedicated individual who helped set the stage for growth and improvement in local education.

In recognition of Mrs. Nunez's support of public education, the 1992 Louisiana State Legislature passed Act 341, which established Elaine P. Nunez Community College. The Act merged Elaine P. Nunez Technical Institute and St. Bernard Parish Community College to form a comprehensive community college, offering both vocational and technical programs and arts and sciences programs.

The new College was placed under the management of the Board of Trustees or State Colleges and Universities, effective July 1, 1992, and Dr. James A. Caillier, the president of the Board of Trustees, acted as the College's first president. True to its heritage, Elaine P. Nunez Community College experienced a unique beginning when Hurricane Andrew struck the New Orleans area on the day registration for classes was scheduled to begin. With strong support from the local community, the College was able to open three days later.

In the spring of 1993, Elaine P. Nunez Community College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award Associate Degrees and Certificates. This accreditation was reaffirmed for ten years in 1997. On July 1, 1999, the management of the College, along with five other community colleges, was transferred to Board of Supervisors for the Louisiana Community and Technical College System. At the same time, the title of the Colleges chief executive officer was changed from president to chancellor.

The Storm

On August 29, 2005, Nunez Community College and its entire service area was struck by Hurricane Katrina. The Hurricane and subsequent flooding became the greatest natural disaster in U.S. history. St. Bernard Parish, was almost completely decimated as it took a direct hit and suffered flood waters that in many areas did not recede for weeks. The first floor of every building on the Chalmette campus was flooded more than seven feet.

Despite dire predictions, the College presented a fall mini-semester within weeks of the disaster. Nunez enrolled students in on-line classes, in classes at Slidell High School, and other locations. By the end of December, the Facilities Department, along with volunteer crews, had gutted the

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first floors of the buildings and restored electricity, water, and sewer hook ups in the Arts, Sciences, & Technology Building. The College became an oasis in the ravaged parish and a catalyst for business and industry revitalization. Nunez opened the campus for business in January of 2006 and resumed classes immediately.

Vision Statement

Nunez Community College offers educational opportunities that prepare students for lifelong learning; responsible citizenship; productive and satisfying careers as well as the opportunity to transfer to senior institutions.

Mission Statement

Nunez Community College is a student-centered institution that delivers relevant and innovative curriculum integrating the arts, sciences, and humanities leading to academic credentials and workforce opportunities. Nunez serves a vital role in the community by engaging with partners to support student success and personal growth.

Our Core Values

- Student-Centered
- Teaching & Learning
- Caring
- Integrity
- Innovation

GOALS

Nunez Community College Educational Goals include providing:

1. educational opportunities that prepare students for lifelong learning, responsible citizenship, productive and satisfying careers, as well as the opportunity to transfer to senior institutions;
2. a variety of occupational programs with input from local employers and industry that prepare students for immediate employment;
3. general education courses that transfer to senior institutions;
4. a program of developmental education for students who need to strengthen their academic backgrounds;
5. student support services including educational counseling, placement testing, and career counseling designed to assist students in selecting a course of study that meets their needs;
6. a means to acquire an awareness of global and multicultural issues that produce responsible world citizens;
7. opportunities for gaining basic and general understanding of ethics;
8. instructional methods that include technologies and distance learning options that prepare students for careers in the 21st century; and

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9. continuing education courses and services that meet the needs of students and the community.

Philosophy Statement

To attain the mission of Nunez Community College through optimum utilization of the system and its colleges 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.

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PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective 1: Increase the fall headcount enrollment by 7.51% from the baseline level of 2,371 in Fall 2018 to 2,549 by Fall 2023.

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

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

Strategy 1.1.1: Expand recruiting efforts to local and regional high schools in our service area.

Strategy 1.1.2: Enhance visibility of the college through multiple multi-media outlets.

Strategy 1.1.3: Increase exposure by expanded community engagement events to identify non-traditional and adult-ed students.

Performance Indicators:

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

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

Objective 2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 1.2 percentage points from the Fall 2017 cohort (to Fall 2018) baseline level of 47.3% to 48.5% by Fall 2020 (retention of Fall 2019 cohort).

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

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

Strategy 2.1.1: Expand system-wide and campus-specific retention programming.

Strategy 2.1.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 2.1.3: Evaluate and make improvements as necessary to Student Orientation Program.

Strategy 2.1.4: Expand academic and training support and resource centers.

