

2020-2021

INSTITUTIONAL EFFECTIVENESS PLAN



Table of Contents

Institutional Effectiveness Planning	2
Student Achievement	6
Strategic Planning	9
Administrative Unit Planning	11
Program Review	13
Advisory Committee Review	16
Institutional Effectiveness Calendar	17

Institutional Effectiveness Planning

Northshore Technical Community College (NTCC) operates a comprehensive Institutional Effectiveness Plan that is systematic, broad and research-based, interrelated and appropriate to the NTCC mission, in that, all units of the college participate in ongoing annual planning and evaluation activities that culminate in an institutional level planning and evaluation process. Since 2014, NTCC has fostered a culture of evidence revolving around student learning outcomes and continuous improvement, and thereby shifting the focus from looking at what higher education institutions do and what they accomplish, to what students learn and ongoing ways to improve the institution.

Beginning fall 2014, NTCC established an Institutional Effectiveness Plan. Institutional Effectiveness employs a college-wide systematic plan that ensures planning is focused on improvement of all programs and services, processes are continuous, and plans are implemented and evaluated with emphasis on continuing improvement. The institutional effectiveness plan and all related activities are coordinated and supervised by the Provost and Vice Chancellor of Academic Affairs.

NTCC operates a sustained, documented history of institutional planning and the evaluation process that incorporates a systematic review of the institutional mission, goals, and outcomes that demonstrate improvement in accomplishing the Institutional mission. Systematic review of NTCC's mission, goals, and outcomes results in continuing improvement in institutional quality and demonstrates that the institution is effectively accomplishing its mission.

Pillars of Institutional Effectiveness:

Planning and assessment at NTCC is supported by six pillars of institutional effectiveness. These pillars demonstrate the comprehensive, continuous, and connected nature of an institutional effectiveness process and represents a paradigm for organizing, managing, and evaluating an institution.

The Six Pillars of Institutional Effectiveness include:

- *Establish a strategic planning process:* The college agreed upon a comprehensive, inclusive, planning process for establishing its vision, mission, and goals.
- *Articulate a vision and mission:* With input from internal and external stakeholders, NTCC developed vision and mission statements that have been approved and well communicated.
- *Institutionalize the planning process:* The responsibility for managing the planning process has been assigned to appropriate college planning units with a directive to obtain broad-based input.
- *Develop an evaluation system:* NTCC has developed a process for measuring the degree to which the college is attaining its goals and fulfilling its mission. This includes

identifying critical success factors, establishing success indicators and standards by which the College can evaluate its effectiveness, and determining mechanisms for documentation if standards are met.

- *Use data to improve institutional quality:* The results of assessment are evaluated to determine the extent to which these results affirm the college's effectiveness in attaining its mission or to provide data for corrective action.
- *Communicate the results:* NTCC communicates the data from our institutional effectiveness processes to internal and external constituents/funding agencies. An external communication method is the college's Institutional Advisory Committee.

College Mission, Vision, and Values:

The NTCC mission fulfillment, which serves as the driver of the college's goals and outcomes/objectives, necessitates that NTCC's institution-wide planning and evaluation processes incorporate a systematic review of institutional mission, goals, and outcomes. Therefore, fulfillment of the mission and strategic goals and outcomes/objectives is measured by assessing to what extent the college's indicators of institutional effectiveness are being met. The mission statement and the college's strategic goals and outcomes/objectives and the complementary strategic indicators of institutional effectiveness are periodically reviewed and revised, if necessary, before the next strategic planning cycle. Recommended changes are considered by the Chancellor, the Executive Cabinet, the College Leadership Committee, and the faculty, staff, and students of the College. At that point, any College-wide approved suggested revisions to the mission statement must be sent to the LCTCS Board for approval before adoption.

Mission: Northshore Technical Community College is committed to providing quality workforce training and transfer opportunities by awarding associate degrees, technical diplomas and certificates to students seeking a competitive edge in today's global economy.

Vision: In keeping with the vision of the Louisiana Community and Technical College System, Northshore Technical and Community College

- Produces knowledgeable, skilled and confident citizens ready for the future, ready for the workplace and ready to continue learning.
- Delivers rapid, flexible and innovative solutions to changing workforce needs.

