STRATEGIC PLAN
2015-2020

Dr. Thomas R. Warner, Chancellor
3710 Paris Road
Chalmette, Louisiana 70043
Phone: (504) 278-6468  Fax: (504) 278-6480
History of Elaine P. Nunez Community College

Elaine P. Nunez Community College is a unique institution of higher learning with an equally unique history. The College bears the name of the late wife of the Honorable Samuel B. Nunez, Jr., President of the Louisiana State Senate from 1982-1988 and from 1990-1996; it was the first public institution of higher learning in Louisiana to be named for a woman. Elaine P. Nunez was a lifelong resident of St. Bernard, where she was educated. She was extremely interested in, and actively supportive of, public education.

When Mrs. Nunez died, St. Bernard lost a civic-minded and dedicated individual who helped set the stage for growth and improvement in local education. In recognition of Mrs. Nunez’s support of public education, the 1992 Louisiana State Legislature passed Act 341, establishing Elaine P. Nunez Community College. The Act merged Elaine P. Nunez Technical Institute and St. Bernard Parish Community College to form a comprehensive community college, offering both vocational and technical programs and arts and sciences programs. The new College was placed under the management of the Board of Trustees for State Colleges and Universities, effective July 1, 1992, and Dr. James A. Caillier, the president of the Board of Trustees, acted as the College’s first president.

True to its heritage, Elaine P. Nunez Community College experienced a unique beginning in that Hurricane Andrew struck the New Orleans area on the day registration for classes was scheduled to begin. With strong support from the local community, however, the College was able to open three days later. In the spring of 1993, Elaine P. Nunez Community College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, certificates, and diplomas. (Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nunez Community College.) This accreditation was most recently reaffirmed for ten years in 2009.

On July 1, 1999, the management of the College, along with five other community colleges, was transferred to the Board of Supervisors for the Louisiana Community and Technical College System. At the same time, the title of the College’s chief executive officer was changed from “president” to “chancellor.”

On August 29, 2005, Nunez Community College—and its entire service area—were struck by Hurricane Katrina, in what would become the greatest natural disaster to affect the United States in recorded history. St. Bernard Parish, the home parish of the campus, was almost completely decimated as it took a direct hit and suffered flood waters that in many areas did not recede for weeks. The first floor of every building on the Chalmette campus was flooded more than seven feet. Despite dire predictions, the College presented a fall “minimester” within weeks of the disaster, enrolling students in online classes and in classes at Slidell High School and other locations.

By the end of December, the Facilities Department, along with volunteer crews and others, had gutted the first floors of the buildings and had electricity, water, and sewer connections in the Arts, Sciences & Technology Building. The College became an oasis in the ravaged parish and a catalyst for business and industry revitalization as it opened the campus for business in January of 2006 and resumed classes on campus on January 25, 2006.

Since 2006, the College has experienced unprecedented growth, exceeding our pre-Katrina enrollment in 2010, and experiencing our highest Spring Semester enrollment in 2014. Nunez can credit some of this growth in enrollment to a very successful dual-enrollment program that has averaged over 700 students each fall and spring.
Vision Statement

Nunez Community College offers educational opportunities that prepare students for lifelong learning; responsible citizenship; productive and satisfying careers as well as the opportunity to transfer to senior institutions.

Mission Statement

Nunez Community College is a comprehensive community college offering general education and occupational technologies curricula that blend the humanities, social sciences, and natural sciences and lead to associate degrees, certificates, and workforce development opportunities.

GOALS

Nunez Community College Educational Goals include providing:

1. educational opportunities that prepare students for lifelong learning, responsible citizenship, productive and satisfying careers, as well as the opportunity to transfer to senior institutions;
2. a variety of occupational programs with input from local employers and industry that prepare students for immediate employment;
3. general education courses that transfer to senior institutions;
4. a program of developmental education for students who need to strengthen their academic backgrounds;
5. student support services including educational counseling, placement testing, and career counseling designed to assist students in selecting a course of study that meets their needs;
6. a means to acquire an awareness of global and multicultural issues that produce responsible world citizens;
7. opportunities for gaining basic and general understanding of ethics;
8. instructional methods that include technologies and distance learning options that prepare students for careers in the 21st century; and
9. continuing education courses and services that meet the needs of students and the community.

