Delgado Community College

GRAD Act Performance Objectives

2012 Annual Report

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1. Student Success

a) Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

In 2011-12, LCTCS implemented a strategy which encourages all LCTCS institutions to review retention and graduation rates rankings among SREB Peers annually. The strategy began with providing each college with a detail summary of the college's retention and other student success indictors among respective SREB peers. In addition to the initial review of the rankings that occurred in 2011, the LCTCS is currently looking at systems that can be introduced to improve the rankings of the LCTCS college's student success indicators and other key measures among SREB peers as the colleges go live with Banner ERP.

LCTCS & Delgado Policies Relating to Student Success

Student Affairs & Academic Affairs policies were reviewed at the system and college level to ensure that student access and success are considered and supported. A list of these policies can be found at Policies Related to Student Success.

Retention of first-time, full-time, associate degree-seeking students

Delgado remains committed to increasing the number of fall to fall students retained, as well as fall to spring retention of students. In the fall of 2010, the College's first-time, full-time associate degree seeking cohort equaled 2,263 students. Of the 2,263 students, 84.4% were retained to the Spring 2011 semester and 55.2% were retained to the Fall 2011 semester. Also, in fall 2010, the College was awarded a Student Support Services Grant from the U.S. Department of Education for 1.1 million dollars. In Fall 2011, the grant provided 38 first-generation, low income, and/or disabled student with the support services that were needed to enable them to increase their retention, graduation, and transfer rate for the next five years. At the end of the semester, 72% successfully completed the first course, and 4% completed the second course.

Measures - See Attachment D for baseline, benchmark, and target data

i.1st to 2nd year retention rate	55.2%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2010	2,263
• No. of the above retained at the same institution the following fall semester (Fall 2011)	1,250
iii. Fall to spring retention rate	84.4%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2010	2,263
• No. of the above retained at the same institution the following spring (2011) semester	1,911

Student Services Retention Initiatives

- FASFA Frenzy
- CCSS 107 (College and Career Success Skills)
- EMAS/Retention Pro
- College Compass, a is a new electronic/online "learner-centered" tool designed to manage the college experience for students
- 24/7 helpdesk support for faculty, staff, and students

IPEDS Graduation Rate Survey (GRS)

Year 2 graduation rate data reflects a slight increase over Year 1. While Delgado has a low graduation rate, it does not mean that our students are not successful. While only 2.4% of the Fall 2007 cohort

graduated within 150% of normal time, 6.9% graduated within 200% of the normal time and 14.2% are still persisting as of Fall 2011. Of those who dropped out before completing a certificate or associate degree, 5.9% earned a TCA. This would bring our success rate up to 27.2%.

Factors affecting Delgado's GRS:

- 81% of first-time, full-time students require at least one developmental course, 45% require more than one, 22% require more than two.
- 70% of students requiring Math are placed in the lowest Math which means it will take them at least 3 semesters to complete.
- 40% are Allied Health or Nursing majors. These programs are limited admissions. It generally takes 1 to 2 years JUST to get accepted into these programs.
- 60% of incoming students (part time and transfer) will never be included in the rate.

Measures - See Attachment D for baseline, benchmark, and target data

iv. Same institution graduation rate	2.4%
• No. of entering first-time, full-time students in Fall 2007	1,490
• No. of completers within 150% of time	36

Graduation Productivity and Award Productivity

We are happy to report increases in graduation and award productivity over the last three years. Graduates have increased by nearly 24% since 2008-2009, and awards received have increased by 28% in the same timeframe. See Appendix N1, Tables 2 & 3 for tracked measures.

b) Increase the percentage of program completers at all levels each year.

Initiatives to Increase Graduates

Associate of Arts & Associate of Science Louisiana Transfer Degrees:

Act 356 of the Regular Session of the 2009 Louisiana Legislature was enacted to eliminate barriers that prevent students from successfully transferring between and among secondary and postsecondary institutions. The outcome of this statewide collaborative effort was the establishment of the statewide Associate of Science and Associate of Arts Louisiana Transfer Degrees at all SACS accredited community colleges. These two new degrees were implemented at Delgado Community College in the fall semester of 2010. This should have a positive effect on the number of degrees awarded by the 2012 – 2013 academic year.

