

NUNEZ COMMUNITY COLLEGE



STRATEGIC PLAN 2011-2014

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History of Elaine P. Nunez Community College

Elaine P. Nunez Community College is a unique institution of higher learning with 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 from 1990-1996; it was the first public institution of higher learning in Louisiana to be named for a woman. Elaine P. Nunez was a lifelong resident of St. Bernard, where she was educated. She was extremely interested in, and actively 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, establishing 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 for 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 in that Hurricane Andrew struck the New Orleans area on the day registration for classes was scheduled to begin. With strong support from the local community, however, 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 to award associate degrees, certificates, and diplomas. (Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nunez Community College.) This accreditation was most recently reaffirmed for ten years in 2009.

On July 1, 1999, the management of the College, along with five other community colleges, was transferred to the Board of Supervisors for the Louisiana Community and Technical College System. At the same time, the title of the College's chief executive officer was changed from "president" to "chancellor."

On August 29, 2005, Nunez Community College—and its entire service area—were struck by Hurricane Katrina, in what would become the greatest natural disaster to affect the United States in recorded history. St. Bernard Parish, the home parish of the campus, 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 "minimester" within weeks of the disaster, enrolling students in online classes and in classes at Slidell High School and other locations.

By the end of December, the Facilities Department, along with volunteer crews and others, had gutted the first floors of the buildings and had electricity, water, and sewer connections in the Arts, Sciences & Technology Building. The College became an oasis in the ravaged parish and a catalyst for business and industry revitalization as it opened the campus for business in January of 2006 and resumed classes *on campus* on January 25, 2006.

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 comprehensive community college offering general education and occupational technologies curricula that blend the humanities, social sciences, and natural sciences and lead to associate degrees, certificates, and workforce development opportunities.

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

Philosophy Statement

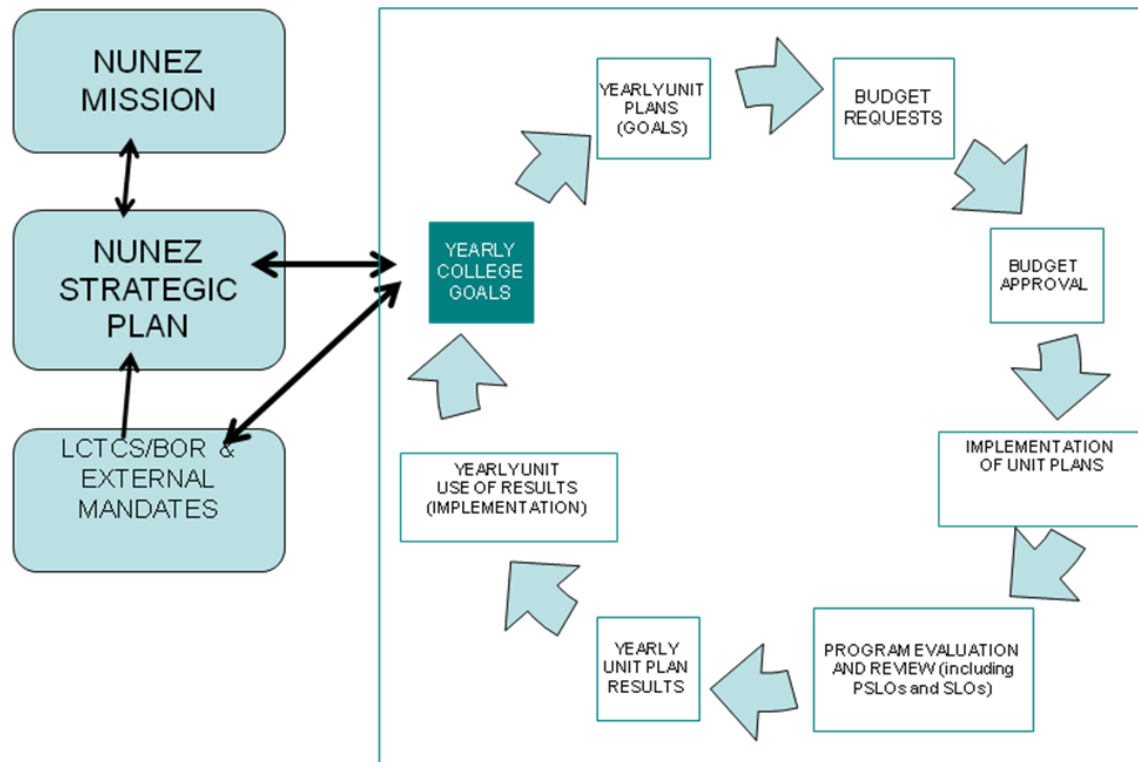
To attain the mission of Nunez Community College through optimum utilization of the system and its colleges human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.