Philosophy Statement

To attain the mission of Nunez Community College through optimum utilization of the Louisiana Community & Technical College System and its colleges’ 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.
Nunez Community College’s Commitment to Institutional Effectiveness

Nunez Community College is responsible for providing not only the resources and facilities necessary for quality instruction and services but also an ongoing evaluation of the quality of its programs and services. Nunez’s quest for quality is exhibited in its Strategic Plan.

The College’s Strategic Plan is broad based and involves faculty, staff, alumni, the community, and students. The Plan evaluates how effectively the institution achieves its goals as outlined in the College’s Mission Statement. This evaluation process encompasses a variety of assessment methods that measure the effectiveness of both educational programs and support services. College personnel then use the results of these assessments to identify strategies for improvement. Once strategies have been identified, the institution seeks to implement changes that will enable it to fulfill its stated purpose.

Institutional Effectiveness Planning Model
Institutional Effectiveness Planning Model

- Review of Nunez’s Mission Statement, Strategic Plan, Louisiana Community and Technical College System Plans, LA Board of Regents Plan, GRAD Act, Data Analysis other external plans and or mandates
- Annual Meeting with Faculty and Staff to determine the College’s Annual Goals
- Yearly Unit Plans/Goals are derived from
  - College Mission – the college’s purpose for existence.
  - Strategic Plan – where the college wants to be in the future, usually a 5 year plan
  - Annual Institutional Goals – represent intended accomplishments of the College while embracing the institutional mission.
  - Program Department Goals/Objectives (yearly) – represent the intended accomplishments of the program or department while embracing the program’s or department’s mission, SLOs, PSLOs, program reviews and overall institutional mission. Unit goals should support institutional goals.
  - Program Reviews – an overall assessment of a program or department intended to determine strengths and weaknesses that generate recommendations for improvements.
  - SLOs - Student Learning Outcomes
  - PSLOs – Program Student Learning Outcomes

- Plans are evaluated and approved by supervisors
- Budget requests are made as needed
- Budgets requests are evaluated and approved or denied
- Plans are implemented
- Results are evaluated and documented
- Use of Results documented
- Results and Use of Results are evaluated against the Mission Statement, Program Reviews, Strategic Plan, Louisiana Community and Technical College System Plans, LA Board of Regents Plan, GRAD Act, Data Analysis other external plans and or mandates
- Use of Results (Improvements) are implemented
- The cycle continues …
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<td><strong>ST 1  Workforce Responsive Programs</strong></td>
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<td><strong>Goal 1:</strong> Develop new programs that address demonstrated needs of local and regional workforce.</td>
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<td><strong>Goal 2:</strong> Expand Workforce course offerings.</td>
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<td><strong>Goal 3:</strong> Offer innovative instruction for in-demand workforce skills.</td>
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<td><strong>ST 2  Student Support Services</strong></td>
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<td><strong>Goal 1:</strong> Enhance the current services of the Student Success Center.</td>
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<td><strong>Goal 2:</strong> Improve Disability (ADA) and Career Services.</td>
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<td><strong>Goal 3:</strong> Enhance Student Support Services.</td>
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<td><strong>ST 3  Outreach</strong></td>
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<td><strong>Goal 2:</strong> Offer non-credit leisure courses to the community.</td>
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<td><strong>Goal 3:</strong> Expand recruiting efforts within the community.</td>
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### Strategic Theme 1: Workforce Responsive Programs