Values: To attain the mission of the Louisiana Community and Technical College System through optimum utilization of the system and the college's human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence

Continuous Improvement:

NTCC's institutional effectiveness plan for continuous improvement is a model built on a top-down and bottom-up process. It requires all planning and evaluating units to engage in an ongoing, comprehensive, integrated, research-based, and systematic plan for improvement that is funneled down and up to the institutional level to ensure that the college is accomplishing its strategic goals in fulfillment of the institutional mission.

The mission and goal statements are the basis for all planning and evaluation activities at the college. All units of the college, whether they are academic programs (instructional), administrative, or academic and educational (student) support services units, tie their annual planning and evaluation to the strategic goals of the college. This is accomplished by identifying unit outcomes/objectives, employing the appropriate assessment methods to gauge the attainment of these outcomes/objectives, and using the results obtained in this process to make any necessary changes. Thus, allowing the college to evaluate its success in accomplishing the tenets of its strategic goals, and therefore, fulfilling its mission.

The instruments for data collection are the core of the assessment of institutional performance and the subsequent evaluation process that takes place at the college. These processes represent what the college does on an ongoing basis to make its effectiveness system relevant to the dynamic nature of the activities taking place within an open-admissions institution like NTCC.

Guiding Principles of Assessment:

Northshore Technical Community College is committed to institutional improvement through planning and evaluation in support of the college mission. The College continually reviews its objectives and operations with the aim of improving the quality and the effectiveness of the institution. Outcomes of these activities are evident at all levels of the College - from the institution as a whole, through divisions and departments, to academic support and administrative units - and demonstrate the Northshore Technical Community College excels in its mission as a technical community college.

Good assessment always begins with the specification of clear, specific, and measurable objectives based on a program's goals. Assessment involves the translation of those goals into a series of objectives that can be specified clearly and precisely stated.

What is an Assessment? Assessment is the ongoing process of:

1. Establishing clear, measurable, expected outcomes that demonstrate institutional effectiveness;
2. Implementing programs and practices designed to achieve those outcomes;
3. Systematically gathering, analyzing, and interpreting evidence to determine how well programs and practices are working at meeting their expected outcomes; and

4. Using the resulting information to understand and improve institutional effectiveness.

The most important step in the assessment plan process is using the data to evaluate how well the program is meeting its stated goals. There are two items to consider when evaluating data from an assessment plan:

- Evaluate the results of the assessment to ensure that the results answer questions regarding how well the objectives of the program are being met.
- Based on the data, decide what improvements might be made to the program to help it better meet its goals and find ways to implement those changes.

Guiding Principles of Assessment:

- Assessments should ensure data integrity, validity, and reliability.
- Assessments should be coordinated and systematic.
- Assessments should be goal-directed.
- Assessments should be used to inform policy and facilitate improvement.
- Assessments should be regularly re-evaluated.

Transparency Framework:

NTCC adopted the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework to ensure information related to the Program Assessment Planning process is openly communicated and assessment documentation is published in an accessible format internal and external stakeholders related to plans, activities, and results.

In alignment with NILOA's Transparency Framework, NTCC commits to making the following assessment related information readily available to internal and external stakeholders on the college website:

- Publishing student learning outcome statements by program of study in the course catalog and on the college website.
- Publishing institutional effectiveness plans that are readily accessible, descriptive, and define student achievement measures.
- Ensuring assessment resources are available and accessible to faculty and staff.
- Current assessment cycle activities are defined and published.
- Evidence of student learning is disseminated.
- Actions related to the use of student learning evidence is described and published.

Reference: National Institute for Learning Outcomes Assessment. (2011). *Transparency Framework*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from: <http://www.learningoutcomeassessment.org/TransparencyFrameworkIntro.htm>

Student Achievement

Northshore Technical Community College evaluates success with respect to student achievement consistent with its mission. To document the process NTCC employs to assess student achievement, an overview of key metrics of achievement will be reviewed, followed by an overview of key plans and reports which provide evaluative data. Data related to key metrics discussed below is published on the NTCC Institutional Effectiveness website. NTCC initiated revised metrics for student achievement for the beginning with the 2019-2020 academic year.

Key Metrics:

Through successful retention, completion, placement and licensure passage rates, NTCC demonstrates its success with respect to student achievement consistent with its mission. The NTCC mission is providing quality workforce training and transfer opportunities by awarding associate degrees, technical diplomas and certificates to students seeking a competitive edge in today's global economy. Primary methods NTCC utilizes to assess student achievement are outlined and discussed below.