Associate of Science in Teaching:

The Associate of Science in Teaching (A.S.T.) for Grades 1-5 is a transfer degree program that addresses the requirements of the new Baccalaureate of Science in Elementary Education offered by the public and private colleges of education in Louisiana. The mission of the A.S.T. program is to provide the highest quality foundational coursework specifically designed to produce teacher candidates for the state universities and colleges of education who are effective communicators with knowledge, skills, and dispositions to meet the diverse education needs of Louisiana schools and their students. It is the design of the A.S.T. degree to be a viable pipeline to four year colleges of education which will add to the state pool of highly qualified teachers.

Project CALLback:

Project CALLback has two goals. First, reach out to former degree-seeking students who have not finished college. Second, allow us to create a geographical map of where non-completers live currently. During the fall semester, Delgado submitted to Louisiana Board of Regents a file of students meeting the following criteria:

- Enrolled at any time between 2000 — 2010
- GPA: 2.0 or higher
- Earned a minimum of 30 hour college credit at Delgado

This file contained nearly 11,000 records. The files were then transmitted to AlumniFinder to locate recent contact and profile information for each former student. Delgado received 5,500 records in the returned file. Our plan is to contact these former students in the Spring 2012 semester with an invitation to return to complete their program of study.

Delgado Graduation Facts

Delgado produces 40% of the Associate of Nursing degrees in the state, and 34% of associate degrees in allied health and 40% of the associate degrees in the Business programs. We are proud to say that 50% of our graduates began in developmental classes, of which two percent began in our ESL program and 30% took more 9 or more hours of developmental classes.

According to Diverse Issues in Higher Education, which ranks the top 100 degree producers of minority degrees, Delgado is listed in the top 100 for awarding degrees to African Americans in 6 program areas. We rank 10th in the nation for awarding General Business degrees, 11th for Family and Consumer Science, 15th for Registered Nursing, 9th for Accounting & Related Services, 27th for Security & Protective Service, 18th for Business Management, Marketing & Related Support Services, and 38th in Health Professions & Related Clinical Science. [1]

[1]*Source: Diverse: Issues In Higher Education analysis of U.S. Department of Education reports submitted by institutions. Rankings are based on the review of 2009-2010 preliminary data. Online "campuses" are seen as a single entity, even though they enroll students globally.*

Post Associate Degrees

In November 2008, three of Delgado degree programs (Nuclear Medical Technology, Sonography, and Radiation Therapy) were changed from certificates to post associate degrees as instructed by the Louisiana Board of Regents. Delgado's first cohort for the post associate degrees occurred in the 2009-2010 academic degree with its first 25 graduates completing in 2010-2011.

Measures - See Attachment D for baseline, benchmark, and target data

i. Percent change in program completers	2010-2011 Completers	% change from baseline
• Certificate	239	4.8%
• Diploma	72	20.0%
• Associate Degree	1,098	25.6%
• Post-associate Degree	25	---

c) Develop partnerships with high schools to prepare students for postsecondary education.

Admission & Enrollment Services Postsecondary Transitional Initiatives (PTIs)

Postsecondary transitional initiatives are Delgado implemented programs designed to inform and support the high school to college transition. Each program is interactive, informative, and innovative and is used to better inform students and their families about college access and career opportunities. Admissions & Enrollment Services implement the following PTIs:

- **Delgado on Site (DOS)** is a strategic and interactive from high school to college transition program that is designed to help students make a successful transition to Delgado Community College. Students complete a series of sessions such as college readiness, career exploration, goal setting, and financial aid assessment and submission in order to become better informed about higher education in general and particularly, Delgado Community College. Freshman Connection (on-campus placement assessment) is the culminating event for the DOS program. DOS is implemented in the following parishes: Orleans, Jefferson, and St. Tammany. Assessment of the DOS program is ongoing and encompasses both qualitative and quantitative assessment strategies.