<table>
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<tr>
<th>Goal 1: Develop new programs that address demonstrated needs of local and regional workforce.</th>
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<tbody>
<tr>
<td>Strategies</td>
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<tr>
<td>a. Review and use workforce information in college operations.</td>
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<td>b. Institutional review of workforce data at least annually for trends and workforce needs.</td>
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<tr>
<td>c. Institutional review of programs at the campus and in developing possible new programs.</td>
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<tr>
<td>d. Work toward greater integration of workforce focused programs and personnel into academic program development.</td>
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<tr>
<td>e. Increase cooperation between industries in the region (Maritime, Allied Health, etc.) in curriculum development.</td>
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<thead>
<tr>
<th>Goal 2: Expand Workforce course offerings.</th>
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<tbody>
<tr>
<td>Strategies</td>
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<tr>
<td>a. Use workforce data to support short term program and retraining programs in technical fields.</td>
</tr>
<tr>
<td>b. Develop Industry-Based credentialing options for existing programs where available and with a demonstrated demand.</td>
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<tr>
<td>c. Coordinate new program development for both credit and noncredit options when possible.</td>
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<tr>
<td>d. Increase communication and information sharing between academics and noncredit program development to provide the greatest opportunity in training options.</td>
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<thead>
<tr>
<th>Goal 3: Offer innovative instruction for in-demand workforce skills.</th>
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<tr>
<td>Strategies</td>
</tr>
<tr>
<td>a. Increase nontraditional scheduling for in-demand, short-term training programs.</td>
</tr>
<tr>
<td>b. Seek industry support for resources that support technical and specialized training.</td>
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<tr>
<td>i) Equipment</td>
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<td>ii) Shared space</td>
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<td>iii) Monetary support</td>
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### Related Key Performance Indicators:
- Data analysis of Regional Workforce
- Number of new/revised workforce programs (credit and non-credit)
- Tracking of enrollment in new workforce programs
- Changes in curriculum to meet workforce needs
- Workforce related credentials available
- Number of workforce related training programs offered
## Strategic Theme 2: Student Support Services

### Goal 1: Enhance the current services of the Student Success Center.

**Strategies**

- a. Research successful best practices for a Student Success Center, to maximize academic benefit for students.
  - i) Communicate with other institutions that house centers that provide academic assistance.
  - ii) Build a tutor program around the standards set by CRLA’s International Tutor Program Certification.

- b. Have peer tutors on staff with exemplary academic progress in courses to be tutored with advanced maturation level.

- c. Host a “tutor orientation” for all beginning tutors, as well as continuing sessions related to effective tutor development.
  - i) In tutor orientation, not only cover procedures, but also emphasize work ethic, good tutor dispositions, and effective questioning techniques.
  - ii) Host subject-specific tutoring strategy sessions.
  - iii) Use student feedback from sessions to shape future topics of tutor training sessions.

### Goal 2: Improve Disability (ADA) and Career Services.

**Strategies**

- a. Separate the offices of Disability and Career Services to allow for adequate time/effort devoted to efficient/effective services offered to all students requiring accommodations or career-related help.

- b. Acquire testing lab to allow proper setting for students with disabilities to test, house placement testing, and broaden testing services offered to students and community.

- c. Foster a relationship with First Planning District (Louisiana Workforce Commission) to be housed on campus, which would include internships and job placement opportunities for students.

### Goal 3: Enhance Student Support Services.

**Strategies**

- a. Offer priority registration for Veterans and Adult Education populations.

- b. Increase completion efforts by communicating with students earlier about their completion status.

- c. Offer a Transfer Fair annually to assist students with transfer opportunities after graduation.

