Bossier Parish Community College

Strategic Plan
FY 2020-2021 through FY 2024-2025

June 2019

BOSSIER PARISH COMMUNITY COLLEGE STRATEGIC PLAN (2020 - 2025)

Vision Statement: BPCC seeks to be a premier learning institution, a valued community partner, and a catalyst for growth and opportunity for individuals to contribute to the social, cultural, and economic vitality of our region.

Mission Statement: Bossier Parish Community College provides innovative, accessible, and caring learning environments that advance educational goals, cultivate community partnerships, and strengthen the regional economy.

Value Statement: All employees at Bossier Parish Community College commit to embracing, educating, and empowering our students, our people, and our community through our values of Respect, Integrity, Excellence, Innovation, Success, and Partnership.

Goals and Objectives:

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

Objective I:

Increase the fall headcount enrollment by 10% from the baseline level of 6,596 in fall 2018 to 7,256 by fall 2023.

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

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

Strategy I.1: Enhance alignment of program offerings at BPCC with other colleges.
Strategy I.2: Promote electronic (distance) learning activities.
Strategy I.3: Establish best practices to recruit high-quality students.
Strategy I.4: Provide excellent service through delivery of world-class programs.
Strategy I.5: Promote dual and cross enrollment agreements with public school districts and among postsecondary institutions.
Strategy I.6: Promote and expand college attendance by adult nontraditional students.

Performance Indicators:

   1.1   Number of students enrolled (throughout the fall semester) in public postsecondary education
   1.2   Percent change form baseline in the number of students enrolled (as of end of term) in public postsecondary education

Objective II:

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 5 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 42% to 47% by fall 2020 (retention of fall 2019 cohort).

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

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

Strategy II.1: Expand campus retention programming.
Strategy II.2: Develop data-driven success pathways to support student academic and career planning.
Strategy II.3: Expand availability of first-year experience course.
Strategy II.4: Provide excellent service through delivery of world-class programs, high-quality instruction, advising, and student support services.

Performance Indicators:

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

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained from the fall to the spring semester at the same institution of initial enrollment by 10 percentage points from the fall 2017 cohort (to spring AY 2017-18) baseline level of 65% to 75% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

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

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

Strategy III.1: Expand campus retention programming.
Strategy III.2: Develop data-driven success pathways to support student academic and career planning.
Strategy III.3: Expand availability of first-year experience course.
Strategy III.4: Provide excellent service through delivery of world-class programs, high-quality instruction, advising, and student support services.

Performance Indicators:

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

3.2 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

I. Goal: Ensure Quality and Accountability.

Objective IV: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2015 cohort for all institutions) of 13.8% to 18.8% by AY2022-23 (fall 2016 cohort).

BPCC *Objective IV* 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 IV.1: Implement retention strategies to improve student progression.
Strategy IV.2: Expand availability of first-year experience course.
Strategy IV.3: Expand academic and training support and resource centers.
Strategy IV.4: Conduct assessment of student services utilizing student opinion surveys.
Strategy IV.5: Develop data-driven success pathways to support students academic and career planning.

Performance Indicators:

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 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 V: Increase the total number of 1-year Certificate (CTC) completers in a given academic year from the baseline year number of 0 in 2017-18 to 35 in AY 2022-23. Students may only be counted once per award level.

BPCC *Objective V* 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 V.1: Convert existing Technical Competency Areas to Career and Technical Certificates.
Strategy V.2: Implement retention strategies to improve student progression.
Strategy V.3: Develop data-driven success pathways to support student academic planning.

Performance Indicators:

5.1 Total number of completers earning Certificates (CTC)

Objective VI: Increase the total number of 1-year Certificate (CTS and CAS) completers in a given academic year from the baseline year number of 182 in 2017-18 to 209 in AY 2022-23. Students may only be counted once per award level.

BPCC *Objective VI* 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 VI.1: Identify students as they enter to ensure they are not put into an associate's degree program if their intent is to earn a Certificate at BPCC.
Strategy VI.2: Implement retention strategies to improve student progression.
Strategy VI.3: Encourage students to earn certificates along the way to earning an associate degree.

Performance Indicators:

    6.1   Total number of completers earning Certificates

Objective VII: Increase the total number of Diploma completers in a given academic year from the baseline year number of 36 in 2017-18 to 45 in AY 2022-23. Students may only be counted once per award level.

BPCC *Objective VII* 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 VII.1: Identify students as they enter to ensure they are not put into an associate's degree program if their intent is to earn a Technical Diploma at BPCC.
Strategy VII.2: Implement retention strategies to improve student progression.
Strategy VII.3: Encourage students to earn technical diplomas along the way to earning an associate degree.

Performance Indicators:

    7.1 Total number of completers earning Diplomas

Objective VIII: Increase the total number of Associate completers in a given academic year from the baseline year number of 605 in 2017-18 to 696 in AY 2022-23. Students may only be counted once per award level.

BPCC *Objective VIII* 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 VIII.1: Develop data-driven success pathways to support student academic and career planning.
Strategy VIII.2: Implement retention strategies to improve student progression.
Strategy VIII.3: Discourage efforts to transfer from two-year colleges to four-year universities before receiving an associate degree.