- **Traditional outreach initiatives** include attending college fairs at local high schools, community events in Orleans and surrounding parishes, and private and program specific visits to high schools and community-based entities.

- **Navigating New Waters** is designed to provide parents and high school students with Delgado specific information such as tuition, academic programs, and enrollment steps. In addition, parents and students learn Delgado's process for TOPS, financial aid and scholarships. This program is a collaborative effort between Admissions & Enrollment Services and Delgado's Financial Aid Department.

- **Career Showcases** introduce students to and inform students about specific majors at Delgado Community College.

- **Planting the Seed** provide middle school students an introduction to college, particularly Delgado Community College. Students participate in a college tour and learn more about Delgado's dual enrollment program.

Tracking Progress to evaluate partnerships

Three times a year meetings are held with Delgado and the Career Transitions Partnership. These meetings are attended by secondary administrators, instructors, post-secondary administrators, counselors and CTE supervisors. The agenda includes:

- Dissemination of information regarding statewide initiatives
- Provide feedback on existing partnerships
- Alignment of secondary and post-secondary curriculum
- Establishing new Career Pathways
- Increasing the number of students applying for, and receiving financial assistance
- Increasing the number of high school students applying for and attending post-secondary education and training

Region 1 secondary students currently take developmental Math and English at Delgado through dual enrollment once the need is determined by Delgado Placement Testing or by the high school requesting the services. Upon successful completion, students are advised by the secondary counselor to re take the ACT test. The successful completion of these courses taken in the 11th and 12th year of high school raises their ACT scores, in some cases allowing those students to be eligible for enrollment in four year colleges. This can be tracked by reviewing the records of students that transition into Delgado.

Measures - High School Enrollment & Credit Hours

	Fall 2010	Spring 2011
i. No. of High School Students Enrolled	275	211
ii. No. of semester credit hours in which high school students enrolled	687	706
iii. No. of semester credit hours completed by high school students by grade	757	660
Grade A	258	173
Grade B	255	207
Grade C	145	180
Grade D	18	50
Grade F	78	50
Grade P	3	0

d) Increase passage rates on licensure and certification exams and workforce foundational skills.

Overall, passage rates on licensure and certification exams are increasing. This is the first year Delgado is reporting certifications in real estate, with 5 students receiving certification under the Louisiana Real Estate Commission. The number of certification from the National Center for Construction Education and Research increased from 65 certificates in 2009-10 to 142 in 2010-11. It should also be noted that 11 out of 17 programs which require passage of an exam upon graduation to obtain employment, have a 100% passage rate. More information, regarding the programs, exams and accrediting bodies, can be found on the college's website under Programs of Study.

Measures

i. Passage rates on licensure/certification exams: See data in Attachment B - Appendix 2 Part 1

ii. Number of students receiving certifications: See data in Attachment B - Appendix 2 Part 2

iii. Number of students assessed and earning WorkKeys certifications: During the 2011-2012 academic year, 37 students took the WorkKeys Assessment. The table below illustrates the certificates awarded by level.

Number of Students who took the WorkKeys Assessment		37
Total Certificates Earned		24
Earned a Bronze Certificate	11	
Earned a Silver Certificate	12	
Earned a Gold Certificate	1	
Total Percentage Receiving Certificates		**89.51%**

iv. Other assessment & outcome measures: Pending identification of other assessment and outcomes, institutions are not required to report on this measure.

2. Articulation and Transfer

a) Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Delgado Policies Relating to Student Success

Delgado has an open admission policy and our mission is to serve all levels of learners. However, several approved policies are in place, and are designed to facilitate a smooth transition for students who enter Delgado with the ultimate goal of transferring to a 4-year institution. Those policies include Articulation Agreements with Other Institutions (AA-1438.1) and Evaluation of Transfer Credit (AA1442.3). Also, the Delgado Academic Procedures Resource Guide is a collection of policies and procedures regarding advising, academic appeals, academic status, cross enrollment, grade changes, graduation, non-traditional credit, and repeat/delete. Other Delgado policies related to Student Success are also provided.

