South Louisiana Community College Strategic Plan 2015 – 2020

Message of Commitment

We have an extraordinary opportunity at South Louisiana Community College. We are entering a new era in the history of our college to fulfill our mission and vision to achieve excellence in everything we do. We strive for our students to have an educationally relevant and life changing experience.

To reach this level, together, we gathered input from our employees and established a Strategic Planning Steering Committee to use the input to develop a Strategic Plan that includes the Values, Strategic Imperatives and Recommended Measures.

We believe this plan will transform our college and create a culture of educational excellence.

The plan begins with the rich history of South Louisiana Community College and is followed by the core values that will guide the way we work together to achieve the five strategic imperatives. Each imperative includes a set of objectives and sample measures to guide our work for the next three to five years. The plan calls for all of us to remain committed to creating innovative opportunities for students to engage with faculty and staff and to take the next step that positions students to become successful in school and work. Equally important, we value our employees and have placed a priority on becoming a best place to work.

This plan marks the beginning steps for working together to become a nationally recognized community college. **Join us in creating a great place to work and learn: Know and Know How at SLCC.**

Our History

South Louisiana Community College (SLCC) was created by Act 1369 of the 1997 Louisiana regular legislative session. The College was established as a comprehensive, multi-campus public two-year institution of higher education and was designated to serve the Acadiana region comprised of the eight civil parishes of Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, and Vermilion. While established as a public entity in the late 1990's, SLCC's history actually stretches back nearly 70 years.

Louisiana's technical college system began with the establishment of local trade school campuses in Bogalusa and Shreveport in 1930 and 1936, respectively. In 1938, the passage of Louisiana Legislative Act 14 provided funding for five additional trade schools, including one in Crowley (present-day SLCC Acadian Campus) and one in Opelousas (present-day SLCC T. H. Harris Campus).

Expansion of the trade school system resumed in the 1950's with the construction of 17 additional schools between 1950 and 1957. SLCC's present-day Teche' Campus in New Iberia was among those schools constructed in the 1950's.

The next wave of growth in Louisiana's technical school system occurred with the passage of Acts 208 and 209 of the Louisiana Legislature in 1973. From 1974 through 1987, 22 additional campuses were established statewide, including SLCC's present-day Ardoin Campus in Lafayette, Charles B. Coreil Campus in Ville Platte, Evangeline Campus in St. Martinville, and Gulf Area Campus in Abbeville. This legislation also led to consolidation of historically black technical schools with other technical institutions in Opelousas, Monroe, and Natchitoches. The net effect of changes was a statewide system of post-secondary technical training involving 53 campuses.

On July 1, 2012, South Louisiana Community College (SLCC) merged with Acadiana Technical College (ATC), making it one of Louisiana's largest comprehensive community colleges. Instructional offerings today include technical diplomas, workforce training, high school dual enrollment and two-year degree programs with an associated discipline theme that transfer to four-year universities.

SLCC is one of the thirteen colleges comprising the Louisiana Community and Technical College System (LCTCS). The LCTCS mission is to improve the quality of life of the state's citizens through educational programs offered through its colleges. LCTCS strives to increase the opportunities for Louisiana's workforce to succeed through skills training programs. And, it works to provide citizens the opportunity to learn continuously. LCTCS is committed to teaching what is needed, when it is needed, and where it is needed within available resources. SLCC delivers on this commitment through local campuses in each of the eight parishes in the Acadiana region.

SLCC Vision

SLCC will excel in providing innovative educational solutions to empower learners. Know and know how at SLCC; a great place to work and learn.

SLCC Mission

SLCC's mission is to transform and enrich the lives of individuals and communities. SLCC commits to providing skills and knowledge through a dynamic learning environment where students realize their potential, compete in today's global economy and perpetuate to solve the complex problems of tomorrow.