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Performance Indicators:

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

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

Objective 3: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 1.2 percentage points from the fall 2017 cohort (to spring AY 2017-18) baseline level of 68.6% to 69.8% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

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

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

Strategy 3.1.1: Expand system-wide and campus-specific retention programming.

Strategy 3.1.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 3.1.3: Evaluate and make improvements as necessary to Student Orientation Program.

Strategy 3.1.4: Expand academic and training support and resource centers.

Performance Indicators:

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

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

Goal II: Ensure Quality and Accountability.

Objective 4: Maintain the Graduation Rate (defined as a student completing an award with 150% of "normal time") from the baseline rate (Fall 2015 Cohort for all institutions) of 19.6% to 19.6% by 2022-23 (Fall 2016 cohort).

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

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

Strategy 4.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 4.1.2: Expand system-wide and campus-specific retention programming.

Strategy 4.1.3: Expand efforts to encourage transfer from two-year colleges to four-year

Performance Indicators:

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

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

Objective 5: Increase the number of CTC (*new degree) completers from the baseline number of 0 in 2017-18 to 125 in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving

Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

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

Strategy 5.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 5.1.2: Expand system-wide and campus-specific retention programming.

Strategy 5.1.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 5.1.4: Expand academic and training support and resource centers.

Performance Indicators:

Outcome: Total number of completers earning Certificates (CTC)

Objective 6: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 130 in 2017-18 to 140 in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving

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Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

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

Strategy 6.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 6.1.2: Expand system-wide and campus-specific retention programming.

Strategy 6.1.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 6.1.4: Expand academic and training support and resource centers.

Performance Indicators:

Outcome: Total number of completers earning Certificates

Objective 7: Maintain the total number of Diploma completers in a given academic year from the baseline year number of __39__ in 2017-18 to _39_ in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving

Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

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

Strategy 7.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 7.1.2: Expand system-wide and campus-specific retention programming.

Strategy 7.1.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 7.1.4: Expand academic and training support and resource centers.

Performance Indicators:

Outcome: Total number of completers earning Diplomas

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Objective 8: Increase the total number of Associate completers in a given academic year from the baseline year number of 193 in 2017-18 to 218 in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving

Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

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

Strategy 8.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 8.1.2: Expand system-wide and campus-specific retention programming.

Strategy 8.1.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 8.1.4: Expand academic and training support and resource centers.

Performance Indicators:

Outcome: Total number of completers earning Associate Degrees

Objective 9: Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 254 in 2017-18 to 301 in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving

Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Post-Secondary Education

Strategy 9.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 9.1.2: Expand system-wide and campus-specific retention programming.

Strategy 9.1.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Performance Indicators:

Output: Total number of adult, 25+ years completers for all award levels.

Outcome: Change in the number of adult, 25+ years completers from the baseline year.

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Objective 10: Increase/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 258 in 2017-18 to 305 in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving

Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Post-Secondary Education

Strategy 10.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 10.1.2: Expand system-wide and campus-specific retention programming.

Strategy 10.1.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Performance Indicators:

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

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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:

Nunez Community College has one campus located on Paris Road in Chalmette, Louisiana. Nunez has facilities and/or programs servicing St. Bernard, Plaquemines, Orleans, Jefferson, and St. Tammany 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 (general education, health occupations, business occupations, industrial maintenance, culinary, human services, public services and others. Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. Nunez contributes to workforce development, job training and retraining.

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

Economy

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 Nunez Community College. Further, during difficult economic times, community and technical colleges realize 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 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: 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.
2. LA GRAD Act

Goal II: Ensure Quality and Accountability.

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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.
4. LA GRAD Act

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 LA GRAD Act, 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 1: Increase the fall headcount enrollment by 7.51% from the baseline level of 2,371 in Fall 2018 to 2,549 by Fall 2023.

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

Indicator LaPAS PI Code: 24801

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Nunez 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by the college to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. The data is submitted twice annually, first after fall semester end date (for fall and summer), second after the spring semester end date. 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.

6. Calculation Method: This is simply the number of students enrolled in the fall term.

7. Scope: This indicator is the aggregate of all students enrolled in each fall term at Nunez Community College.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

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10. Responsible Person: The Institutional Researcher at Nunez 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 1.2_ percentage points from the Fall 2017 cohort (to Fall 2018) baseline level of 47.3% to 48.5% by Fall 2020 (retention of Fall 2019 cohort).