LCTCS Policies Relating to Student Success

The Louisiana Community and Technical College System (LCTCS) has also established policies designed to improve graduation rates and student success. These LCTCS policies include but are not limited to policies that guide general admission requirements, academic amnesty, cross enrollment, dropping courses, repeating courses, internal and external articulation, academic renewal, academic probation, academic suspension, programmatic accreditation, and non-traditional credit. Delgado Community College ensures compliance with LCTCS policies within its published institutional policies, and continues to monitor any changes in system policy that may impact institutional policy on student success.

Timeline for Implementation

Academic Year 11 -12: Review and revision of policies

During 2011-2012, Delgado performed an ongoing review of its policies and procedures related to student success. This process began with the compilation of the College's Fifth Year Report for submission to the Southern Association of Colleges, Commission on Colleges. As this report was required to maintain the College's 2008 accreditation reaffirmation, existing policies were reviewed and updated to ensure compliance with SACS standards, as well as for consistency with initiatives for increasing student success and graduation rates. Following submission and acceptance of the Fifth Year Report, Delgado completed a review of institutional policies and procedures through its established policy review process in an effort to continue its focus on ensuring student achievement. No significant changes were deemed necessary.

Academic Year 12 -13: Implementation of policy changes

In anticipation of the 12-13 academic year, institutional policies published in the *Delgado Community College Catalog* are being reviewed to determine necessary changes and/or updates. Effective with the publication of the 12-13 catalog, any policy changes and updates impacting student success and graduation rates for the academic year will be in place and published accordingly.

b) Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Delgado engages in several initiatives to support and improve student success. The College maintains an Office of Advising and Testing, whose mission is to serve the academic and advising needs of students who enter the College at various levels of educational preparation. This Office provides academic advising services to all first-time freshman, transfer-in, and students who are not assessed at college-readiness for reading and writing abilities. The Office also operates a transfer center, specifically designed to assist students interpret various admissions requirements for state Senior Colleges.

Examples of new or strengthened feedback reports to the college(s)

In an effort to improve the feedback received from partner Senior Colleges, Delgado and Northwestern State University of Louisiana representatives have worked to identify strategies to increase transfer from the Associate Degree to the related Baccalaureate degree, primarily in Health Sciences disciplines, and to strengthen transfer success feedback and reporting. Delgado and University of New Orleans representatives have participated in discussions to identify measures to increase student transfer.

In addition, the College currently has twenty-six (26) active formal articulation agreements with nine (9) of the total at Louisiana Private Colleges/Universities; seven (7) of the total at out-of-state College/Universities; and ten (10) of the total at Louisiana Public Universities. All active articulation agreements contain a statement regarding evaluation of student performance on a regular basis. The performance of the transfer students in upper level courses will be compared to that to that of continuing university students. If student performance needs improvement, faculty representatives from both institutions will meet to enhance the alignment of courses from the two programs.

To date, Senior College partners have not provided feedback indicating that transfer student performance does not meet or exceed benchmarks. To clarify responses received from partners, the College has initiated a process to review each active articulation agreement on the annual anniversary of the original approval/signature date. This process is coordinated by Delgado's Office of Curriculum, Assessment, and Program Development, and conducted by the Dean of the Academic Division housing the program in concert with program faculty from Delgado and the transfer institution. To improve information received from partner Senior Colleges, a process has been initiated to standardize collection and reporting of Delgado student performance post-transfer.

Processes in place to identify and remedy student transfer issues

Delgado maintains articulation agreements with Louisiana Public Senior Colleges, Louisiana Private Senior Colleges, and with out-of-state Senior Colleges, which total twenty-six (26) active agreements with fourteen (14) individual Senior Colleges. These agreements include 2+2 agreements, general articulation agreements, and course equivalency documents for student use in preparing for general transfer of college credits. Processes are in place for identifying and remedying student transfer issues.