SLCC Values

The SLCC Values define the principles and standards that are most important to SLCC employees. Each value is defined and followed by a set of questions that help people reflect on the extent to which the values are practiced to the highest standards.

The value of **ACCOUNTABILITY** occurs when we create a work environment that supports employees reaching their highest potential, and sets the stage for building a culture of excellence and continuous improvement.

- Are the strategic goals and measures clearly communicated to employees and the community?
- Is the progress for achieving goals communicated in a clear and transparent way?
- Are leaders held responsible for achieving strategic goals and measures?
- Do employees hold each other responsible for being a productive team member?
- Do all employees accept responsibility for contributing to the success of the college?
- Are all employees responsible to students, faculty and staff, alumni, and other stakeholders?
- Does the college invest in the development of employees?

The value of **COLLABORATION** occurs when we champion partnerships with our students, colleagues and communities that includes communicating and partnering with programs, departments, business and industries, educational institutions, and communities.

- Are we willing to make decisions for the good of the college?
- Do we engage with other departments, other institutions, and our communities to create instructional and community-based programs that build life into our region and state?
- Does our cooperative spirit shape our interactions with students, each other and our community?
- Are effective vertical and horizontal communication processes in place to keep stakeholders informed?

The value of **EXCELLENCE** occurs when we are passionate and deliberate about developing quality programs; recruiting and retaining high performing leaders, faculty and staff; and graduating students that will successfully take their next step into the workforce or continuing their education.

- Do we demand more of ourselves than we do others?
- Are developing programs that challenge students to achieve their best and to successfully take their next step in life?
- Do we consistently look for better ways to do things?
- Do we work each day to exceed expectations?
- Do we welcome responsibility, transparency and accountability to achieve the high standards?
- Does our work achieve recognitions and distinctions in our region and state?

The value of **INNOVATION** occurs when we aim to be relevant and build creative and efficient solutions in the core institutional areas (instructional, student affairs/enrollment services, adult education, operations/finance), knowing that "place" and "community" are important to students and residents and are what drive us.

- Are we open to new methods and ideas that remain consistent with our vision?
- Are we willing to experiment, problem-solve and rely on evidence to make decisions?
- Will we view the world from a futuristic, visionary lens rather than from our own preferences?
- Will our work inspire solutions that position us as a leader in our region and state?
- Are we making the best decisions that we can make to remain relevant to our students and the community?

The value of **INTEGRITY** occurs when we commit to being honest by saying what we mean, matching our behaviors to our words and taking responsibility for our actions.

- Do we maintain a professional demeanor even when facing critical and difficult decisions?
- Do we have and follow rigorous standards in our classrooms that define what we expect of our students?
- Do we have and follow rigorous standards for our offices and our conduct toward each other that define what we expect of our leaders, faculty and staff?
- Do we have defined expectations for how we serve our communities?

The value of **RESPECT** occurs when we nurture a safe workplace environment of mutual respect and shared decision-making with opportunities for all employees to be engaged.

- Are we focused on decisions that help our employees and students reach their highest potential?
- Do we recognize others for their contributions and performance?
- Do employees have an opportunity to provide input into decisions that affect their jobs?
- Do we place a priority on developing a workplace environment where employees and students are highly engaged?
- Do we consider our campus to be a resource to our community in ways that we can advance community engagement?

The value of **SERVICE** occurs when those we serve achieve their goals by taking the "next step" of their future; Doing so means we focus on what is best for those we serve, including a focus on processes, decisions, operational structures, quality instruction, and student success.

- Are the decisions we make in the best interest of our students?
- Do we engage with our students in a collaborative spirit?
- Are we welcoming our students to a safe campus?
- Are we invested in the emotional and academic growth of our students?

The value of **TRUST** occurs when our employees, students and communities work toward common goals, show respect toward each other, and fulfill our commitments; it is a choice we make toward someone when we are inspired that they have earned our confidence.