Performance Indicators:

8.1 Total number of completers earning Associate Degrees

Objective IX: Increase the unduplicated number of Undergraduate (adult, 25+ years) completers in a given academic year from the baseline year number of 449 in 2017-18 to 495 in AY 2022-23. Students may only be counted once per award level.

BPCC *Objective IX* 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 IX.1: Develop data-driven success pathways to support student academic and career planning.
Strategy IX.2: Implement retention strategies to improve student progression.
Strategy IX.3: Discourage efforts to transfer from two-year colleges to four-year universities before receiving an associate degree.

Performance Indicators:

9.1 Total number of undergraduate (adults, 25+ yrs) completers

Objective X: Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents and unknown/not reported) completers in a given academic year from the baseline year number of 262 in 2017-18 to 300 in AY 2022-23. Students may only be counted once per award level.

BPCC *Objective X* 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 X.1: Develop data-driven success pathways to support student academic and career planning.
Strategy X.2: Implement retention strategies to improve student progression.
Strategy X.3: Discourage efforts to transfer from two-year colleges to four-year universities before receiving an associate degree.

Performance Indicators:

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

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 24 associate degrees, 3 technical diplomas, 30 certificates. Over 250 online courses are available each semester, and 7 associate degrees can be completed entirely online. In addition to degree programs, Bossier Parish Community College promotes workforce training, continuing education, and pre-HiSet 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 Southern Association of Colleges and Schools Commission on Colleges 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:

Currently, the economy in both Louisiana and nationally has shown signs of a very slow recovery. On a state level, tax revenues continue to be unstable, resulting in unstable funding levels for higher education. This results in fewer funds for the operating services necessary to run Bossier Parish Community College. This pattern has continued for the last four fiscal years.

Historically, the community and technical colleges have experienced increased enrollments during these difficult times as people return to school to cross-train and/or retool to find new employment. The continued reduction in state funding and increased costs associated with the student growth create a threat to BPCC's ability to meet the proposed goals.

Furthermore, recent policy changes in state legislation have been adopted, and these may significantly affect the achievement of our goals and objectives. In June 2015, the Louisiana Board of Regents agreed to test new admissions policies for four-year institutions, and under the new policy, four-year state institutions are able to admit students who require a developmental course. Also, under the new policy, the State's historically black colleges will be allowed to offer developmental courses on their campuses. The new four-year admissions policy change could potentially impact enrollment at BPCC.

In June 2016, the Louisiana Legislature voted to fund the statewide Taylor Opportunity Program for Students (TOPS) program that provides full funding to students for fall 2016 but limit TOPS awards to 40 percent in spring 2017. This reduction may decrease enrollment for students who depend upon TOPS funding as a financial resource for their education.

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* align with the *Louisiana Community and Technical College System Strategic Plan 2020-2025*. The *Louisiana Community and Technical College System Strategic Plan* was developed with the assistance of a consultant. 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, and 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.

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 I: Increase the fall headcount enrollment by 10% from the baseline level of 6,596 in fall 2018 to 7,256 by fall 2023.

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

1.   Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Output, General Performance Information

2.   Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Student Profile System (SSPS) report that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is expanding to reach more students.

3.   Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, and facilities management, for example. The indicator will not be used for outcome-based budgeting purposes.

4.   Clarity: Does the indicator name clearly identify what is being measured? 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 on the census date at BPCC (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

5.   Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6.   **Calculation Methodology:** How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7.   **Scope:** Is the indicator aggregated or disaggregated? (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 on the census day of the respective fall semesters.

8.   **Caveats:** Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. 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:** Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

10.   **Responsible Person:** Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC's Office of Institutional Research is responsible for data collection, analysis, and quality.

Contact information:

Staci Phillips, Director, Office of Institutional Research
Email: sphillips@bpcc.edu
Phone: 318.678.6599
Fax: 318.678.6311

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 the SSPS.

Objective II: 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 5 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 42% to 47% by fall 2020 (retention of fall 2019 cohort).

Indicator: Percentage point change in the percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at BPCC.

1.   Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2.   Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain more students.

3.   Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Enrollment and retention drive many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, and facilities management, for example. The indicator will not be used for outcome-based budgeting purposes.

4.   Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Retention refers to the actual number of first-time, full-time, associate degree seeking 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) on the census date of one fall semester who re-enroll in the subsequent fall semester at BPCC.   Students who complete a degree will be counted in the retention rate.

5.   Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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 SSPS from their respective student data systems. The LCTCS retrieves this information from the SSPS. The Statewide Student Profile System has been in existence for over 25 years.

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.

6.   Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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7.   Scope: Is the indicator aggregated or disaggregated? (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 census day in each fall term.

8.   Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a

proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations.

9.   Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

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Indicator: Percentage point change in the percentage of first-time, full-time, associate degree-seeking freshmen retained to the following spring semester at BPCC.

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

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3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Enrollment and retention drive many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, and facilities management, for example. The indicator will not be used for outcome-based budgeting purposes.

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

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6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7. Scope: Is the indicator aggregated or disaggregated? (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?)