Nunez Community College's Commitment to Institutional Effectiveness

Nunez Community College is responsible for providing not only the resources and facilities necessary for quality instruction and services but also an ongoing evaluation of the quality of its programs and services. Nunez's quest for quality is exhibited in its Strategic Plan.

The College's Strategic Plan is broad based and involves faculty, staff, alumni, the community, and students. The Plan evaluates how effectively the institution achieves its goals as outlined in the College's Mission and Statement of Purpose. This evaluation process encompasses a variety of assessment methods that measure the effectiveness of both educational programs and support services. College personnel then use the results of these assessments to identify strategies for improvement. Once strategies have been identified, the institution seeks to implement changes that will enable it to fulfill its stated purpose.

Institutional Effectiveness Planning Model



Nunez Community College 2011-2014 Strategic Themes

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|-------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ST 1 | Adequate and Stable Funding | The College will secure adequate and stable funding to support its programs, faculty, students, and facilities to compensate for recent legislative budget cuts. |
| ST 2 | Redesign/Reorganize Instructional Programs and Non-Instructional Operations | The College will provide cost-effective instructional programs that will help students meet their educational goals, address area workforce needs, and produce advantageous GRAD Act results. It will also identify functions and processes that need improvement, need to be eliminated, and/or need to be added. |
| ST 3 | Comprehensive Student Services | The College will create a Comprehensive Student Services Program that will help students gain an understanding of the student's role in the learning process and the importance of career goals. |
| ST 4 | New Technology Implementation | Employees will achieve a proficient working knowledge of electronic communication and software applications as necessary to complete their daily job-related duties in accordance with policies of Nunez Community College and LCTCS. |

Strategic Theme 1: Adequate and Stable Funding

The College will secure adequate and stable funding to support its programs, faculty, students, and facilities to compensate for recent legislative budget cuts.

Strategies

- a. Predictable Revenue Streams
 - i) Consolidate internal resources
 - ii) Contingency plans for Dual-Enrollment
- b. Increased Tuition/Enrollment/Retention (GRAD Act)
 - i) Improve policies and procedures to promote student success
 - ii) Develop additional articulation and transfer agreements and procedures with four-year institutions
 - iii) Support workforce and economic development by improving job placement rates and increasing the number of students earning workplace credentials
 - iv) Develop and align career programs with current workforce needs
- c. External Funding
 - i) Expand/Create partnerships in new areas
 - ii) Pursue additional grant funding
 - iii) Secure specialized training grants
- d. Industry/Business Partnerships
 - i) Expand community/Business relationships in St. Bernard, Plaquemines, Orleans, Jefferson and St. Tammany Parishes
 - ii) Use industry partners/advisory board members to promote the College
- e. Strategic Budget Planning
 - i) Develop a Strategic Budget Plan
 - ii) Increase strategic marketing
 - iii) Improve the exchange of budget information

Related Key Performance Indicators:

- Total dollars from external sources
- Percent of total college budget from external sources
- Number and percentage of proposals funded
- Number of new industry & community partnerships
- Annual share of area high school graduates enrolled
- GRAD Act performance results

Strategic Theme 2: Redesign/Reorganize Instructional Programs and Non-Instructional Operations

The College will provide cost-effective instructional programs that will help students meet their educational goals, address area workforce needs, and produce advantageous GRAD Act results. It will also identify functions and processes that need improvement, need to be eliminated, and/or need to be added.