Program Completion. A key indicator of student achievement is the completion of their program of study. As it relates to program completion, NTCC has set the following benchmarks and goals:

- **Completion Rate** (as defined by CPL Report)
 - o **Benchmark:** 60% (CPL minimum standard)
 - o **Goal:** 76% (by AY 2024-25; four-year average between 2016-2019)

- **Graduation Rate** (Institutional graduation rates of full-time, first-time degree/certificate seeking undergraduates within 150%; IPEDS Data Feedback Report)
 - o **Benchmark:** 27% (rate progress required to meet goal)
 - o **Goal:** 30% (by AY 2022-23; 5-point increase per State Operational Plan)

Placement & Licensure. To ensure that students are entering into occupations relevant to their program of study, NTCC assesses and evaluations achievement related to program-related employment and licensure. NTCC has set the following benchmarks and goals for placement and licensure:

- **Job Placement Rate** (as defined by CPL Report)
 - o **Benchmark:** 70% (CPL minimum standard)
 - o **Goal:** 83% (by AY 2024-25; four-year average between 2016-2019)

- **Licensure Pass Rate** (as defined by CPL Report)
 - o **Benchmark:** 70% (CPL minimum standard)
 - o **Goal:** 93% (by AY 2024-25; four-year average between 2016-2019)

Retention. In addition to program completion rates, it is important to evaluate student retention rates. NTCC has set the following benchmarks and goals for student retention:

- **Fall-to-Fall Retention Rate** (Retention rates of full-time, first-time degree/certificate seeking students, attendance status; IPEDS Data Feedback Report)
 - **Benchmark:** 49% (rate progression required to meet goal)
 - **Goal:** 51% (by AY 2022-23)

- **Fall-to-Spring Retention Rate** (as defined by State Operational Plan Objective III)
 - **Benchmark:** 75% (rate progression required to meet goal)
 - **Goal:** 79% (by AY 2022-23)

Student Transfer. Considering that many students attend NTCC with the goal of facilitating transfer to other institutions towards fulfillment of advanced degrees and programs, the rate at which students successfully make the transition to other educational institutions is important to consider. NTCC has set the following benchmarks and goals for student transfer:

- **Student Transfers to University per year** (as defined in College Strategic Plan Objective 1.5)
 - **Benchmark:** 424 (rate progression required to meet goal)
 - **Goal:** 500 (by AY 2024-25)

Plans and Reports:

NTCC utilizes the results found from the compilation of many reports to assure our students and other stakeholders of the progress made to meet goals set for the college.

Completion, Placement, and Licensure (CPL) Report. To ensure a high-level of student achievement, Northshore Technical Community College assesses and evaluates the completion, placement and licensure rates for each program at each campus within the college. Data is compiled into an annual Completion, Placement, and Licensure (CPL) report. After an analysis of the results derived from the annual report, the Associate Provost of Technical Studies, Associate Provost of Health Sciences & Nursing, Associate Provost of Academics, and Associate Provost of Planning & Academic Initiatives meet with campus administrators and individual faculty members to develop improvement plans. Programs which perform at a level below the established benchmark are required to submit an improvement plan and are monitored until performance outcomes improve at or beyond the benchmark. This plan must address all areas of deficiency. Program faculty submit a follow-up report of the program improvement plan at the end of the spring semester providing specific data on improvement in areas of deficiency. Campus administrators evaluate progress made to address any deficiencies in a program and evaluate the qualifications and performance of the program's instructional personnel. Programs which do not improve to an acceptable level within a 24 month period are subject to potential closure.

NTCC College Strategic Plan. As part of the Strategic Plan, NTCC has established multiple goals which guide the college towards student achievement outcomes. Goal One of the strategic plan relates to “Student Achievement and Support” and, under this goal, NTCC established two objectives specific to student achievement. Objective I.1 relates to improving the completion rate. Objective I.2 relates to maintaining a high-rate of employment/placement. Objective I.3 relates to the institution-wide retention rate. Objective I.5 focuses on increasing the total number of transfers to the university level. Each objective is assessed annually as part of the overall strategic plan assessment. As part of the assessment cycle at NTCC, administrative unit plans are established in alignment with and support of strategic plan objectives. The administrative unit plans are also assessed for impact and outcomes.