Examples of utilization of feedback reports (2-year colleges and technical colleges)

Formal processes have been initiated to identify benchmarks coupled with targeted pairing in all approved articulation agreements. In addition, a process has been established to annually request a review and summary of student performance at partner Senior Colleges. To date, the College has received feedback reports from Southeastern Louisiana University and from Grambling State University. The following links contain feedback information from the 4 year institutions: Southeastern Feedback Report 1, Southeastern Feedback Report 2, and Grambling State University Feedback Report.

c) Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Delgado is experiencing a steady decline in referred students; however, the College believes this is due to students becoming more aware that they do not meet the admissions standards required at 4-year institutions and are applying directly to Delgado. The Table 1 of Appendix N2 illustrates the decline.

Delgado works with 4-year institutions in our area to admit and track students referred by those institutions. Specifically, Delgado Community College has referral agreements in place with University of New Orleans (UNO) and Southeastern Louisiana University (SELU). Delgado has also initiative

discussions, primarily with the University of New Orleans and Southern University at New Orleans (SUNO) to address a comprehensive approach to post-secondary education for the Greater New Orleans area in the Fall of 2011. A summary of these efforts with UNO and SUNO is provided.

Measures - See Appendix N2 – Table 2 for Fall 2010 & Spring 2011 measures

d) Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

The Associate of Science and Associate of Arts Louisiana Transfer degree programs are designed to facilitate transfer from LCTCS Associate degree to related Baccalaureate degree programs at public universities in the Louisiana State University System, the Southern University System, and the University of Louisiana System. The program's purpose is to provide rigorous general education coursework coupled with related preparatory instruction in pre-defined discipline specific tracks to allow seamless transition with maximization of credits awarded. The Louisiana Transfer Degrees transfer as a total block rather than by individual course review. The total credit hours required for the Associate of Science or Associate of Arts Louisiana Transfer degree is 60, with 39 hours required in approved General Education coursework and the remaining 21 credit hours consisting of pre-approved discipline-specific coursework as preparatory coursework for continued studies in a related Baccalaureate degree program.

Advising and planning are key to a student's success in maximizing the transfer experience. All students who might eventually transfer from one institution to another are encouraged to develop, with an advisor's assistance, a written degree plan of courses to take for the transfer associate degree. When possible, students are to use the transfer degree requirements to satisfy the admission requirements of the university to which they wish to transfer; the university's senior college, departmental, and/or program admission requirements; and baccalaureate degree course requirements.

Examples of Collaboration

Delgado participates on the Board of Regents for Louisiana Higher Education's Statewide Articulation and Transfer Council, which meets regularly to discuss ways to improve the student experience when transferring with the Louisiana Transfer Degree. The College has conducted meetings with representatives from UNO to determine the most appropriate courses for students to take while enrolled at Delgado, prior to transfer to UNO. A Transfer Credit Course Guide, designed to assist Delgado students determine what courses will transfer, and how these may be applied toward baccalaureate degrees has been developed and is published on UNO's website. Similar discussions with Southeastern Louisiana University, Northwestern State University of Louisiana, and Southern University at New Orleans have also occurred.

Processes to Remedy Transfer and Articulation Issues

Delgado has participated in establishing various processes to remedy transfer and articulation issues, which are outlined in detail at the following link: Processes to Remedy Transfer and Articulation Issues.

Measures - See Appendix N2 – Tables 3 & 4 for Transfer Degree Enrollment and Completers

3. Workforce and Economic Development

a)Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development.

Delgado Community College has an established Office of Curriculum, Assessment, and Program Development charged with monitoring current instructional program offerings, and coordinating the development and initiation of new and/or revised program offerings at the College. On an annual basis, the Office reviews completion rates as published by the Board of Regents for Louisiana Higher Education, and compares these to recent year completion rates to identify trends and, if necessary, develop intervention strategies to assist programmatic faculty review and revise instructional offerings to best meet identified workforce needs. In the 2010-2011 Academic year, twenty-four (24) instructional programs at the College exhibited a decrease in completion rate from the 2009-2010 totals. Information about the percentage decrease, and corresponding raw number decrease was shared with Academic Deans and program directors, so a baseline may be established for future action. Six (6) instructional programs exhibited a decrease in enrollment for both the 2010-2011 and the 2009-2010 Academic years. Of the total, five (5) are at the Associate degree level, and one (1) is at the Certificate level. Programs exhibiting a decrease in completion rate for the second consecutive year developed strategies to focus on student retention to completion, and to identify possible barriers to completion, including institutional policy and environmental challenges.