Strategies

- a. Evaluation of Program Review Process
 - i) Place greater emphasis on and adjust the cycle of Program Reviews
 - ii) Increase the use of review recommendations and student learning outcomes (SLO's)
- b. Departmental Self-Study (Internal Functional Analysis)
 - i) Incorporate functional analysis activities into the current review process for each department
 - ii) Identify functions and processes that are essential to the program or department
 - iii) Identify functions and processes that will become obsolete over the next three years
- c. Instructional Programs (Credit)
 - i) Review and revise college-level general education outcomes using curriculum mapping.
 - ii) Analyze the configuration of departments/programs/divisions.
 - iii) Revise and expand academic programs
 - iv) Review and expand alternate methods of course delivery
 - v) Implement strategies to improve developmental education outcomes
 - vi) Provide professional development to faculty on best practices in education
- d. Instructional Programs (Non-Credit)
 - i) Restore continuing education.
 - ii) Focus on Workforce Development and training needs of the community
- e. Non-Instructional Operations
 - i) Evaluate departmental operations
 - ii) Provide professional development programs for non-instructional staff

Related Key Performance Indicators:

- Enrollment data of credit and non-credit programs
- Credit hours produced through alternative delivery
- Average student credit hour enrollment
- Success rates in developmental courses
- Student ratings of faculty and staff effectiveness
- Resources committed to faculty and staff development
- Internal Faculty & Staff Survey
- Professional development activities provided

Strategic Theme 3: Comprehensive Student Services

The College will create a Comprehensive Student Services Program that will help students gain an understanding of the student's role in the learning process and the importance of career goals.

Strategies

- a. College-to-Student Communication
 - i) Identify services desired by students
 - ii) Develop better electronic communication practices
- b. Marketing and Outreach
 - i) Recruit through the Dual-Enrollment Program
 - ii) Develop a marketing plan to attract students who typically start college at a four-year institution
 - iii) Recognize student achievements
- c. Student-Friendly Culture
 - i) Evaluate Student Government Association (SGA) activities
 - ii) Expand food and recreational resources
 - iii) Investigate the possibility of providing childcare resources
- d. Counseling
 - i) Develop practices that help create smooth transitions from high school to a two-year college and then on to a four-year college
 - ii) Evaluate the effectiveness of personal and academic counseling services
- e. Career Services
 - i) Revise the Career Success Seminar and expand its enrollment
 - ii) Develop internships and service learning programs
- f. Academic Support Services
 - i) Use student focus groups to assess the academic support services
 - ii) Implement student services provided by Banner software
- g. Transfer Services
 - i) Promote awareness of the LA Transfer Degrees,

Related Key Performance Indicators:

- Student ratings of advising services
- Number of students developing career plans
- Number of students entering with dual-enrollment credit
- Learning Outputs (retention & graduation rates)
- Job Placement Rates

Strategic Theme 4: New Technology Implementation

Employees will achieve a proficient working knowledge of electronic communication and software applications as necessary to complete their daily job-related duties in accordance with policies of Nunez Community College and LCTCS.

Strategies

- a. Banner Applications
 - i) Employees will attend Banner implementation classes as required
 - ii) Develop processes for online applications and registration
- b. Electronic Communication
 - i) Continue expanding the uses of Outlook
 - ii) Expand the distribution and use of student email accounts
 - iii) Identify and implement enhancements to the website and S:\ drive (share drive)
- c. Employee Training
 - i) Provide faculty training on integrating current technologies into teaching
 - ii) Promote and assess faculty use of online learning resources
 - iii) Provide staff training on integrating technology into their work practices

Related Key Performance Indicators:

- Banner applications and usage
- Faculty training activities in current technology
- Number of developed electronic applications and processes

**Nunez Annual Key Performance Indicators
Linked to Strategic Themes**

Strategic Themes	Key Performance Indicators					
Adequate and Stable Funding	Total dollars from external sources	Percent of total college budget from external sources	Number and percentage of proposals funded	Number of new industry & community partnerships	Annual share of area high school graduates enrolled	GRAD Act performance results
Redesign/Reorganize Instructional Programs and Non-Instructional Operations	Enrollment of credit and non-credit programs	Credit hours produced through alternative delivery	Average student credit hour enrollment	Success rates in developmental courses		
	Student ratings of faculty and staff effectiveness	Resources committed to faculty and staff development	Internal Faculty & Staff Survey	Professional development activities provided		
Comprehensive Student Services	Student ratings of advising services	Number of students developing career plans	Number of students entering with dual-enrollment credit	Learning Outputs (retention & graduation rates)	Job Placement Rates	
New Technology Implementation	Banner applications and usage	Faculty training activities in current technology	Number of developed electronic applications and processes			