State Operational Plan. Under the umbrella of the State of Louisiana’s Office of Planning and Budget (OPB), governmental agencies are required to maintain a 5-year strategic plan. As this plan is separate from NTCC’s internal strategic plan, it is referred to internally the operational plan. This operational plan is vetted by the Louisiana Community and Technical College System (LCTCS) for approval prior to submission to OPB. Much of the operational plan relates to student achievement benchmarks (Objective I: Fall Enrollment; Objective II: Fall to Fall Retention; Objective III: Fall to Spring Retention; Objective IV: Graduation Rate; Objective V: Certificate (CTC) Completions; Objective VI: Certificate (CTS) Completions; Objective VII: Diploma Completions; Objective VIII: Associate Completions; Objective IX: Undergraduate [adult] Completers; Objective X: Underrepresented [minority] Completers).

IPEDS Data Feedback Report. Several evaluations comparing NTCC to peer colleges have been reviewed through the use of the National Center for Education Statistics’ IPEDS Data Feedback Report. NTCC’s peer colleges include medium, public, 2-year colleges, in the southeastern states, rural locale and enrollment of a similar size. Included in the comparisons seen on the feedback report are students enrolled by race/ethnicity, headcount enrollment, FTE enrollment, degrees and certificates awarded, tuition/fees charged, net-price of attendance, and financial aid granted.

BoR Completion Benchmarks. The Louisiana Board of Regents (BoR) tracks and reports how many NTCC credentials are awarded each academic year. The report highlights the last five academic years. Associate degree credentials are required to average eight awards over a three year period.

Strategic Planning

NTCC's institution-wide planning and evaluation processes demonstrate that the Institution is effectively accomplishing its mission. NTCC's strategic planning takes place under the aegis of the college's mission and goal statements. As plans are made for the future, they are formulated with an eye towards the basic composition of the college, and are defined as an integrated and systematic set of decisions that charts the future course of the college and creates the institutional environment for the successful execution of the college's mission. Strategic planning is at the core of the College's institutional effectiveness plan.

The College Strategic Plan:

At the beginning of a strategic planning cycle, an outline of a new plan is formulated by the College Leadership Committee and reformed by the Associate Provost of Planning and Academic Initiatives and in collaboration with the Vice Chancellor of Academic Affairs and Provost. Next, the College Leadership Committee reviews the outline, and the plan is cooperatively finalized with input from the Executive Cabinet. The plan is then presented to the Chancellor for review and approval. Periodically, the plan is reviewed and updated annually by the Associate Provost of Planning and Academic Initiatives and the Vice Chancellor of Academic Affairs and Provost, as necessary. If there are recommendations for a change, they are resubmitted to the Chancellor and the Executive Cabinet for review and approval, with input from the College Leadership Committee. Any such revision must reflect a broad vision of the future for the college in the years ahead.

At NTCC, the implementation of the College's Strategic Plan Goals is a shared endeavor. The implementation of the College's Strategic Plan is accomplished by assigning the plan's strategic goals at the divisions/units level. Each division/unit develops goals and objectives/student learning outcomes, and then assesses how these outcomes are met. Finally, each division/unit uses the evaluation of the results for continuous improvement and reports to the college administration where institutional level assessment takes place. The focus of this section is on planning and evaluation at the institutional level.

Each year, NTCC evaluates its strategic plan, evaluates results, and presents the plan to the College Leadership Team and College Advisory Committee.

2020-2025 Strategic Plan:

With the closing of the 2015-2019 Strategic Plan, efforts were made towards the development of the next college strategic plan. A "Guiding Framework" for development of the 2020-2025 Strategic Plan was presented by the Associate Provost for Planning and Academic Initiatives to the College Leadership Team and adopted. A steering committee was formed to guide data collection and analysis efforts. Focus groups were held over the Spring 2019 semester at each NTCC campus location with students, faculty/staff, and external stakeholders. Upon completion of the focus group sessions, a thematic analysis was conducted with data collected from the

focus groups. Initial findings from the analysis were presented to the steering committee, which approved the findings and forwarded the analysis to the College Leadership Team for conversion into goals and objectives. The final draft of the 2020-2025 Strategic Plan was forwarded for approval by the College Leadership Team and College Advisory Committee for formal adoption. The 2020-2025 Strategic Plan was approved and effective as of January 1, 2020. A new Administrative Unit Planning cycle will begin in Fall 2020 and will be targeted on the new strategic plan.