All instructional programs are required to complete assessment review plans each academic year. Typically, instructional units are asked to track student enrollment in program, student persistence throughout program (retention), and student completion rates (graduation), in addition to various student learning outcomes specific to the instructional program. Information gained from these reports assists the College in determining what programs are successfully meeting workforce need, and which programs require additional support to review, revise, and possibly terminate program offerings that do not align to contemporary workforce needs immediately upon graduation, or after successful transfer and completion of a higher level credential. Assessment and planning follows a formalized process at the College, explained in detail in a College Policy and Procedures Memorandum. The Assessment review process is standardized and is applicable to all instructional units at the College. Information is collected based on a published calendar, and is reviewed by multiple administrative leadership levels at the College with the ultimate goal of supporting instructional offerings that meet the articulated needs of the region and the state. In addition to the annual assessment review process, all instructional programs at the College engage in a comprehensive five-year review of program offerings. This review examines the mission, goal, and purpose of the program, as well as the alignment of student learning outcomes with instructional offerings and assessment/evaluation activities. Typically, this comprehensive review surveys program graduates to assess the level of satisfaction and value placed on training and instruction received in the program, and also determines the extent to which program graduates were successful in securing placement (employment) in the career field for which the program is designed. In addition to surveying program graduates, the comprehensive review process surveys employers of graduates to determine their level of satisfaction with the training students received while in the program. This level of review is vital to the success of the instructional program, as employers may often highlight strengths and/or deficiencies within the preparation students receive, necessitating a review and revision of course or program content to ensure the program remains viable in the future, and that it meets current and forecasted workforce need. The comprehensive Program Review Process is standardized, and follows a formal process at the College, explained in detail in a College Policy and Procedures Memorandum. Information gained from these comprehensive review

reports is presented to the College Curriculum Committee, after review by various administrative leadership levels, with the ultimate goal to concentrate resources on instructional program offerings that meet contemporary articulated regional and state workforce needs, and to review, revise, or develop new program options that may best serve current and anticipated labor market requirements. All instructional programs are required to have active Advisory Boards comprised of local and/or regional business and industry representatives, and/or representatives from area transfer institutions (senior colleges), as appropriate to program purpose. Meetings with Advisory Committees are designed to assist programs remain current and viable with articulated workforce needs. Instruction programs exhibiting a decline in completion rates were asked to review programmatic student learning outcomes during the 2011-2012 Academic Year, with the goal of revising these, as appropriate, in 2012-2013.

The Office of Curriculum, Assessment, and Program Development is also responsible for coordinating the development of new instructional program offerings at the College. This process follows established policies and guidelines as promulgated by the Louisiana Community and Technical College System and by the Board of Regents for Louisiana Higher Education. The Office coordinates activities of the College Curriculum Committee, and is responsible for submitting and monitoring the progress of instructional program proposals through the various stages of the internal and external approval process. New instructional program development may be initiated by current faculty and/or staff members who have identified a workforce, general education, or transfer program need. Additionally, business and industry partners may approach the College with requests for industry specific training needs to meet a current workforce shortage, to upgrade the skills of a changing workforce, or to meet anticipated short-term and/or long-term workforce requirements. A key component of the program development process is the assessment of workforce need for the proposed program. Needs assessment research typically includes consultation of national statistics including various government publications such as the Bureau of Labor Statistics and the United States Department of Education's National Center for Education Statistics, as well as a review of regional and state workforce data as supplied by the Louisiana Workforce Commission and Louisiana Economic Development publications. In addition to national, state, and regional data, the process surveys local business and industry to determine needs in the immediate service area of the College. Questions typically include the number of current employees at the particular agency with the job title and responsibilities that the proposed program is attempting to address, the current vacancies in these areas, the current shortage of qualified (trained) employees, and current wage and benefit information. Respondents are also asked to provide projections of need, solvency, and anticipated salary range over the upcoming five year period. Finally, respondents may be asked to review the proposed curriculum outline to determine if the training will meet specific needs. Development of the Curriculum outline may be based on required industry based professional licensure/certification requirements necessary for employment in the field. Learning outcomes, courses required in the program, and assessment/evaluation activities are mapped to competencies required for success on the professional licensure/certification examination. For programs where a professional industry based certification is not a precursor for employment, the curriculum outline will be based on those competencies of an ideal employee as developed by review of published research and as obtained from potential local employers through survey and interview processes.