Strategic Planning Participants

Leadership Team

Tommy Warner, Chancellor
Steve Berrien, Vice-Chancellor
Teresa Smith, Executive Director of IA
Louis Lehr, CFO
Carol McLeod, Director of HR
Becky Maillet, Dean of Student Affairs
Lenny Unbehagen, Dean of Planning and IE

IR/IE

Lenny Unbehagen, Dean of Planning and IE
Andrea Simien, Institutional Researcher
Marie Ecklund, Research Assistant

Program Managers

Deborah Barbe, Business Technology
Ron Chapman, E-Learning
Richard Defoe, Library
George Foret, Industrial Technology
Don Hoffman, Technology
Tonia Loria, CDYC and Teaching, Social
Sciences & Human Services
Donalyn Lott, Developmental Studies
Curtis Manning, Humanities
Sandra McKay, EMT
Jodi Morgan, Nursing
Jeff Perigoni, Mathematics and Paralegal
Gwen Robinson, English
Steve Waddell, Natural Sciences

Professional Development/Grants

Teresa Smith, Executive Director of IA
Carly Gervais, Sponsored Programs
Ernest Frazier, Workforce Development

Community Representatives

Deborah Keller
Hugh Craft
Norris Delamore
Cliff Englande

Resource People

Bonnie Stephany, Admin Coordinator 3
and Veteran Affairs Rep
Jason Campagna, Adjunct Instructor
Josie DiCristina, Exec Admin Assistant
Nevada McPherson, Faculty Senate Rep
William McPherson, Instructor
Dawn Hart-Thore, Facilities
Chris Hintzen, IT
Jean Nunez, Library Specialist Supervisor
Caitlin Cooper, Reference Librarian
Julie Riolo, PTEC Admin Asst
Meg Greenfield, Registrar
Irma Beltram, Records Coordinator
Michele Minor, Career Services, ADA
Tommie Powell, Counselor
Glenda Despenza, Director of Financial
Aid

Board Members

Hugh Craft
Norris Delamore
Cliff Englande

Students

Marco Dorsey
Adriana Lainez
Ashley Howard
Lori Gettle

Alumni

Marie Ecklund
Michele Minor
Bonnie Stephany
Josie DiCristina
Dawn Hart-Thore
Chris Hintzen
Jean Nunez
Julie Riolo
Irma Beltram

Quality Enhancement Program (QEP)

Tonia Loria, Director of QEP

Consultant

Barbara Jones

Snapshot Reports (Environmental Scanning)

<p style="text-align: center;">The State of the College Tommy Warner, Chancellor</p> <ul style="list-style-type: none"> • Legislative decisions • GRAD Act impact • Finances • Autonomies • Tuition standardization • Budget cuts 	<p style="text-align: center;">Students and Community Demographics Lenny Unbehagen, Dean of Planning and Institutional Effectiveness</p> <ul style="list-style-type: none"> • 60-70% financial aid awards • Five parish service area • Ethnic diversity • Different backgrounds of students • Data issue • Dual-Enrollment • GRAD Act results
<p style="text-align: center;">Instructional Programs Steve Berrien, Vice-Chancellor of Academic and Student Affairs</p> <ul style="list-style-type: none"> • Changes in programs: elimination of low-completer programs, new and revised programs, particularly LA Transfer Degrees • Two-tier population: many needing developmental courses; some interested in new transfer degrees • Disconnect between state rules and reality • New LCTCS definition of student success to reflect realities of community college students • Enrollment increase as a result of tightened admissions at 4-year schools • WorkReadyU: closer connection between Adult Education and college programs 	<p style="text-align: center;">Dual Enrollment Becky Maillet, Dean of Student Affairs</p> <ul style="list-style-type: none"> • Significant share of enrollment • Largest enrollment at two schools (Chalmette and Slidell) • BoR funding • Tuition-market • Competitive

Snapshot Reports (Environmental Scanning) cont.