The 2020-2025 Strategic Plan focuses on three broad goals: (Goal 1) Student Achievement and Support, (Goal 2) Development and Infrastructure, (Goal 3) Responsive Expansion, and (Goal 4) Synergy. Multiple established objectives guide the college's pursuit of each goal. The full strategic plan can be viewed on the [college website](#).

2015-2019 Strategic Plan:

In the 2019 calendar year, the 2015-2019 College Strategic Plan concluded. Assessment of the 2015-2019 Strategic Plan is available on the NTCC website. Assessment of the 2015-2019 Strategic Plan is available on the [college website](#). In summary, the College met 13 of 19 objectives within the plan. Of the six that were not fully met, evidence of significant progress towards the objective was evident. The college will produce a summative assessment of the 2015-2019 Strategic Plan in Fall 2020, at the conclusion of the 2018-2020 administrative unit plan assessment cycle which is aligned with the strategic plan.

The State Operational Plan:

As a state agency, Northshore Technical Community College develops a five-year state-level strategic plan submitted to the Louisiana Office of Planning and Budget (OPB), as approved by the Louisiana Technical and Community College System (LCTCS). Objectives in the state strategic plan coincide with goals and initiatives within the College Strategic Plan. The OPB Operational plan is available on the [college website](#).

The State Operational Plan places focus on the following:

- Program Activity
 - Objective I: Fall Enrollment
 - Objective II: Fall to Fall Retention
 - Objective III: Fall to Spring Retention
 - Objective IV: Graduation Rate
 - Objective V: Certificate (CTC) Completions
 - Objective VI: Certificate (CTS) Completions
 - Objective VII: Diploma Completions
 - Objective VIII: Associate Completions
 - Objective IX: Undergraduate (adult) Completers
 - Objective X: Underrepresented (minority) Completers

Administrative Unit Planning

The Administrative Unit Planning process ensures that administrative and support unit objectives are continuously assessed and provides a mechanism for alignment of unit initiatives with the college strategic plan. The college's strategic plan goals are assigned to divisions and provide evidence that institutional level planning and assessment permeates the institution, in that, all units of the institution engage in institutional planning by developing unit outcomes/objectives and assessing achievement of these outcomes/objectives by analyzing and evaluating the results and using those results for division improvement. Thereafter, the results are funneled upwards to assess overall institutional improvement.

Following this process and the assignment of institutional goals and indicators of institutional effectiveness to divisions/units, each unit within the college articulates its own goals and objectives and/or student learning outcomes based on the college's goals and/or priorities and indicators of institutional effectiveness and/or vital signs. Each planning unit (1) implements its unit goals; (2) measures the extent to which it achieved the stated goals (objectives and outcomes) on a regular basis; (3) analyzes the results/findings and, (4) describes how the results/findings were/are being used for institutional and/or program/service level improvements. These unit level activities are then fed back into the institutional level analysis for institutional level continuous, measured quality improvement.

NTCC uses its strategic goals assignment and the unit assessment reports submitted by divisions/units as a barometer for measuring how well the college is accomplishing its set goals and objectives/outcomes in fulfilling its institutional mission. The process is described below:

1. Each college unit completes and submits an Administrative Unit Assessment Plan which documents two separate unit outcome plans tied to objectives in the College Strategic Plan.
2. A formative assessment report is submitted at the completion of the first year of the cycle which documents progress and provides a status update (July/August).
3. At the end of the full two-year assessment cycle (July/August), the college units submit a summative assessment report which documents activities related to the plan, provides a narrative on outcome progress, and documents evidence. Each unit also evaluates how the results of assessment will be used for program/unit improvements in the future.
4. Results are reviewed and documented by the Academic Affairs Division, submitted to the College Leadership Committee for review, and made available on the college website.

Folding It All (Moving) Up to the Institutional Level

All these plans and reports from each college unit are subsequently submitted Academic Affairs Division for review and analysis. Any necessary review comments are communicated to the divisions/units, in tandem with the Vice Chancellor of Academic Affairs and Provost, for

appropriate improvement. Any major findings and recommendations are sent to the College Leadership Committee for final review and/or institutional level improvement.