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

Indicator LaPAS PI Code: 24802

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Nunez 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by the college to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. The data is submitted twice annually, first after fall semester end date (for fall and summer), second after the spring semester end date. 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.

6. Calculation Method: Retention rates are the percentage of an incoming class which is retained in the following fall. The change will be calculated using a standard mathematical approach, subtracting the fall first-time in college, full-time, degree-seeking students still enrolled in following fall semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change.

7. Scope: This indicator is the 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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8. Caveats: 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.

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person: The Institutional Researcher at Nunez 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 3: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 1.2 percentage points from the fall 2017 cohort (to spring AY 2017-18) baseline level of 68.6% to 69.8% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

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

Indicator LaPAS PI Code: 24804

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Nunez 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by the college to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. The data is submitted twice annually, first after fall semester end date (for fall and summer), second after the spring semester end date. 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.

6. Calculation Method: 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 in college, full-time, degree-seeking students still enrolled in following spring semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the spring semester students, resulting in a percentage change.

7. Scope: This indicator is the first-time in college, full-time, associate degree-seeking students retained to the second spring at the same institution of initial enrollment.

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8. Caveats: 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.

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person: The Institutional Researcher at Nunez 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 4: Maintain the Graduation Rate (defined as a student completing an award with 150% of “normal time”) from the baseline rate (Fall 2015 Cohort for all institutions) of 19.6% to 19.6% by 2022-23 (Fall 2016 cohort).

Indicator Name: 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 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.

Indicator LaPAS PI Code: 24806

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Nunez 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by Nunez to the LCTCS and Board of Regents’ Statewide Student Profile System (SSPS) and Statewide Completer System (SCS). The BOR system has been in existence for over 30 years.

SSPS: The data is submitted twice annually, at the end of the fall semester and at the end of the 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.

SCS: 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.

6. Calculation Methodology: Graduation rate is the total number of completers within 150% of normal time divided by the fall entering cohort total.

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7. Scope: This indicator is the aggregate of all completers at Nunez within 150% of normal time (based on a specific fall cohort).

SCS: Nunez 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.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person:

SSPS: The Institutional Researcher at Nunez 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 5: Increase the number of CTC (*new degree) completers from the baseline number of 0 in 2017-18 to 125 in AY 2022-23.

Objective 6: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 130 in 2017-18 to 140 in AY 2022-23.

Objective 7: Maintain the total number of Diploma completers in a given academic year from the baseline year number of 39 in 2017-18 to 39 in AY 2022-23.

Objective 8: Increase the total number of Associate completers in a given academic year from the baseline year number of 193 in 2017-18 to 218 in AY 2022-23.

Indicator LaPAS PI Code: 24807, 26220, 26221

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Nunez Community College recognizes the importance of Louisiana having a higher number of students earning degrees for the further development of the state's economy.

3. Use: The college must increase the number of students graduating. Additional campus resources must be allocated to programs that target increased graduates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.

4. Clarity (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 Nunez Community College.

5. Data Source, Collection and Reporting: Data is submitted by the college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years. 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.

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

7. Scope: This indicator is the aggregate of each postsecondary awards conferred by Nunez Community College for the previous academic year.

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

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person: Nunez 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 9: Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 254 in 2017-18 to 301 in AY 2022-23.

Indicator LaPAS PI Code: 24807

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Nunez Community College recognizes the importance of Louisiana having a higher number of students earning degrees for the further development of the state's economy.

3. Use: The college must increase the number of students graduating. Additional campus resources must be allocated to programs that target increased graduates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.

4. Clarity (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 Nunez Community College.

5. Data Source, Collection and Reporting: Data is submitted by the college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years. 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.

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

7. Scope: This indicator is the total number of Undergraduate (adult, 25 + yrs.) completers in a given academic year by Nunez Community College.

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

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9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person: Nunez 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 10: Increase/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 258 in 2017-18 to 305 in AY 2022-23.

Indicator LaPAS PI Code: 24807

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Nunez Community College recognizes the importance of Louisiana having a higher number of students earning degrees for the further development of the state's economy.

3. Use: The college must increase the number of students graduating. Additional campus resources must be allocated to programs that target increased graduates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.

4. Clarity (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 Nunez Community College.

5. Data Source, Collection and Reporting: Data is submitted by the college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years. 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.

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

7. Scope: This indicator is the total number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year by Nunez Community College.

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

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9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person: Nunez 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.