

2019-2020

# INSTITUTIONAL EFFECTIVENESS PLAN



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## 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

## 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.

### **A Focus on 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.

## Strategic Planning and Evaluation

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. NTCC's Strategic Plan is at the core of the College's institutional effectiveness plan.

### Overview of the Strategic Planning Process

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, Executive Cabinet, and College Advisory Committee.

### 2014-2019 Strategic Plan

The strategic planning process was initiated in 2014 with the adoption of the 2014-2019 Strategic Plan. Within this plan, five strategic goals were formalized: Student Access, Quality and Accountability, Workforce Development, Fiscal and Physical Resource, and Communications. Objectives were developed for each goal to guide efforts towards goal attainment. The Administrative Unit Planning process was implemented in 2015 to provide a mechanism for alignment administrative unit initiatives with objectives in the strategic plan. This process is detailed in a separate section of this plan.

In alignment with NTCC's adopted process for assessment of the college strategic plan, an annual assessment and evaluation of progress related to the stated goals and objectives within the 2014-2019 Strategic Plan is published to the college website. Information related to annual progress towards achievement of the objectives identified in the 2014-2019 Strategic Plan is presented to the College Leadership Committee, Executive Cabinet, and Institutional Advisory Committee.

Assessment of the 2014-2019 Strategic Plan is available on the NTCC website at the following link: <https://www.northshorecollege.edu/planning-assessment/strategic-plan/strategic-plan-2014-2019>

The college will produce a summative assessment of the 2014-2019 Strategic Plan in Fall 2020, at the conclusion of the 2018-2020 administrative unit plan assessment cycle which is aligned with the strategic plan.

### **2020-2025 Strategic Plan**

With the current active strategic plan set to conclude in December 2019, efforts are underway 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. The development of the framework was informed by Karen E. Hinton's "A Practical Guide to Strategic Planning in Higher Education" publication. From this approved framework, 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 was 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 will be forwarded for approval by the College Leadership Team, Executive Cabinet and NTCC Chancellor before final adoption.



## 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.
4. Results are reviewed and documented by the Office of Accreditation and Reporting, 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 to the Office of Accreditation and Reporting for review and analysis. Any necessary review comments are communicated to the divisions/units by the Office of Accreditation and Reporting, 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. The 2018-2020 cycle is currently underway. Expectations were strengthened in that each unit adopted two outcome plans and identified multiple measures (at least two) to assess progress.

Adopted Administrative Unit Plans for each unit and each cycle are published to the college website.

## 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 focused on programs that lead to improvement in student learning and operational efficiencies. Through the Program Assessment Plan process, each program develops and assesses outcomes and uses the results for improvements. The Office of Accreditation and Reporting has put into place training and procedures to ensure the timely, systematic, and organized collection of information for reporting. 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 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 Plan Model:**

The process inherent in this program – Plan, Do, Act/Improve – drives the bi-annual identification of expected outcomes, the assessment of the extent to which these identified outcomes are achieving their intended purpose, and the provision of evidence derived from the analysis of the results of assessment for continued measured improvement for all planning units of the college.

- **Plan:** NTCC faculty members and Associate Provosts developed program-level operational outcomes and student learning outcomes for each educational program offered by the college. 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 the Office of Accreditation and Reporting for formal adoption.
- **Do:** Each year, the appropriate faculty members across all college locations, working with their appropriate Associate Provost and the Office of Accreditation and Reporting, 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:** An action plan is implemented for each student learning outcome by leveraging lessons-learned from the assessment analysis to improve teaching and learning within the program.

### **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 Program Assessment Plans which are readily accessible, descriptive, and defines 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>

### **Folding It All (Moving) Up to the Institutional Level**

Program Assessment Plans from each program of study are subsequently submitted to the Office of Accreditation and Reporting for review and analysis. Any necessary review comments are communicated to the divisions/units by the Office of Accreditation and Reporting, in tandem with the appropriate divisional Associate Provost and 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.