- d. Increase registration opportunities for all students.
<table>
<thead>
<tr>
<th>Strategic Theme 2: Student Support Services continued</th>
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<tbody>
<tr>
<td><strong>Related Key Performance Indicators:</strong></td>
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<tr>
<td><strong>Student Success Center:</strong></td>
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<tr>
<td>• Develop a tutor program.</td>
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<tr>
<td>• List of peer tutors and their credentials.</td>
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<tr>
<td>• Develop a tutor training program.</td>
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<tr>
<td>• Develop a tutor orientation.</td>
</tr>
<tr>
<td>• Develop a subject-specific tutor strategy presentations.</td>
</tr>
<tr>
<td>• Track the number of students visiting the center, attending the orientation and presentations.</td>
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<tr>
<td><strong>Career Services:</strong></td>
</tr>
<tr>
<td>• Establish a Career Services office.</td>
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<tr>
<td>• Establish a referral program with First Planning District.</td>
</tr>
<tr>
<td>• Track the number of students referred to First Planning District.</td>
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<tr>
<td>• Track the progress/success of students working with First Planning District.</td>
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<tr>
<td>• Track the number of student internships.</td>
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<tr>
<td>• Track job placement of students.</td>
</tr>
<tr>
<td><strong>ADA:</strong></td>
</tr>
<tr>
<td>• Establish an ADA center.</td>
</tr>
<tr>
<td>• Establish a testing center for ADA.</td>
</tr>
<tr>
<td>• Track the number of students visiting the ADA office.</td>
</tr>
<tr>
<td><strong>Student Support Services:</strong></td>
</tr>
<tr>
<td>• Track completers.</td>
</tr>
<tr>
<td>• Track the number of Veterans and Adult Ed students who register.</td>
</tr>
<tr>
<td>• Track registration efforts monthly.</td>
</tr>
<tr>
<td>• Track attendance for transfer events.</td>
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<tr>
<td>• Track leavers through Clearing House.</td>
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## Strategic Theme 3: Outreach (Marketing – Recruitment – Community)

### Goal 1: Increase brand awareness for Nunez Community College.

<table>
<thead>
<tr>
<th>Strategies</th>
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</table>
| a. Establish a standing Brand Awareness committee that shall meet at least quarterly and be comprised of interested campus and community members. A staff member from the Office of Institutional Advancement shall serve as committee chair and appoint a co-chair, if deemed necessary.  
  - i) Monitor progress on brand awareness strategies.  
  - ii) Create opportunities to engage new external constituents with the College by recruiting committee members with expertise in: advertising, marketing, public relations, and recruitment. |
| b. Effectively use paid advertising to reach new audiences and better reach today’s Nunez student based on student demographics. Including, but not limited to: advertising on RTA buses, through new media services (i.e. Pandora, iTunes, Hulu, etc.), and niche media (i.e., WBOK radio and City Business). |
| c. Increase the College’s social media presence, striving for a 50% increase in likes and followers annually on Facebook, Twitter, and Instagram. These targets will need to be reassessed at least annually and increased, if met.  
  - i) Facebook: 1,906 likes—goal = 2,859 likes by August 1, 2016  
  - ii) Twitter: 331 followers—goal = 497 followers by August 1, 2016  
  - iii) Instagram: 103 followers—goal = 155 followers by August 1, 2016 |
| d. Host community events on-campus and position Nunez as a leader in St. Bernard.  
  - i) Nunez is an integral part of the Hurricane Katrina 10th anniversary remembrances in 2015 (SBK10).  
  - ii) Increase the profile of the annual Foundation Gala.  
  - iii) In May 2016, Nunez should hold the GiveNOLA Day event for St. Bernard Parish. This will also be an opportunity for the college to increase individual giving. |
| e. Participate more actively in off-site opportunities including: community meetings, neighborhood association meetings/festivals, job fairs, and events at faith-based institutions. |
| f. Tell a consistent and compelling story about Nunez Community College using common talking points, a strong brand (including common email signatures), and feature the successes of our alumni more prominently. |
| g. Create high-profile internships on-campus that will appeal to students at other institutions. |

### Goal 2: Offer non-credit leisure courses to the community.

<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>a. Develop procedures for developing and offering leisure courses to the community. Identify college personnel and roles from development, to advertising, to registration, etc., in providing leisure courses.</td>
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</table>
**Strategic Theme 3:** Outreach (Marketing – Recruitment – Community) continued