Measures – See Appendix N3 – Measures 1, 2, and 3 for additional information

i.	No. of programs eliminated	5
ii.	No. of programs modified or added	7
iii.	No. of program offerings	79
	No. of programs aligned with workforce and economic development needs	61
	Calculated percent	77.2%

b) Increase use of technology for distance learning to expand educational offerings.

As of the 2010-11 academic year, the College offered six programs in which students could complete entirely through distance education. The six programs are reflected in the Programs offered through 100% Distance Education by Award Level table.

The 2010-11 academic year was the 4th year of Delgado's SACS Quality Enhancement Plan (QEP) five year plan on distance learning. The QEP titled: Improving Distance Learning in a Climate of Recovery, Regeneration, and Transformation. The objectives of the QEP are to:

- Improve faculty preparedness in distance delivery (29 faculty have completed the Fielding Graduate University's Teaching in the Virtual Classroom-TVC)
- Improve instructional design (21 courses have received QM recognition)
- Improve retention and success of online students (developed an online readiness module for online students - participants demonstrate a 77% success in online classes)
- Improve student learning outcomes in distance-delivered courses (currently assessing data for comparison).

Current initiatives to create and expand educational offerings by distance education

In Spring 2011, Delgado began offering the A.A. in Criminal Justice to local law enforcement employees in an accelerated online program modeled after CALL. The initial program served 73 students with 6 completers by December 2011.

Efficiencies realized through distance education

Using several of the electronic tools mentioned below (24x7 help desk, Elluminate, and EMAS) Delgado is able to efficiently and effectively serve students. The 24x7 help desk provides telephone, online chat, and a web accessed knowledge base allowing the College to serve its student population in an efficient manner. All distance learning courses offered at Delgado are an extension of the curriculum offered on campus and are consistent with its educational mission. To support and compliment distance learning the College maintains a host of tools to facilitate its learning-centered mission:

Online Databases – Delgado libraries	Tegrity
Blackboard Learning Management and Community systems	Softchalk™
Elluminate (now Blackboard Collaborate)	ShareStream

Student Services

- College Compass - online *management of the Delgado college experience*
- EMAS/Retention Pro
- 24/7 support helpdesk
- Online tutoring

Faculty Development

Using information from the QEP and instructional competencies identified by the College for the online environment, the College developed a comprehensive [competency based] Faculty Development curriculum consisting of various courses including: Learning-Centered Theory & Practice, Syllabus 101, Assessment, Critical Thinking, Course Design, Diversity & Inclusion, and alternative delivery methods. A Board of Regents Grant funded the development and implementation; the first cohort of faculty will complete this program in Spring 2012.

Information Technology Infrastructure

Current and future Initiatives to improve technology for distance learning are:

- Migration of all student email accounts occurred in September 2011 (hosted by Microsoft Live.Edu). Within the Live.edu environment, students not only have the ability to access email but web based Microsoft Word, Excel, PowerPoint, OneNote, and to a 25Gb Skydive to store and share content.
- Migration of all faculty and staff email to the cloud based Office365 will occur by June 30, 2012.
- Increased Internet bandwidth at all locations to a minimum of 10mg.
- Increased overall Internet capacity college-wide from 50mg to 250mg. In addition, a second backup 250mg of internet is automatically configured and provided by an alternate ISP in the event the primary 250mg from LONI becomes inaccessible.
- Barnes & Noble Project – online textbook purchase system went live in Summer 2011
- Implementing an alternative Internet routing strategy for all remote campuses whereby if City Park is inaccessible, the remote campuses will have alternative access to the Internet – underway and should be completed by June 30, 2012.

