

Bossier Parish Community College



Strategic Plan FY 2011-2012 through FY 2015-2016

July 2010

BOSSIER PARISH COMMUNITY COLLEGE STRATEGIC PLAN (2012 - 2016)

Vision Statement: Excellence in education and service

Mission Statement: The mission of Bossier Parish Community College is to promote attainment of educational goals within the community and strengthen the regional economy. This mission is accomplished through the innovative delivery of quality courses and programs that provide sound academic education, broad vocational and career training, continuing education, and varied community services. The College provides a wholesome, ethical, and intellectually stimulating environment in which students develop their academic and vocational skills to compete in a technological society.

Philosophy Statement: Bossier Parish Community College has a long tradition of innovation, flexibility, and sensitivity to student needs. Philosophically, the College maintains an educational environment which promotes integrity and inquiry in students, without emphasis on past academic performance; encourages the achievement of full potential and the pursuit of lifelong learning; and promotes continuous improvement and accountability with an effective program for planning, managing, and assessing services and programs of the College.

Goals and Objectives:

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

Objective I.1:

Increase fall credit headcount enrollment for BPCC by 12.62% from the fall 2009 baseline level of 5,430 to 6,115 by fall 2015.

BPCC *Objective I.1* advances the state outcome goals 1 (Youth Education), 2 (Diversified Economy), and 6 (Safe and Thriving Children and Families) listed above.

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

Strategy I.1.1: Enhance alignment of program offerings at BPCC with other colleges.

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

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

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

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

Performance Indicators:

Output: Number of students enrolled in a fall term at BPCC.

Outcome: Percent change in the number of students enrolled in a fall term at BPCC.

Objective I.2:

Increase fall credit headcount enrollment of minority students at BPCC by 15.98% from the fall 2009 baseline level of 1,827 to 2,119 by fall 2015.

BPCC *Objective I.1* advances the state outcome goals 1 (Youth Education), 2 (Diversified Economy), and 6 (Safe and Thriving Children and Families) listed above.

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

Strategy I.2.1: Enhance alignment of program offerings at BPCC with other colleges.

Strategy I.2.2: Expand on-campus summer enrichment and transition programs.

Strategy I.2.3: Increase number of minority administrators, faculty and staff.

Strategy I.2.4: Expand various recruitment methods to increase participation in TOPS

Strategy I.2.5: Expand mentoring and tutoring programs.

Performance Indicators:

Output: Number of minority students enrolled in a fall term at BPCC.

Outcome: Percent change in the number of minority students enrolled in a fall term at BPCC.

Note: For the purposes of this report, minority enrollment is defined as any reported race, other than the following: white; non-resident alien; or “refused to indicate”. Students reported as “non-resident aliens” and “refused to indicate” will not be included in the minority counts. Minority enrollment projections have been adjusted in consideration that a portion of the students enrolling will fall into either of these two categories.

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the annual number of postsecondary awards conferred by BPCC by 17.68 percentage points from the 2008-09 baseline level of 577 to 679 by 2014-15.

BPCC *Objective II.1* advances the state outcome goal 1 (Youth Education) and 9 (Transparent, Accountable, and Effective Government).

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

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

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

Strategy II.1.3: Expand academic and training support and resource centers

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

Strategy II.1.5: Expand transfer from two-year colleges to four-year universities.

Performance Indicators:

Output: Number of postsecondary awards conferred by BPCC.

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

Objective II.2:

Increase the number of students transferring from BPCC to a four-year institution by 19.93 percentage points from the 2008-09 academic year baseline level of 552 to 662 by 2014-15.

BPCC *Objective II.2* advances the state outcome goal 1 (Youth Education) and 9 (Transparent, Accountable, and Effective Government).

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

Strategy II.2.1: Implement admissions criteria at four-year institutions statewide to improve student-to-institution match.

Strategy II.2.2: Implement retention strategies to improve student progression.

Strategy II.2.3: Fully implement the provisions of Act 356 to improve transfer.

Performance Indicators:

Output: Number of BPCC students who transfer from BPCC to a four-year institution.

Outcome: Percentage point change in the number of BPCC students who transfer from BPCC to a four-year institution.

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

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

BPCC is a two-year, coeducational public institution located in Bossier City, Louisiana, serving both traditional and non-traditional students from Northwest Louisiana and the surrounding area. The College offers 27 associate degrees, 14 certificates/technical diplomas, and 31 technical competency area programs and courses that will transfer. Over 100 online courses are available each semester and four associate degrees can be completed entirely online. In addition to degree programs, Bossier Parish Community College promotes workforce training, continuing education, and pre-GED preparation. Besides academics, BPCC offers intercollegiate teams, religious organizations, service groups, and special interest groups for students. Bossier Parish Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree and certificate. The College is accountable to its stakeholders, the main clients and users of the College's programs and all of the citizens of Louisiana who contribute tax revenues to state government and support postsecondary education in Louisiana.