<table>
<thead>
<tr>
<th>Goal 3:</th>
<th>Expand recruiting efforts within the community.</th>
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<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Create and share an Annual Recruiting Events Calendar.</td>
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<tr>
<td>b.</td>
<td>Increase recruiting events in Orleans Parish. Build intentional partnerships with charter schools and their CMOs in the New Orleans Metro-Area, including but not limited to: KIPP New Orleans Schools, Collegiate Academies, Algiers Charter School Association, and New Beginnings Schools.</td>
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<tr>
<td>c.</td>
<td>Increase recruiting efforts for non-traditional students.</td>
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<tr>
<td>d.</td>
<td>Develop a plan to become designated as a Governor's Military &amp; Veteran Friendly Campus.</td>
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</tbody>
</table>
| e. | Increase retention efforts for Dual-Enrolled students.  
   i) Increase matriculation rates of Preparatory students to First-Time Freshmen.  
   ii) Increase awareness of Nunez programs to all dual enrolled participants.  
   iii) Increase awareness of transferability & utilization of dual enrolled courses in post-secondary enrollment. |

**Related Key Performance Indicators:**

**Paid Advertising Reach:**
- Number of impressions for all media
- Number of click-throughs for online advertisements

**Social Media Engagement:**
- Number of likes on Facebook
- Number of followers on Instagram
- Number of followers on Twitter
- Number of shared posts on Facebook
- Number of clicks on Facebook posts
- Number of liked images on Instagram
- Number of retweeted tweets on Twitter

**Increased Profile:**
- Number of external groups holding events on campus
- Attendance at Foundation Gala
- Dollars raised through Foundation Gala

**Brand Committee:**
- Number of meetings held
- Composition of committee (members)

**Non-Credit Leisure Courses:**
- Number of non-credit leisure courses offered
- Tracking of enrollment in non-credit leisure courses

**Recruiting:**
- Annual Recruiting Events Calendar
- Track the number of events attended in Orleans Parish
- Number of partnerships with charter schools in Orleans Parish
- Track the enrollment of Orleans Parish
- Track the number of events attended in the community
- Track the number of prospects which become enrolled
- Track the number of Dual-Enrolled students who become First Time Freshman
Strategic Planning Participants

**Leadership Team**
- Tommy Warner, Chancellor
- Annette Accomando, Vice-Chancellor for ASA
- Richard Greene, Human Resources
- Louis Lehr, CFO
- Tonia Loria, Dean of Academic Affairs
- Becky Maillet, Dean of Student Affairs
- Teresa Smith, Vice Chancellor for IA
- Lenny Unbehagen, Dean of Planning and IE

**Community Representatives**
- Alice Glenn
- Amy Hymel
- Jamie Landry Zimmer
- Tim Morton
- Claudia Munn
- Chris Newton
- Pat Pourciau
- Chris Rholdon
- Gus Riess
- Eric Schmidt
- Will Seamen
- Katie Tommaseo
- Jessica Valdelungo
- Drue Vitter
- Scott Wallace
- John Williams
- Shan Williams

**Program Managers**
- Michelle Bennett, Nursing
- Jason Campagna, Business and Technology
- Conrad Childress, Mathematics
- Keith Dampier, Welding
- Wendy Frazier, Purchasing/Procurement
- Meg Greenfield, Registrar
- Don Hoffman, Technology
- Jason Hosch, Computer Services/IT
- Angie Jones, Admissions/Recruiting
- Corlin LeBlanc, Controller/General Accounting
- Katherine Lemoine, CDYC and Teaching
- Michele Minor, Career Services, ADA
- Tachel Porch, Bursar
- Keith Tolleson, Industrial Technology
- Ruth Varisco, Food Svc Prod & Mgmt/Culinary
- John Whisnant, Director of Financial Aid

**Students**
- Jimmy Hippen
- Elena Hodges
- Traneka Judge-Cody
- Troy Lynn Porter
- Ashton Snyder

**Faculty/Staff**
- Natanya Baines, Administrative Coordinator
- Brittany Barras, Dual Enrollment Coordinator
- Mary Bartholomew, Entrepreneurship
- Irma Beltram, Records Coordinator
- Don Bordelon, Industrial Technology Instructor
- Lindsey Diulus, Public & Alumni Relations
- Kim Doty, Financial Aid
- Sharon Flanagan, Advisor
- Lynn Irby, Office Careers Associate Professor
- Nora Kametani, Psychology Associate Professor
- Kathleen LeBlanc, Developmental Math Instructor
- Kelly LeBoeuf, Administrative Assistant
- Curtis Manning, History Professor
- Shirley Milbern, Nursing Instructor
- Jessica Mire, IA Coordinator
- Victoria Palmisano, Advisor
- Tichelle Porch, Bursar’s Office
- Larry Whitmarsh, Industrial Technology Instructor
- Elsa Winsor, Professor Biology