## **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.

## Assessment of 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:

- Benchmark: 60% program completion rate for each program at each location. (CPL Report)
- Goal: Double the total number of graduates by 2020 from baseline year of 2014. (LCTCS 2020)
- Goal: Increase the institutional graduation to 48% by AY 2022-23 (State Operational Plan)
- Goal: Achieve 450 completers of 1-year certificates (CTC) within a single academic year by AY 2022-23 (State Operational Plan)
- Goal: Achieve 350 completers of certificates (CTS) within a single academic year by AY 2022-23 (State Operational Plan)
- Goal: Achieve 300 completers of diplomas (TD) within a single academic year by AY 2022-23 (State Operational Plan)
- Goal: Achieve 150 completers of associate degrees within a single academic year by AY 2022-23 (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:

- Benchmark: 70% placement of students into employment relevant to the program. This is assessed for each program at each campus location (CPL Report)
- Benchmark: 70% licensure pass rates for programs which lead directly towards preparation for licensure for relevant employment in the field. This is assessed for each program at each campus location (CPL Report).

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

- Goal: Achieve a 65.7% fall-to-spring retention rate for first-time in college, full-time, degree-seeking students by the AY 2018-2019. (NTCC Strategic Plan)
- Goal: Achieve a 79% fall-to-spring retention rate for first-time in college, full-time, degree-seeking students by the AY 2022-2023. (State Operational Plan)
- Goal: Achieve a 48% fall-to-fall retention rate for first-time in college, full-time, associate degree-seeking students by the AY 2022-2023. (State Operational Plan)

**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:

- Goal: Quadruple the number of transfers by 2020 as compared to the 2014 baseline year. (LCTCS 2020)

### **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.

**2014-2019 NTCC Strategic Plan.** As part of the 2014-2019 Strategic Plan, NTCC has established multiple goals which guide the college towards student achievement outcomes. Goal Two of the strategic plan relates to "Quality and Accountability" and, under this goal, NTCC established two objectives specific to student achievement. Objective II.1 relates to improving the fall to spring retention rate. Objective II.2 relates to increasing the total number of program completers. Both objectives are 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, including Objective II.1 and II.2. 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 II of this plan relates to fall to fall retention of fulltime, associate degree seeking students. Objective III relates to fall to spring retention of full-time, degree-seeking students. Objective IV relates to the institutional graduation rate. Objective V through VIII relates to certificate, diploma and degree completion. For each objective, NTCC sets achievement benchmarks and evaluates performance annually.

**LCTCS Our Louisiana 2020.** The Louisiana Community and Technical College System's Board of Directors established a six-year plan to help Louisiana train the skilled workers it will need as the state readies for an unprecedented wave of investment in the coming years. Titled, "Our Louisiana 2020: Building the Workforce of Tomorrow," the plan lays out six ambitious goals for the next six years, including: doubling the number of graduates from the 12 schools in the system to 40,000 annually; doubling the average earnings of each graduating class to \$1.5 billion; quadrupling student transfers to four-year universities to 10,000 annually; doubling the number of students served to 325,000 annually; quadrupling partnerships with business and industry to 1,000 annually; and doubling foundation assets to \$50 million. The commitment embodied in these goals is to deliver the workforce Louisiana needs now and in the future. In conjunction with the LCTCS 2020 plan, NTCC annually assesses program completion and student transfer rates. A benchmark is established in both formative (annual basis) and summative (conclusion of 2020) form as it relates to these goals.



**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.

**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.

## Advisory Committee Program Review

Each NTCC program of study has an Occupational Advisory Committee 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 Occupational Advisory Committee meetings where business actions on reasonable expectations for successful completion of the program, program content are reviewed by committee members to ensure training objectives are in alignment with business and industry needs and are used throughout training, program length is reviewed by committee members to ensure that entry level wages are directly related to the length of training and the tuition cost of training, program objectives are reviewed to ensure the needs of regional employers are met, program equipment and materials are reviewed to ensure similarity to those used in business and industry, and verifiable range of remuneration that can reasonably be expected by completers who enter a chosen field upon completion of the program. The occupational advisory committees also make recommendations regarding the program structure, curriculum, elimination and addition of programs. Recommendations recorded in the program Advisory Committee meeting minutes may result in additions/changes to strategic operational plans and/or program assessment plans. Advisory committee recommendations are also used in the development of the College's Strategic Plan.