Funding

Louis Lehr, CFO

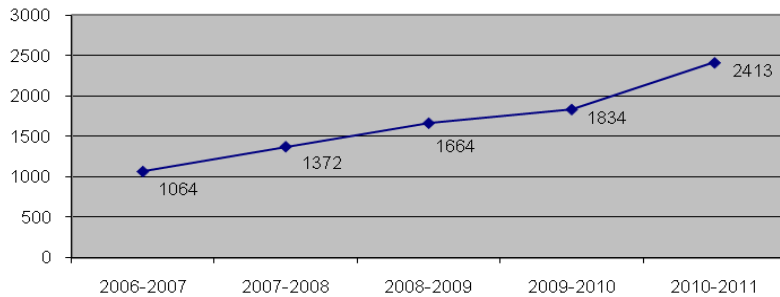
- 1/3 of funding is state money
- State funding TBD
- Become more efficient
- Student fees/grants/etc. = 2/3's
- Current operations funded
- Faculty = grants

External Funding

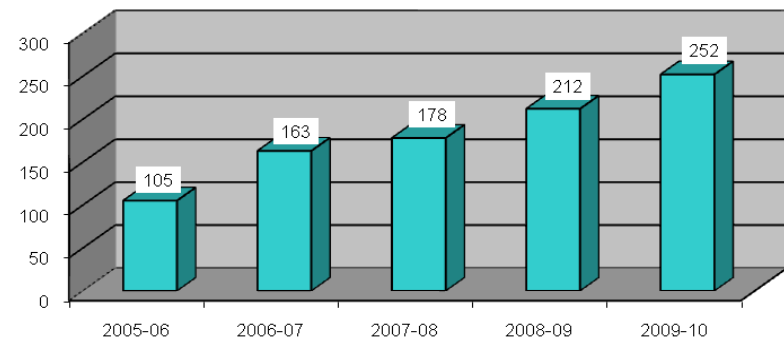
Teresa Smith, Executive Director of Institutional Advancement

- Decrease in funds likely
- High success rate in grants
- External support for students
- Foundation funding is good – but, not great

**Nunez Enrollment Growth
Fall Semesters 2006-2010**



Number of Certificates & Degrees Awarded Annually



Snapshot Reports (Environmental Scanning) cont.

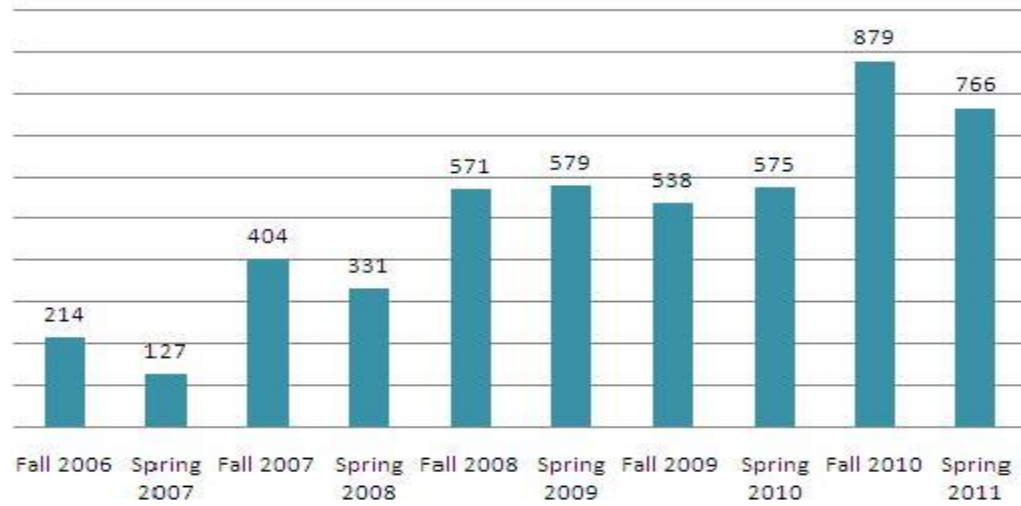
Fall to Fall Retention					
Comparison Semesters	Fall 2006 Fall 2007	Fall 2007 Fall 2008	Fall 2008 Fall 2009	Fall 2009 Fall 2010	Fall 2010 Fall 2011
Initial Fall Students	1064	1372	1664	1834	2413
Students Returning the following Fall, excluding completers and dual-enrollment	318	350	415	498	TBA
% Retained	45%	40%	44%	45%	TBA