**Alumni**
- Irma Beltram
- Marie Ecklund
- Michele Minor
- Jessica Mire
- Kim Doty
- Shan Williams

**Quality Enhancement Program (QEP)**
- Katherine Lemoine, Director of QEP
- Tonia Loria, former Director of QEP
## Snapshot Reports (Environmental Scanning)

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<tr>
<th>The State of the College</th>
<th>Students and Community Demographics</th>
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<td>Tommy Warner, Chancellor</td>
<td>Lenny Unbehagen, Dean of Planning and Institutional Effectiveness</td>
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<tr>
<td>- LCTCS 2020 Goals</td>
<td>- Fact Book snapshots comparing 2008 to 2014</td>
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<tr>
<td>- Finances</td>
<td>- Enrollment</td>
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<tr>
<td>- Budget Cuts</td>
<td>- Retention Rates</td>
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<tr>
<td>- Campus/Facilities</td>
<td>- Completion Rates</td>
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<tr>
<td>- SACSCOC visit</td>
<td>- Service Area</td>
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<tr>
<td>- Impact of CTE (Career Technical Education) enrollment/programs</td>
<td>- Ethnic Diversity</td>
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<td></td>
<td>- GRAD Act reporting</td>
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<thead>
<tr>
<th>Academic Affairs, SACSCOC and QEP</th>
<th>External Funding</th>
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<tbody>
<tr>
<td>Annette Accomando, Vice-Chancellor of Academic and Student Affairs &amp; Tonia Loria, Dean of Academic Affairs</td>
<td>Teresa Smith, Vice Chancellor for Institutional Advancement</td>
</tr>
<tr>
<td>- SACSCOC 10 year Accreditation Review</td>
<td>- Continued lack of funds from State budget</td>
</tr>
<tr>
<td>- Compliance Certification Report due March 1, 2016</td>
<td>- High success rate in grants</td>
</tr>
<tr>
<td>- Quality Enhancement Plan &amp; Report due August 1, 2016</td>
<td>- External support for students</td>
</tr>
<tr>
<td>- On-Site Visit October 25-27, 2016</td>
<td>- Foundation funding has improved</td>
</tr>
<tr>
<td>- Follow Up Report due March 1, 2017</td>
<td>- All external gifts need to be tracked through IA</td>
</tr>
<tr>
<td>- Advisory Boards Assist with</td>
<td>- Needs of Business and Industry</td>
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<tr>
<td>- Review of Curriculum</td>
<td>- Review of Program Learning Outcomes</td>
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<td>- Mock Interviews</td>
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<td>- Apprenticeships</td>
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<td>- Articulation Agreements</td>
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### Snapshot Reports (Environmental Scanning) continued

#### Student Affairs
Becky Maillet, Dean of Student Affairs

- **Historical Enrollment**
- **Enrollment**
- **Declining Increasing Enrollment & Retention Strategies**
- **Nunez Employees' Awareness of our College & Programs**
  - General Education Course Transferability
  - Open Admissions
  - Student Population=5-parish service area
  - Largest Major Representation=PTEC, Business, Nursing & General Education
- **Dual Enrollment**
  - St. Tammany represents over 50% of all dual enrollment schools
  - Over 50% of dual enrolled courses are funded by the students
  - 40% of dual enrolled students utilize state funds
- **New Initiatives in Student Affairs**
  - Priority Registration for Adult Education & Orientations for FTF
  - Student Worker Training
  - Sexual Assault Prevention Training required for all FTF
  - Financial Aid Verification Process Outsourced
  - MCAT Testing Center
  - Open House Offerings
  - Nunez Perks Program
  - Revitalization of Scholarship Awards
- **Recruiting Assistance Needed**

