



Fletcher Technical Community College

**Office of Planning and Budget
Division of Administration
State of Louisiana**

Strategic Plan 2021-2025

July 2019

Fletcher Technical Community College Strategic Plan 2020-2025

Mission Statement: Fletcher Technical Community College is an open-admission, two-year public institution of higher education dedicated to offering high-quality technical and academic programs to the community of South Louisiana in order to prepare individuals for employment, career advancement, and lifelong learning. (Effective July 1, 2016)

Vision Statement: Fletcher Technical Community College will serve a diverse population of 5000+ individuals annually by providing pathways to higher education, the workforce, life-long learning, and/or personal enrichment. The college prepares students for success through technology-driven curriculum and a supportive environment utilizing academic practices that cultivate student success at the highest levels. The college actively engages business and industry to develop the Bayou Region's workforce.

Value Statement: Striving to produce responsible, life-long learners who become resourceful, adaptive, independent, and productive members of their community, Fletcher Technical Community College values and actively promotes:

- Personalized instruction and service
- Active learning and interaction
- High standards of excellence
- Increased student access
- Diversity in staff, student body, and curriculum
- Partnerships with businesses, schools, colleges and universities, governments, and community-based organizations

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective 1: Increase the fall headcount enrollment by **5%** from the baseline level of **2,161** in fall 2018 to **2,269** by fall 2023.

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

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

Strategy I.1.1: Expand program and course offerings at Fletcher.

Strategy I.1.2: Promote electronic (distance) learning activities in each region of the state.

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.

Strategy I.1.6: Encourage and support colleges' use of Educational Planning and Assessment System (EPAS).

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Performance Indicators:

1.1 Output: Number of credit students (throughout the fall semester) in public postsecondary education.

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

Objective 2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 5 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 57% to 62% by fall 2020 (retention of fall 2019 cohort).

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

Strategy I.2.1: Implement retention strategies to improve student progression.

Strategy I.2.2: Expand academic and training support and resource centers.

Strategy I.2.3: Continue assessment of student services utilizing student opinion surveys.

Performance Indicators:

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

2.2 Outcome: Percentage point change from baseline 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 I.3: 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 Louisiana Technical College campus of initial enrollment by 5 percentage points from the fall 2017 cohort (to spring AY 2017-18) baseline level of 57% to 62% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

Strategy I.3.1: Implement retention strategies to improve student progression.

Strategy I.3.2: Expand academic and training support and resource centers.

Strategy I.3.3: Expand program and course offerings at Fletcher.

Strategy I.3.4: Promote electronic (distance) learning activities in each region of the state.

Performance Indicators:

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

Objective I.4: 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 12% to 17% by AY2022-23 (fall 2016 cohort).

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

Strategy I.4.1: Implement retention strategies to improve student progression.

Strategy I.4.2: Expand academic and training support and resource centers.

Strategy I.4.3: Expand program and course offerings at Fletcher.

Strategy I.4.4: Promote electronic (distance) learning activities in each region of the state.

Performance Indicators:

4.1 Output: Percentage of students enrolled at a Two-Year College identified in a first-time, fulltime,

degree-seeking cohort, graduating within 150% of "normal" time of degree completion at any Louisiana public post-secondary institution

4.2 Outcome: Number of students enrolled at a Two Year College identified in a first-time, full-time,

degree-seeking cohort, graduating within 150% of "normal" time of degree completion

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 390 in 2017-18 to 410 in AY 2022-23. Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 0 in 2017-18 to 100 in AY 2022-23. Students may only be counted once per award level.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

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

Strategy II.1.2: Expand academic and training support and resource centers.

Performance Indicators:

5.1 Output: Total number of completers earning Certificates (CTC).

6.1 Output: Total number of completers earning Certificates.

Objective II.2: Increase the total number of Diploma completers in a given academic year from the baseline year number of 57 in 2017-18 to 60 in AY 2022-23. Students may only be counted once per award level.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

Strategy II.2.1: Implement retention strategies to improve student progression.

Strategy II.2.2: Expand academic and training support and resource centers.

Performance Indicators:

7.1 Output: Total number of completers earning Diplomas.

Objective II.3: Increase the total number of Associate completers in a given academic year from the baseline year number of 189 in 2017-18 to 198 in AY 2022-23. Students may only be counted once per award level.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

Strategy II.3.1: Implement retention strategies to improve student progression.

Strategy II.3.2: Expand academic and training support and resource centers.

Performance Indicators:

8.1 Output: Total number of completers earning Associate Degrees.

Objective II.4: Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 154 in 2017-18 to 162 in AY 2022-23.

State Outcome Goal Links: Youth Education; Diversified Economic Growth; Safe and Thriving

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

Strategy II.4.1: Implement retention strategies to improve student progression.

Performance Indicators:

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

Objective II.5: Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 114 in 2017-18 to 120 in AY 2022-23.