Fall to Spring Retention					
Comparison Semesters	Fall 2006 Spring 2007	Fall 2007 Spring 2008	Fall 2008 Spring 2009	Fall 2009 Spring 2010	Fall 2010 Spring 2011
Initial Fall Students	1064	1372	1664	1834	2413
Students Returning the following Spring	631	784	996	1061	1367
% Retained	59%	57%	60%	58%	57%

FTFT Associate Degree Seeking Freshman Fall to Fall Retention					
Comparison Semesters	Fall 2006 Fall 2007	Fall 2007 Fall 2008	Fall 2008 Fall 2009	Fall 2009 Fall 2010	Fall 2010 Fall 2011
Initial Fall Cohort	57	77	73	104	111
Students Returning the following Fall	24	34	31	62	TBA
% Retained	42%	44%	42%	60%	TBA

Snapshot Reports (Environmental Scanning) cont.

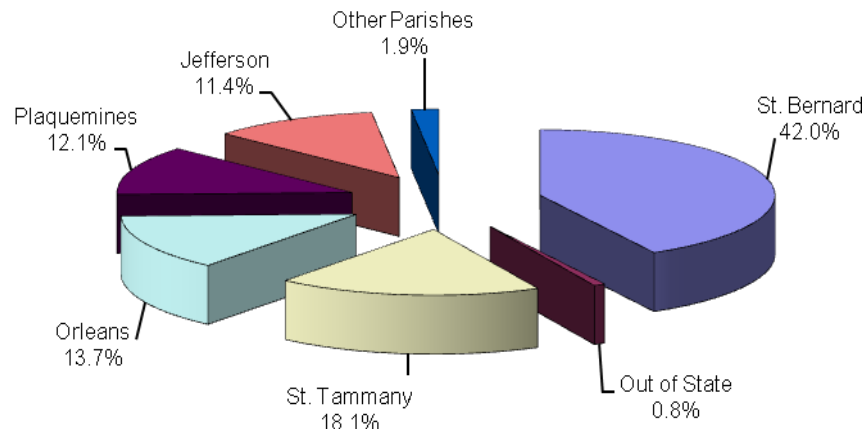
**Historical Enrollment
Nunez Dual Enrollment Program**



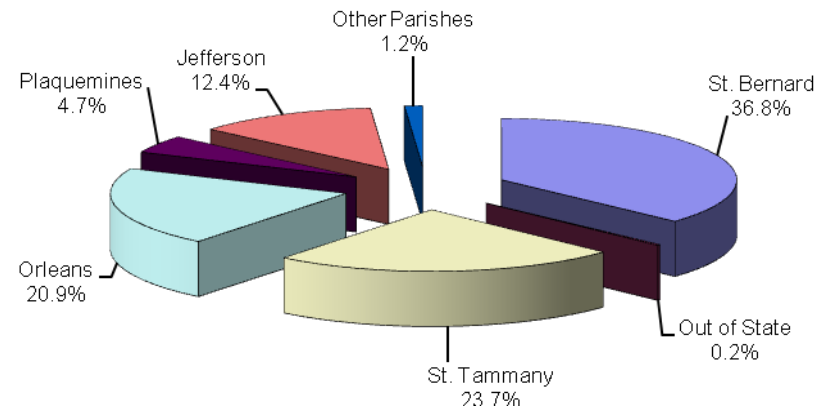
Dual-Enrollment Course Completion						
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Total Hours Registered	2082	1846	1978	2028	2976	2523
Total Hours Withdrawn	300	342	158	132	318	94
% Completed	86%	81%	92%	93%	89%	96%

Snapshot Reports (Environmental Scanning) cont.