#### Funding Outlook
Louis Lehr, CFO

- **2010-2011 State Budget**
  - State General Funds: 63%
  - Tuition & Fees: 37%
  - Full-time Tuition & Fees = $1,039 per semester
- **2014-2015 State Budget**
  - State General Funds: 41%
  - 27% State cut over 4 years
  - Tuition & Fees: 59%
  - Full-time Tuition & Fees = $1,795 per semester
- **Non-Recurring Reserves**
  - Mostly one-time grants or donations for specific uses
- **Recurring Reserves:**
  - Academic Excellence Fees ($7/sch)
  - Student Technology Fees ($5/sch)
  - Building Use Fees ($4/sch)
  - Parking Fees
  - Bookstore Commissions
  - Vending Commissions
- **Nunez Foundation - endowments & scholarships**
Louisiana Community and Technical College System LA2020 Goals

Goal 1: Double the Number of Graduates to 40,000 Annually
Goal 2: Double the Earnings of the Annual Graduating Class to $1.5 Billion
Goal 3: Quadruple Student Transfers to Four-Year Universities to 10,000 Annually
Goal 4: Double the Number of Students Served to 325,000 Annually
Goal 5: Quadruple Partnerships with Business and Industry to 1,000 Annually
Goal 6: Double Foundation Assets to $50 Million

GRAD Act – Granting Resources and Autonomies for Diplomas

- 1st to 2nd Year Retention Rate: First Time Full Time Associate Degree Seeking Students
- Fall to Spring Retention Rate
- Same Institution Graduation Rate
- Percent Change in Program Completers
  - Certificate
  - Diploma
  - Associate
- Passage Rate on licensure exam in Nursing (PN)
- Number of students enrolled in a transfer degree
- Number of students enrolled in distance education courses
- Number of students enrolled in courses with 100% distance education
- Percent of eligible programs that are discipline accredited

Operational Plan LCTCS Board of Supervisors

Objective 1: Increase the fall 14th class day headcount enrollment in public postsecondary education by 7.7% from the baseline level of 2,269 in Fall 2012 to 2,444 by Fall 2018.

Objective 2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 1.2 percentage points from the Fall 2011 cohort (to Fall 2012) baseline level of 50% to 51.2% by Fall 2018 (retention of Fall 2017 cohort).

Objective 3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 0.5 percentage points from the Fall 2011 cohort (to the Spring AY2011-12) baseline level of 67.2% to 67.7% by Spring 2018 (retention of Fall 2017 cohort).

Objective 4: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2009 Cohort) of 12.1% to 13.1% by 2017-18 (Fall 2014 cohort)

Objective 5: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 222 in 2011-12 academic year to 231 in academic year 2018-19. Students may only be counted once per award level.
Snapshot Reports (Environmental Scanning) continued
### Snapshot Reports (Environmental Scanning) continued

#### Fall to Fall Retention

<table>
<thead>
<tr>
<th>Comparison Semesters</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fall Students</td>
<td>1296</td>
<td>1534</td>
<td>1630</td>
<td>1552</td>
<td>1709</td>
<td></td>
</tr>
<tr>
<td>Students Returning the following Fall, excluding completers and dual-enrollment</td>
<td>499</td>
<td>567</td>
<td>583</td>
<td>595</td>
<td>629</td>
<td></td>
</tr>
<tr>
<td>% Retained</td>
<td>43%</td>
<td>41%</td>
<td>40%</td>
<td>43%</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

#### Fall to Spring Retention

<table>
<thead>
<tr>
<th>Comparison Semesters</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fall Students</td>
<td>2413</td>
<td>2416</td>
<td>2294</td>
<td>2496</td>
<td>2597</td>
</tr>
<tr>
<td>Students Returning the following Spring</td>
<td>1367</td>
<td>1445</td>
<td>1395</td>
<td>1544</td>
<td>1614</td>
</tr>
<tr>
<td>% Retained</td>
<td>57%</td>
<td>60%</td>
<td>61%</td>
<td>62%</td>
<td>62%</td>
</tr>
</tbody>
</table>