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8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations.

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Objective IV: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2015 cohort for all institutions) of 13.8% to 18.8% by AY2022-23 (fall 2016 cohort).
Indicator: Percentage point change in the number of postsecondary awards conferred.

1.   Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2.   Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3.   Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4.   Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Graduation Rate is calculated by using the first-time, full-time, degree-seeking cohort from a fall semester and the number of those students who obtain a credential within 150% of the normal time for completion. A credential is any recognized award approved by the Board of Supervisors of the LCTCS and conferred by BPCC. Full-time status is defined as being enrolled for a minimum of 12 credit hours in a semester.

5.   Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6.   Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7.   Scope: Is the indicator aggregated or disaggregated? (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 an aggregate of all degrees conferred annually. It is the percentage of first-time, full-time, degree-seeking students who were enrolled on the fall census date, who complete an award in 150% of completion time.

Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects a first-time, full-time, degree-seeking graduation rate and is not the total of all degrees conferred.

8.   Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Student Completer System (SCS).

9. Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC's Office of Institutional Research is responsible for data collection, analysis, and quality.

Contact information:

Staci Phillips, Director, Office of Institutional Research
Email: sphillips@bpcc.edu
Phone: 318.678.6599
Fax: 318.678.6311

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, and from there, the Graduation Rate is calculated.

Objective V: Increase the total number of 1-year Career and Technical Certificate (CTC) completers in a given academic year from the baseline year number of 0 in 2017-18 to 35 in AY 2022-23. Students may only be counted once per award level.

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

1.   Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2.   Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3.   Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4.   Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

CTC is a recognized award approved by the Board of Supervisors of the LCTCS and conferred by BPCC.

5.   Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6.   Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7.   Scope: Is the indicator aggregated or disaggregated? (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 CTC awards conferred by BPCC annually.

8.   Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects all CTC degrees conferred and not a graduation rate.

9.   Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what

evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Student Completer System (SCS).

10.   Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC's Office of Institutional Research is responsible for data collection, analysis, and quality.

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Objective VI: Increase the total number of 1-year Certificate (CTS) completers in a given academic year from the baseline year number of 182 in 2017-18 to 209 in AY 2022-23. Students may only be counted once per award level.

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

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3.Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

CTS is a recognized award approved by the Board of Supervisors of the LCTCS and conferred by BPCC.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7. Scope: Is the indicator aggregated or disaggregated? (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 CTS awards conferred by BPCC annually.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects all CTS degrees conferred and not a graduation rate.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Student Completer System (SCS).

10.Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC's Office of Institutional Research is responsible for data collection, analysis, and quality.

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Objective VII: Increase the total number of Technical Diploma (TD) completers in a given academic year from the baseline year number of 36 in 2017-18 to 45 in AY 2022-23. Students may only be counted once per award level.

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

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

TD is a recognized award approved by the Board of Supervisors of the LCTCS and conferred by BPCC.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7. Scope: Is the indicator aggregated or disaggregated? (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 TD awards conferred by BPCC annually.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects all technical diplomas conferred and not a graduation rate.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Student Completer System (SCS).

10.Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC's Office of Institutional Research is responsible for data collection, analysis, and quality.

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Objective VIII: Increase the total number of Associate completers in a given academic year from the baseline year number of 605 in 2017-18 to 696 in AY 2022-23. Students may only be counted once per award level.

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

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

An associate degree is a recognized award approved by the Board of Supervisors of the LCTCS and conferred by BPCC.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7. Scope: Is the indicator aggregated or disaggregated? (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 associate degree awards conferred by BPCC annually.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects all associate degrees conferred and not a graduation rate.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Student Completer System (SCS).

10.Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC's Office of Institutional Research is responsible for data collection, analysis, and quality.

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Objective IX: Increase the unduplicated number of Undergraduate (adult, 25+ years) completers in a given academic year from the baseline year number of 449 in 2017-18 to 495 in AY 2022-23. Students may only be counted once per award level.

Indicator: The number of undergraduate (adult, 25+ years) completers from the baseline year.

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

A completer is a student receiving an award approved by the Board of Supervisors of the LCTCS and conferred by BPCC.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7. Scope: Is the indicator aggregated or disaggregated? (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 undergraduate (age 25+) degree awards conferred by BPCC annually.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects all associate degrees conferred and not a graduation rate.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Student Completer System (SCS).

10.Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

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Fax: 318.678.6311

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Objective X Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents and unknown/not reported) completers in a given academic year from the baseline year number of 262 in 2017-18 to 300 in AY 2022-23. Students may only be counted once per award level.

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

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

A completer is a student receiving an award approved by the Board of Supervisors of the LCTCS and conferred by BPCC.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

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

7. Scope: Is the indicator aggregated or disaggregated? (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 underrepresented race students who receive an award conferred by BPCC annually.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects all associate degrees conferred and not a graduation rate.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Student Completer System (SCS).

10.Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC's Office of Institutional Research is responsible for data collection, analysis, and quality.

Contact information:

Staci Phillips, Director, Office of Institutional Research
Email: sphillips@bpcc.edu
Phone: 318.678.6599
Fax: 318.678.6311

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