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

Other Link: Closely linked to objective in Master Plan for Postsecondary Education.

Strategy II.5.1: Increase the unduplicated number of underrepresented minorities.

Performance Indicators:

10.1 Output: 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:

Fletcher Technical Community College serves the citizenry of south Louisiana by providing the following programs: accounting technology, office systems, general studies, criminal justice, marine operations, integrated production technologies, patient care technician, phlebotomy, practical nursing, nursing, nursing assistant, cardiopulmonary care science, automotive, drafting and design, electrician, machine tool, marine diesel engine, welding, and technical studies. The customers extend beyond students to all citizens who benefit from a healthy economy. Since the institution contributes to workforce development and job training and retraining, business and industry are primary clients and users of the college's services.

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:

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A list of external factors that are beyond the control of Fletcher Technical Community College that could significantly affect the achievement of its goals includes:

1. The Administration

The current administration is supportive of the Fletcher Technical Community College goals and objectives. The support for postsecondary education in general has been commendable. However, the governor of Louisiana is very influential, and there is no guarantee that future administrations will be as supportive of Fletcher Technical Community College.

2. The Economy

At present, Louisiana's economy is experiencing the impacts of the national recession and the loss of federal stimulus support. Postsecondary education's financial position will always be precarious as long as its funding is not guaranteed. An economic recession or depression would hit postsecondary education particularly hard since its funding is not protected by either constitution or statute.

3. The Federal Government

A significant amount of revenue flows from Washington D.C. into Louisiana public postsecondary education. A change in policy at the federal level can have dramatic affects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

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 *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 Louisiana Vision 2020 Plan, 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, Fletcher Technical Community College 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, the LCTCS does not have a specific policy benefiting women and families other than the Equal Opportunity Policy # 6.022. However, the LCTCS and its colleges offer programs and services that are beneficial to the success and prosperity of women and families.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher Technical Community College

Objective: Increase fall credit end-of-term headcount enrollment at Fletcher by 11.6% from the baseline level of 2,146 in fall 2015 to 2,396 by fall 2020.

Indicator: Number of students identified in the percentage of first-time, full-time, degree-seeking graduating within three years.

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?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

The Regents' SSPS is a 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.

End-of-term enrollment refers to the actual number of students enrolled (as opposed to full-time 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?

This indicator is the aggregate of all students enrolled at the end of a 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?

No real weaknesses or limitation are foreseen.

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: Fletcher Technical Community College

Objective: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 3.9 percentage points

from the fall 2014 cohort (to fall 2015) baseline level of 56.3% to 60.2% by fall 2020 (retention of fall 2019 cohort to fall 2020).

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

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

The Regents' SSPS is a 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.

The indicator does not contain unclear terms.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students enrolled at the end of a 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?

No real weaknesses or limitation are foreseen.

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

Retention drives many management decisions.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Community and Technical College System

Objective I.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (fall 2011 cohort for all institutions) of 12.2% to 15.0% by AY2019-2020 (fall 2016 cohort).

Indicator: Number of students identified in the percentage of first-time, full-time, degree-seeking graduating within three years.

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?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source’s reliability.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

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.

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 the same institution graduation rate.

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 or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher Technical Community College

Objective II.1: Increase the total number of 1-year certificate completers in a given academic year from the baseline number of 327 in 2014-2015 to 385 in AY 2019-2020 (students may be counted only once per award level).

Indicator: Percent change in program completers earning a certificate.

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.)

The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability.

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?)

Data is submitted annually.

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 Regents' SCS is a unit record system where each student earning a credential is recorded.

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

The indicator does not contain unclear terms.

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 per student.

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

Each institution submits the SCS 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 SCS.

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 or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher Technical Community College

Objective II.2: Increase the total number of diploma completers in a given academic year from the baseline number of 50 in 2014-2015 to 60 in AY 2019-2020 (students may be counted only once per award level).

Indicator: Percent change in program completers earning a diploma.

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

Output

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?

The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

Data is submitted annually.

5. How is the indicator calculated? Is this a standard calculation?

The Regents' SCS is a unit record system where each student earning a credential is recorded.

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

The indicator does not contain unclear terms.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all per student.

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

Each institution submits the SCS 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 SCS.

9. Does the indicator have limitations or weaknesses?

No real weaknesses or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher Technical Community College

Objective II.3: Increase the total number of associate degree completers in a given academic year from the baseline number of 196 in 2014-2015 to 227 in AY 2019-2020 (students may be counted only once per award level).

Indicator: Percent change in program completers earning an associate degree.

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

Output

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?

The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

Data is submitted annually.

5. How is the indicator calculated? Is this a standard calculation?

The Regents' SCS is a unit record system where each student earning a credential is recorded.

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

The indicator does not contain unclear terms.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all per student.

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

Each institution submits the SCS 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 SCS.

9. Does the indicator have limitations or weaknesses?

No real weaknesses or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.