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

At present, the economy of both Louisiana and the nation is significantly depressed and unstable. The current economic environment resulted in a reduction in the state and national funds available to fund the operations of BPCC – a reduction of \$2.9 million in the past fiscal year. Further, during difficult economic times, community and technical colleges realize significant enrollment increases from those persons who are returning to cross-train and/or retool themselves to find new employment. Therefore, the difficult economic environment is a threat to BPCC colleges' ability to meet the proposed goals.

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

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

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

II. Goal: Ensure Quality and Accountability.

Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. 2.

Constitution (Article VIII, Section 5 (D) 1,2) - To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. 3. Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

IV. A description of any program evaluation used to develop objectives and strategies.

The goals and objectives in this *Revised Five-year Strategic Plan* were derived in part from the Bossier Parish Community College *Strategies for Success Plan (2011-2016)* and 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 Governor's Vision 2020 Plan, the then-current LCTCS Strategic Plan as well as the then-current Bossier Parish Community College Strategic Plan (2009-2013). In addition, BPCC 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.

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, BPCC 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.

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

Currently, BPCC does not have a specific policy benefiting women and families other than the Equal Opportunity Policy # 6.022. However, BPCC offers programs and services that are beneficial to the success and prosperity of women and families.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase fall credit headcount enrollment for BPCC by 12.62% from the fall 2009 baseline level of 5,430 to 6,115 by fall 2015

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

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

Outcome

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

Recognition of importance of Louisiana having educated citizens.

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

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 25 years.

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

The data is submitted three times annually, in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

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

The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

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

Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

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

This indicator is the aggregate of all students enrolled at BPCCC in each fall term.

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

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

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

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

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

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase fall credit headcount enrollment of minority students at BPCC by 15.98% from the fall 2009 baseline level of 1,827 to 2,119 by fall 2015.

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

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

Outcome

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

Recognition of importance of Louisiana having educated citizens from all backgrounds.

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

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 25 years.

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

The data is submitted three times annually, in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

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

The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

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

Although not jargon, for purposes of this document, minority is defined as non-white and excludes non-resident aliens and students that refused to indicate a race. Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

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

This indicator is the aggregate of all students enrolled at BPCCC as of the 14th class day in each fall term.

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

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

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

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

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

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase the annual number of postsecondary awards conferred by BPCC by 17.68 percentage points from the 2008-09 baseline level of 577 to 679 by 2014-15.

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

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

Outcome

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

Recognition of importance of Louisiana having educated citizens from all backgrounds.

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

Data is submitted by the system colleges to the Board of Regents Statewide Completer File from their respective student data systems. This system has been in existence for over 25 years.

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

The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported in mid-July each year. This will allow time for collection, aggregation, and editing of the data.

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

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

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

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

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

This indicator is the aggregate of all postsecondary awards conferred by BPCC annually.

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

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

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

No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate.

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

Awards conferred is one of the primary measures of productivity for institutions of higher education.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase the number of students transferring from BPCC to a four-year institution by 19.93 percentage points from the 2008-09 academic year baseline level of 552 to 662 by 2014-15.

Indicator: Percent change in the number of students transferring from BPCC to a four-year institution.

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

Outcome

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

Recognition of importance of Louisiana having educated citizens from all backgrounds.

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

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. BPCC retrieves this information from the Board of Regents. This system has been in existence for over 25 years. Transfer students are matched using unique identifiers to determine if students who were enrolled at BPCC are subsequently enrolled in a four-year institution.

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

The data is submitted three times annually, in the summer, fall, and spring. For this indicator, all data (the national standard) will be used. The indicator will be reported at the end of each year. This will allow time for collection, aggregation, and editing of the data.

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

The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted. Students enrolled in a given year at BPCC will be matched with enrollments from the SSPS unit record of four-year institutions for a

subsequent two year period to identify matches. These matches will represent students who attended BPCC and transferred to a four-year institution.

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

Although not jargon, a transfer student will be defined as a student who attends BPCC and subsequently enrolls in a four-year institution.

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

This indicator is the aggregate of all students enrolled at BPCC as of the 14th class day and subsequently transferred to a four-year institution within a two year period.

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

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

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

No real weaknesses.

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

Transfer is a significant part of the community college mission. Improving the transfer environment and increasing the number of transfer students will require efforts of coordination among higher education institutions and a focus on services that provide the appropriate information and guidance to students to maximize the transfer experience.