Planning Cycles:

The first planning cycle was conducted as a one-year cycle in 2015-2016, which was followed by a two-year cycle in 2016-2018. For both cycles, each unit adopted at least one outcome plan tied to the 2014-2019 Strategic Plan. For the 2018-2020 cycle, expectations were strengthened in that each unit adopted two outcome plans and identified multiple measures (at least two) to assess progress. The 2018-2020 cycle is currently in the process of being closed out. Activity is also underway to prepare unit assessment plans for the 2020-2022 cycle that will align with the 2020-2025 College Strategic Plan. Adopted Administrative Unit Plans for each unit and each cycle are published to the college website.

Program Review

Through the Program Assessment Plan process, each program develops and assesses outcomes and uses the results for improvements. The Academic Affairs Division has put into place training and procedures to ensure the timely, systematic, and organized collection of information for reporting. The educational programs across all college locations engage in this systematic planning and evaluation process in order to promote institutional performance and accountability for continuous improvement toward the advancement and the fulfillment of the identified program-level student learning outcomes. Therefore, each planning unit sets its priorities for the year based on their core areas of responsibility and institutional priorities; then defines assessment measures and performance targets, and analyzes the results, which they use for the continuous improvement of their programs.

Program Assessment Planning:

At NTCC, student achievement of learning outcomes is a key component of institutional effectiveness. Since fall 2014, educational programs at NTCC have developed student learning outcomes (SLO) for each program of study. Achievement of program level SLOs are assessed through the Program Assessment Planning process. This unit also assists in monitoring the process of planning and evaluation to ensure that the assessments performed will measure the extent to which students achieve the stated outcomes and departments achieve operational outcomes. The Office of Accreditation and Reporting also ensures that results are used to improve student learning and operational efficiencies.

The process inherent in this program – Plan, Do, Act/Improve – drives the bi-annual assessment of program-level student learning outcomes and the evidence-based evaluation of the extent to which outcomes are achieved.

- *Plan:* NTCC faculty members from within each program of study develop plans designed to assess student learning outcomes for each their respective program. Assessment plans are based on a two-year implementation and data collection cycle, followed by a one-year action plan. Multiple measures are adopted for each program-level student learning outcome, one of which must be a direct measure of learning (i.e. as the results of an exam). The leveraging of course-embedded assessments is encouraged, when feasible, to maximize efficiency and student participation in assessment. Plans are approved by the Associate Provost of the division the program resides within. Final plans are coordinated by Academic Affairs Division for formal adoption.
- *Do:* Each year, the appropriate faculty members across all college locations, working with their appropriate Associate Provost and the Academic Affairs Division, collect and analyze data to improve student success. Assessment is conducted over a two-year period. A formative report is submitted after the conclusion of the first year within a

cycle to document progress related to student achievement. At the conclusion of the two-year cycle, a summative report is submitted for each program which analyzes assessment findings as well as documenting results and evidence.

- *Act/Improve:* At the conclusion of the two-year data collection cycle, an action plan is implemented for each student learning outcome for the following academic year by leveraging lessons-learned from the assessment analysis to improve teaching and learning within the program.

Folding It All (Moving) Up to the Institutional Level: Program Assessment Plans from each program of study are subsequently submitted to the Academic Affairs Division for review and analysis. Any necessary review comments are communicated to the divisions/units, in tandem with the appropriate divisional Associate, for appropriate improvement. Any major findings and recommendations are sent to the College Leadership Committee for final review and/or institutional level improvement.

Assessment Cycles: To date, the college has conducted two assessment cycles: 2014-2016 and 2016-2018. The 2018-2020 assessment cycle is underway with one-year formative reports due in August 2019. Information related to each cycle, including assessment plans, measures, results, and actions plans are published to the NTCC website. Beginning in the 2021-2022 academic year, the Program Assessment Plan cycle will be aligned with the Program Health Index cycle to establish a more seamless program review process.

Program Health Index

Additionally, NTCC assesses program performance through the Program Health Index that is submitted to the Louisiana Technical and Community College System (LCTCS) annually. Program offerings are evaluated at least once every three years as it relates to relevancy, sustainability, effectiveness, and efficiency. Completed reports are reviewed at the system level and recommendations may be made to the college's Chancellor based on the analyses conducted. This assessment supports decisions related to program continuation; modification; expansion; resource allocation; and/or program discontinuation.