- Do leaders have a vision that considers the best interests of employees and students?
- Do we trust that all employees are doing their jobs to the best of their ability?
- Are we creating policies and procedures that will accomplish a genuine purpose for making improvements?
- Do we go the extra step in meeting the needs of our employees, students and communities?

Who We Serve

SLCC is a community asset that serves students and the community by creating opportunities for accessible and relevant lifelong learning. While meeting the ever-changing training and capability needs of business and industry, SLCC prepares students to fully engage in and contribute to their personal development, and educational and economic successes.

Strategic Imperatives

SLCC focuses on five strategic imperatives to achieve its vision and mission:

Strategic Imperative 1:   Student Success: Learning Environment, Access, Retention and Next Step Achievement

Strategic Imperative 2:   Internal Relationships: Engaging and Sustaining Work Environments

Strategic Imperative 3:   Educational Programs: Student-Centered and Market-Driven Pathways to the Future

Strategic Imperative 4:   Economic Development: Learning Enterprise for the Public that is Innovative and Inspiring

Strategic Imperative 5:   Community Partnerships: Engaging Relationships with the Local Community

Strategic Imperative 1: Student Success: Learning Environment, Access, Retention and Next Step Success

- Objectives:
  - Increase student persistence and timely progression so that students can achieve their desired goals (continued education, employment and professional development)
  - Achieve high levels of student engagement, recognizing the diversity of students' backgrounds, experiences, and goals to foster retention.

- o Ensure access to and learning opportunities for all potential students, including those seeking personal and professional enrichment.
- o Increase retention rates of students served in credit and non-credit academic and adult programs by providing student support systems (e.g., writing center).
- o Achieve community level of engagement / actions / participation in the learning environment outside of the classroom.
- o Achieve high levels of success for graduating students to achieve their next level goal.

- • Sample Measures:
  - o Increase the success of students by achieving high retention and graduate rates
  - o Achieve high levels of student satisfaction with their educational experiences throughout their educational experience with SLCC
  - o Increase enrollment growth and revenue
  - o Students achieve at high levels on Student Learning Outcomes (Compliance for Accreditation)
  - o Achieve high levels of student engagement measured on annual student engagement surveys
  - o Achieve high levels of student satisfaction with advising and other applicable areas of student services
  - o Achieve high levels of students passing the GED

Strategic Imperative 2: Strengthen Internal Relationships: Engaging and Sustaining Work Environments

- • Objectives
  - o Support a market-driven compensation package and reward and recognition system that attracts and retains the best employees at all levels.
  - o Develop and implement professional development for employees (leaders, faculty and staff) that align to achieving the strategic imperatives.
  - o Apply processes that engage faculty and staff to provide input into the direction of the college and that align to the strategic imperatives.
  - o Hold faculty, staff and community events that provide people with an opportunity to socialize with each other, recognize best practices, and celebrate achievements.
  - o Support work-life blend and balance for employees, remaining aware of their personal and professional needs.
  - o Develop leaders to create "best place to work, learn and achieve" environments.
  - o Implement professional development activities to achieve effective succession planning, molding today's employees into tomorrow's leaders.

- • Sample Measures:
  - o Improve employee engagement as measured by an Employee Engagement Survey
  - o Improve employee retention
  - o Achieve higher attendance at events
  - o Reduce issues/barriers

- Improve the quality of services by departments using a Department Services Surveys
- Improve employee and staff compensation using a salary equity study (comparison institutions/benchmarking)

Strategic Imperative 3: Educational Programs: Student-Centered and Market-Driven Pathways to the Future