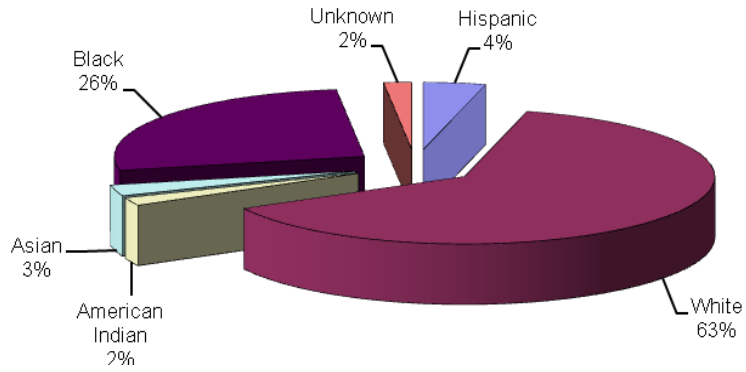
**Students by Residency
Fall 2007**



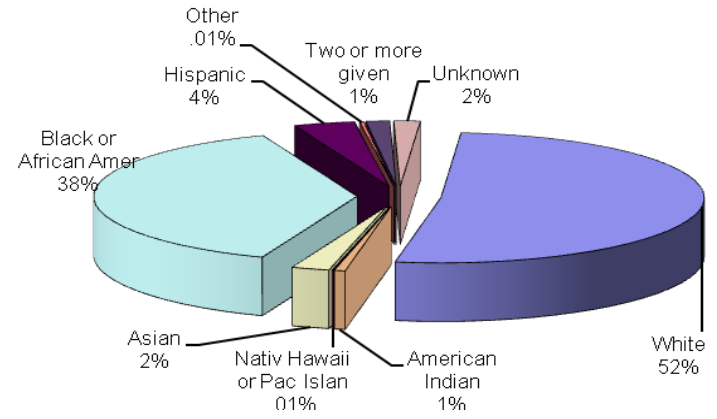
**Students by Residency
Fall 2010**



**Student Enrollment by Ethnicity
Fall 2007**

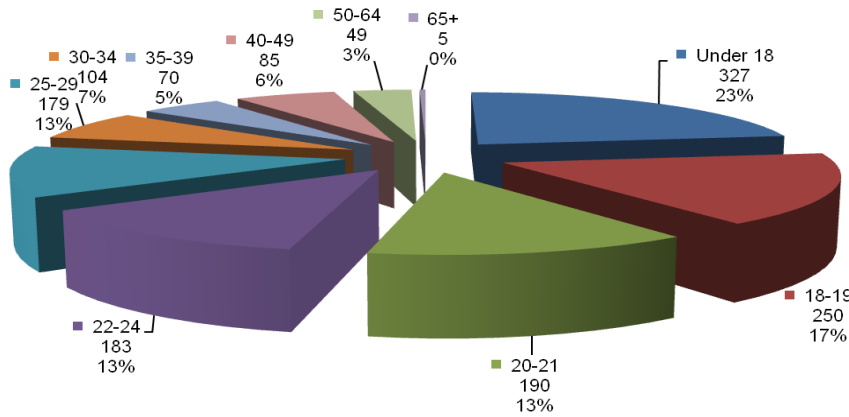


**Student Enrollment by Ethnicity
Fall 2010**

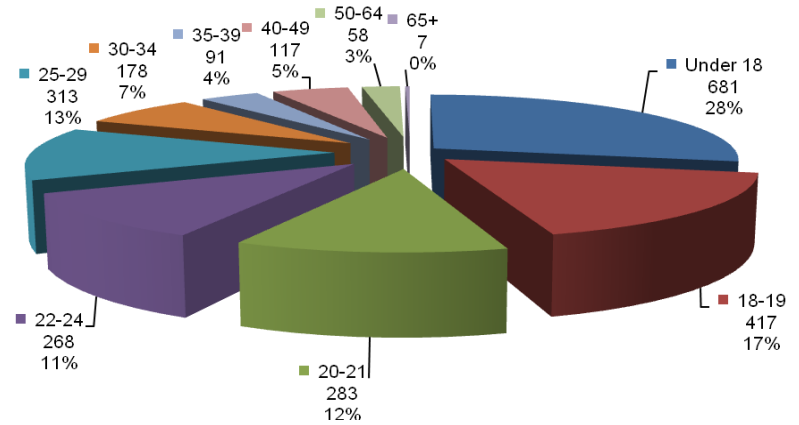


Snapshot Reports (Environmental Scanning) cont.

