



REVISED June 22, 2016

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Introduction

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

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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,

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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 1.1: Increase the fall headcount enrollment by 7.5% from the baseline level of 2,629 in Fall 2015 to 2826 by Fall 2020.

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 system-wide and campus-specific retention programming.

Strategy 1.1.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.1.3: Evaluate and make improvements as necessary to Student Orientation Program.

Strategy 1.1.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Objective 1.2: 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 2014 cohort (to Fall 2015) baseline level of 54.8% to 56% by Fall 2019 (retention of Fall 2020 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 1.2.1: Expand system-wide and campus-specific retention programming.

Strategy 1.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.2.3: Evaluate and make improvements as necessary to Student Orientation

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Program.

Strategy 1.2.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Goal II: Ensure Quality and Accountability.

Objective 2.1: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2011 Cohort) of 11.7% to 12.3% by 2019-20 (Fall 2015 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: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 2.1.2: Expand system-wide and campus-specific retention programming.

Strategy 2.1.3: Expand efforts to encourage transfer from two-year colleges to four-year

Performance Indicators:

Output: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from public postsecondary education.

Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from public postsecondary education.

Objective 2.2: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 410 in 2014-15 academic year to 460 in academic year 2019-20. Students may only be counted once per award level.

- Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 151 in 2014-15 to 186 in AY 2019-20.
- Maintain the total number of Diploma completers in a given academic year from the baseline year number of 35 in 2014-15 to 35 in AY 2019-20.
- Increase/Maintain the total number of Associate completers in a given academic year from the baseline year number of 224 in 2014-15 to 2 in AY 2019-20.

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

Strategy 2.2.2: Expand system-wide and campus-specific retention programming.

Strategy 2.2.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 2.2.4: Expand academic and training support and resource centers.

Performance Indicators:

Output: Total number of completers for all award levels.

Outcome: Percent change in the number of completers from the baseline year.

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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.

1. Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

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2. Constitution (Article VIII, Section 5 (D) 1,2) - To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.
3. Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.
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 1.1: 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 2014 cohort (to Fall 2015) baseline level of 54.8% to 56% by Fall 2019 (retention of Fall 2020 cohort).

Indicator: Percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at the same institution.

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

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 aggregate of all students enrolled in each fall term at Nunez Community College.

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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 2.1: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2011 Cohort) of 11.7% to 12.3% by 2019-20 (Fall 2015 cohort).

Indicator Name: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of the expected completion of the credential being sought from public postsecondary education.

Indicator LaPAS PI Code: 24805

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.

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

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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: 2.2: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 410 in 2014-15 academic year to 460 in academic year 2019-20. Students may only be counted once per award level.

- Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 151 in 2014-15 to 186 in AY 2019-20.
- Maintain the total number of Diploma completers in a given academic year from the baseline year number of 35 in 2014-15 to 35 in AY 2019-20.
- Increase/Maintain the total number of Associate completers in a given academic year from the baseline year number of 224 in 2014-15 to 2 in AY 2019-20.

Indicator Name: Total number of completers for all award levels.

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.

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

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.