- Objectives:
  - Using a community needs assessments and industry research, offer high demand, high wage programs.
  - Develop robust 2 + 2 articulation agreements with state colleges that reinforce a high quality 2 year program that provides students with the best opportunities for advancing to a 4 year institution.
  - Continuously innovate and develop programs that address trends associated with the most current needs of our communities and industries.
  - Continue to advance the flexibility of program delivery methods through creative scheduling, creating opportunities for traditional, accelerated, and online full- and part-time learners.
  - Strengthen partnership programs which align K12, community college, and university offerings for improved college readiness and student completion.
  - Develop educational programs that focus on student needs and are aligned to industry needs and expectations that position SLCC to produce graduates prepared to meet labor market demands of the communities we serve.
  - Maximize the potential for the SLCC main campus and satellite campuses to create programs in the most efficient way and that are aligned the highest needs.
  - Use needs assessments, evidence and college-wide input to make decisions for adding and removing programs to ensure high quality offerings by high quality faculty.

- Sample Measures:
  - Increase enrollment in Tier 1 and Tier 2 Workforce Programs
  - Increase job placement rate in Tier 1 and Tier 2 Programs
  - Achieve "At Capacity" enrollments across 2+2 and Tier 1 and 2 workforce programs
  - Increase enrollment in 2+2 Articulation Agreements
  - Increase 2 year completion rate
  - Increase dual enrollment and recruit/retain to completion (credentialing instructors / articulation agreements missing)
  - Increase ECA program enrollment and recruit/retain to completion
  - Increase student satisfaction with education programs
  - Increase stakeholder satisfaction of programs (Workforce, University's, K12… What's their satisfaction in creating best opportunity for student success?)

Strategic Imperative 4: Economic Development: Learning Enterprise for the Public that is Innovative and Inspiring

- Objectives:
  - Develop a three pronged approach to build a learning enterprise for the community to include expanded opportunities for graduates to seek continued education or employment, offerings which foster personal enrichment, and professional development opportunities.
  - Engage faculty and staff to use an applied research-based approach to experiment with offering innovative delivery strategies to advance program offerings to the future.
  - Align operations and hiring practices to advance ourselves for the future and needs of the campus community.
  - Drive and increase the number of cross program offerings to be good stewards of resources.
  - Offer the community opportunities to engage with the campus through professional learning, the arts, athletics, and community events.
  - Offer the community opportunities to use campus facilities to get people to campus and generate an additional source of revenue.
  - Engage in professional learning enterprise communities with students, faculty, staff, and business/industry to offer opportunities for being innovative and inventive with selected projects being funded to support innovative ideas.
  - Build community outreach efforts in terms of needs: Community Education, Enhancement Programs, Basic education – GED and Corporate College and Summer Camps, and adult Programs.

- Sample Measures:
  - Increase the level of engagement in learning enterprise initiatives
  - Achieve high levels of community and business satisfaction survey (questions related to the area)
  - Increase employee engagement on an Employee Engagement survey (questions related to the area)
  - Increase number of cross departmental efforts
  - Increase number of new business opportunities
  - Gain a return on dollars invested on sponsored innovative projects inside and outside of the classroom

Strategic Imperative 5: Community Partnerships: Engaging Relationships with Local Communities we serve

- Objectives:
  - Create a process for students to be ambassadors and champions for SLCC.
  - Nurture relationships with stakeholders to increase involvement and giving (alumni, business/industry, community)
  - Engage community at all levels as a proactive partner in education through investment in its college and mission.
  - Enhance and nurture relationships with stakeholders who have a direct and indirect influence on students (parents, K12 schools, universities, businesses)

- Expand community awareness, visibility, and support of SLCC activities and mutually beneficial partnerships.
- Create and cultivate new partnerships to support SLCC initiatives with new funding sources.
- Create a community partnership approach aligned to community needs that is inclusive of the larger region (satellite campuses).

- Sample Measures:
  - Increase student enrollment in Early College Academy (ECA) and other like programs
  - Increase stakeholder satisfaction
  - Engage in partnerships that produce results for students aligned to the purpose of the partnership
  - Increase the amount of giving
  - Increase grant/project funding

Strategic Planning Steering Committee Members

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Signatures

Strategic Plan Steering Committee:

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