Overview of Criteria Used in Analysis:

Program Overview

- Program CIP code
- Program title
- Program STAR Rating
- Types of awards offered

Program's Focus on Students

- Number of graduates

- Average graduate salaries
- Number of enrolled students

Program's Link to the Community

- Number of partnerships
Regional demand for graduates

Program's Fiscal Health

- Revenue / Cost analysis
- Average annual costs to students

Program's Foundational Support

- Assets / foundation support secured for program initiatives

Chancellor Recommendation on Program's Future

- Chancellor will make a recommendation in terms of program continuation; expansion; resource allocation; and/or program discontinuation

NTCC has completed one three-year cycle of program review via the Program Health Index (AYs 2015-2016; 2016-2017; 2017-2018). A new three-year cycle began AY 2018-2019 and will continue through 2020-2021. These reports are kept on file by the Office of Accreditation and Reporting.

Advisory Committee Review

Institutional Advisory Committee

NTCC convenes an Institutional Advisory Committee with representation from each of the areas served by its campuses. The purpose of this committee is to utilize the expertise and knowledge of those individuals who will eventually employ our students to give us advice and guidance on college operations, performance, and effectiveness. The Institutional Advisory Committee is made up of three or more members external to the campuses, meets at least once annually with a majority of official members present, and keeps minutes of each meeting to document their activities and recommendations. At minimum, the committee will review and approve (with any specified changes): (1) the college mission statement and (2) the college strategic plan.

Occupational Advisory Committees

Each NTCC program of study at each campus location has an Occupational Advisory Committee (OAC) made of members from business and industry in the program field of study. Twice annually, during the fall and spring semesters, each program is evaluated during OAC meetings. OAC's evaluate programs based on the following schedule and criteria listed below. Recommendations recorded in the OAC meeting minutes.

- *Fall Semester Meetings:* (1) Admissions Requirements, (2) Program Content, (3) Program Length, and (4) Program Objectives. Other items for review include a plan of work, committee groupings, business & industry visit report, and meeting minutes.
- *Spring Semester Meetings:* (1) Program Equipment and materials, (2) Delivery Mode, and (3) Student Evaluation. Other items for review include a plan of work, committee groupings, employer verification form, business & industry visit report, and meeting minutes.

Recommendations recorded in the Occupational Advisory Committee meeting minutes may result in additions/changes to strategic operational plans and/or program assessment plans. Documentation, evidence of action, and meeting minutes are maintained for each OAC, by program and by campus location. Access to evidence and meeting minutes are available on the [college website](#).

Institutional Effectiveness Calendar

To help guide activities related to the 2020-2021 Institutional Effectiveness Plan

Date	Process	Description
July 31, 2020	AUP	Finalized data and narratives due for AUP from full assessment for 2018-2020 cycle; includes use of results/reflection.
	ACR	Spring Occupational Advisory Committee meeting documentation due to Office of Accreditation and Reporting.
August 3, 2020	AUP	Administrative Unit Plan for the 2020-2022 Cycle are due with clear connection to strategic plan, including multiple measures.
August 18, 2020	PR	Program Assessment Plan results in narrative format due; Action Plans for 2020-2021 due
October 2020	SP	State Operational Plans due to the Office of Planning and Budget.
December 18, 2020	ACR	Fall Occupational Advisory Committee meeting documentation due to Office of Accreditation and Reporting.
December 2020	SP	Annual Strategic Plan Report presented to College Leadership Committee
	IE	Annual Institutional Effectiveness Plan Report presented to College Leadership Committee
December 2020	ACR	College Advisory Council Annual Meeting is held. Review of strategic plan, annual institutional effectiveness report, and College mission, vision, and value statements.
January 2021	PR	Program Health Index due to LCTCS.
May 2021	ACR	Spring Occupational Advisory Committee meeting documentation due to Office of Accreditation and Reporting.
August 2, 2021	AUP	Mid-Cycle reports with data from first year of cycle (2020-2021) due.
August 2021	PR	Program Assessment Plan - Action Plan status reports / close-out due

Key:

ACR	Advisory Committee Review
AUP	Administrative Unit Planning
IE	Institutional Effectiveness
PR	Program Review
SP	Strategic Planning