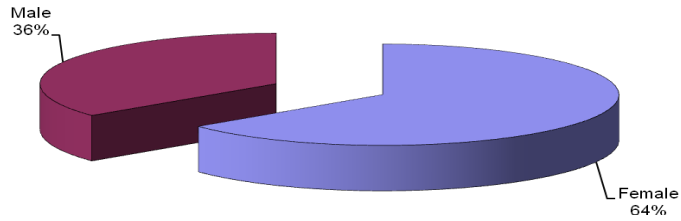
Students by Age Distribution
Fall 2007



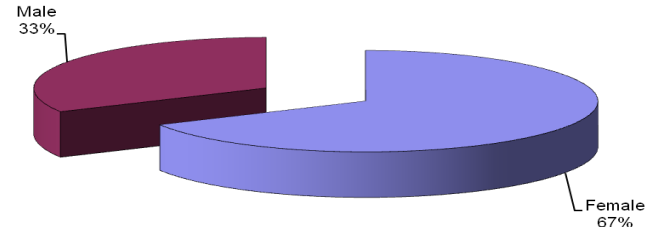
Students by Age Distribution
Fall 2010



Students by Gender
Fall 2007



Students by Gender
Fall 2010



Start-Stop-Continue Team Exercise (part of Strategic Planning Retreat 5/25/2011)

The teams responded to the three questions:

- 1) What does Nunez need to **Start** doing that it is not doing now?
- 2) What does Nunez need to **Stop** doing that is counterproductive?
- 3) What is Nunez doing well and needs to **Continue** doing?

Nunez needs to Start

- Comprehensive academic/student support services
- Entrepreneurship Program
- More opportunities for high performing students
- Expand/Create partnerships in other areas
- Comprehensive professional development
- More optional internships/service learning
- Contingency plans for Dual-Enrollment
- Continuing education, including fast-track, short-term classes
- Online registration
- Greater exchange of budget info
- Using technology throughout the organization
- Increasing strategic marketing/PR
- Community/Business relationships in Orleans, Jefferson and St. Tammany
- Implement Banner
- Create benchmarks for bookstore operator and hold accountable
- Recognize student achievements
- Expand Dual-Enrollment
- Recruit/Outreach beyond St. Bernard
- Additional PR
- Film/TV industry course offering
- Current technology course offering

Nunez needs to Stop

- FX-Scholar
- Adding duties to existing positions
- Ineffective means of internal communication
- Making excuses to students when they need services
- Procrastinating
- Emphasis of one program
- Manual processes
- Silos/favoritism throughout
- Manual registration and Financial Aid processing
- Present website
- Lack of budget information
- Normal 9-5 business hours in administrative/student services offices
- Current division structure
- Reliance on manual/paper processes
- Dropping students without notification
- Perpetual registration
- Making excuses

Nunez needs to Continue

- Grant pursuit
- Focus on workforce & academic programs
- Master teachers/full-time (illegible)
- Dual enrollment
- Community outreach
- Improve dual and total enrollment
- Seek external funding sources
- Great student/teacher relations
- Student satisfaction through great classes, as well as extra-curricular activities
- Recognize faculty and staff achievement
- St. Bernard & Plaquemines community/business relations
- Dual-Enrollment (enhance)
- Online/hybrid classes (expansion)
- Personal relationship with students
- Dual enrollment
- Specialized training/grants
- Events – student/community oriented
- Recruitment events/campus tours
- Online course offerings

The Nunez Community College 2011-2014 Strategic Plan was developed with the input of faculty, administrators, and staff through a series of college workshops.

Dr. Barbara H. Jones facilitated the development of the Nunez Community College 2011-2014 Strategic Plan.