#### FTFT Associate Degree Seeking Freshman Fall to Fall Retention

<table>
<thead>
<tr>
<th>Comparison Semesters</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fall Cohort</td>
<td>104</td>
<td>113</td>
<td>124</td>
<td>107</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Students Returning the following Fall</td>
<td>62</td>
<td>56</td>
<td>62</td>
<td>51</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>% Retained</td>
<td>60%</td>
<td>50%</td>
<td>50%</td>
<td>48%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>
Snapshot Reports (Environmental Scanning) continued

Dual-Enrollment Course Completion

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>2682</td>
<td>2434</td>
<td>2737</td>
<td>2404</td>
<td>3183</td>
<td>3174</td>
<td>3183</td>
<td>4038</td>
</tr>
<tr>
<td>Registered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>184</td>
<td>90</td>
<td>141</td>
<td>84</td>
<td>225</td>
<td>77</td>
<td>231</td>
<td>153</td>
</tr>
<tr>
<td>Withdrawn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Completed</td>
<td>93%</td>
<td>96%</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
<td>98%</td>
<td>93%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Snapshot Reports (Environmental Scanning) continued
Snapshot Reports (Environmental Scanning) continued

Students by Age Distribution
Fall 2008

Students by Age Distribution
Fall 2013

Students by Gender
Fall 2008

Students by Gender
Fall 2013
Snapshot Reports (Environmental Scanning) continued

Student Enrollment Status
Fall 2008

Students by Enrollment Status
Fall 2013

Degree Sought by Students
Fall 2008

Degree Sought by Students
Fall 2013

*Based on declared majors. Some students may not be officially admitted into the program they have declared.

*Based on declared majors. Some students may not be officially admitted into the program they have declared.
Snapshot Reports (Environmental Scanning) continued
Start-Stop-Continue Team Exercise
(Part of Strategic Planning Retreat 6/12/2015)

The teams responded to the three questions:

1) What does Nunez need to *Start* doing that it is not doing now?
2) What does Nunez need to *Stop* doing that is counterproductive?
3) What is Nunez doing well and needs to *Continue* doing?

**Nunez needs to **Start**

- #mynunezcc
- 8th Grade Graduation at Nunez
- Aligning with Jump Start
- Allied Health
- Alumni Programs
- CAD
- Career Service Center
- Childcare Center
- Clubs/ Band
- Computer Science
- Dialysis Tech
- Diesel Mechanics
- Dress Code
- Electronic Degree Audits
- ESL
- Expand Career/ ADA to FT
- Expand Technical Education
- Faculty/Student Mentoring
- Family Days
- Food on Campus
- Higher Profile Recruitment/ Targeted
- Individual Donors

**Nunez needs to **Stop**

- Individual Program Accreditation
- INDT Instrumentation
- INDT Safety
- Internships
- Maritime
- Mental Health Support
- NAP Committee (Nunez Awareness)
- Non Credit CINS Workshops
- Non-Credit Community Evening Classes
- Notary
- Parent Outreach
- Responding Quickly to Workforce
- RN
- Small Engine Repair
- Solar Construction
- Student Life Center
- Transportation-Shuttle
- Ultrasound Tech
- WIA on-site
- Wildlife Fisheries
- X-Ray Tech
Start-Stop-Continue Team Exercise Continued

Nunez needs to **Stop**

- Coddling students
- Excuses
- Losing Students
- Putting all Resources in Chalmette
- Stop Comparing to other Colleges
- Working in Isolation

Nunez needs to **Continue**

- Adjunct Faculty Training & Services
- Customer Service
- Dedicated Advisor/Advising
- Devotion to Student Success
- Early Graduation Advising/Tracking
- Faculty Advising Training
- Industry/Business Partnerships
- Recognize Students with Disabilities
- Scholarship Opportunities
- Student Success Center
- Transfer Efforts (Transition)
- Using Best Practices

The Nunez Community College 2015-2020 Strategic Plan was developed with the input of faculty, staff, administrators, students, alumni and community leaders through a series of college workshops.

Lenny Unbehagen facilitated the development of the Nunez Community College 2015-2020 Strategic Plan.