Measures

	2008-2009	2009-2010	2010-2011
i. No. of 100% online courses	722	710	812
i. No. of 50% - 99% online courses	175	221	287
ii. No. of students in 100% online course	14,543	17,300	18,833
ii. No. of students in 50 – 99% online courses	2,555	3,341	4,344

See Appendix N3 – Table 2 for Distance Education: Program Offerings[

d) To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Of the 1,101 students completing in 2008-2009, more than 76% of those students receiving an associate degree were employed according to the placement data received from the Louisiana Board of Regents. The data also illustrates 74% of students who earned a certificate and 93% of students who earned a diploma in 2008-2009 were employed. However, this does not mean that the students were employed in their field of study, just that they were employed.

See Appendix N3 – Table 3 for the Top 10 Programs with the Highest Average Wage for the 1st Quarter After Completion

Measures – Of those who completed in 2008-09, 74% who received a certificate were employed 18 months after graduation, as were 93.2% of diploma recipients and 76.5% of associate degree recipients. Table 4 of Appendix N3, illustrates the employed completers by degree level in greater detail.

Table 5 of Appendix N3, provides the Average Salary of Completers.

Delgado also conducts a Graduate Follow-Up Survey 3 to 6 months after graduation. Our typical response rate is 25-35%. The survey assesses whether the completer is employed as well as their level of satisfaction with the training and instruction they received. The survey is disseminated via email, mail, and phone. Results of the survey can be downloaded here.

4. Institutional Efficiency and Accountability

c) Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

In 2010, the Louisiana Community and Technical College System (LCTCS) Board of Supervisors approved non-resident tuition and fee increases for the first year of the six-year plan, academic year 2010-2011. The subsequent five years of the plan were approved in 2011. The plan projects non-resident tuition of all LCTCS colleges to the 2015-2016 academic year, the final year of the plan. The approvals will support the LCTCS colleges in reaching averages of SREB peer institutions within six years. Currently, the non-resident tuition and fee average of the SREB peer institutions is $7,528.

Baseline, Actual and Projected Increases for Non-Resident Tuition

DELGADO	2009-2010 (Baseline)	2010-2011 Actual	2011-2012 Actual	2012-2013 Projected	2013-2014 Projected	2014-2015 Projected	2015-2016 Projected
Tuition	$5,082	$5,892	$6,190	$6,506	$6,831	$7,173	$7,531
Annual Inc. %	n/a	15.9%	5.1%	5.1%	5.0%	5.0%	5.0%

Impact on Enrollment/Revenue To-Date

	Academic Year	Enrollment	Enrollment Difference	Revenue	Revenue Difference
Baseline	2009-10	1,554	--	$2,520,373	--
Year 1	2010-11	1,838	18.3%	$3,445,408	36.7%
Year 2	2011-12	1,903	3.5%	$3,590,138	4.2%

Measures

Academic Year	Non-resident Tuition/Fee Amount	SREB Peer Non-Resident Tuition/Fee Amount*	Difference from Peer Amount	Percent Difference from Peer Amount
2009-2010 (Baseline)	$5,082	$7,444	-$2,362	-46.48%
2010-2011	$5,892	$7,444	-$1,552	-26.34%
2011-2012	$6,190	$7,528	-$1,338	-21.62%

***Source:** 2008-09 SREB Data Exchange Table 101 and 2010-11 SREB Data Exchange Table 136

See Appendix N4 for SREB Table 101 and SREB Table 136

d) Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

5. Organizational Data

a) Number of students by classification

Undergraduate Headcount (Fall 2011)	20,436
Undergraduate Budgeted FTE (2011-12)	14,267.1

b) Number of instructional staff members

Headcount (Fall 2011)	922
FTE (Fall 2011)	633.5

c) Average number of students per instructor

Average undergraduate class size (Fall 2011)	19.7

d) Average number of students per instructor

Ratio of FTE students to FTE instructional faculty (Fall 2011)	22.5

e) Number of non-instructional staff members in academic colleges and departments

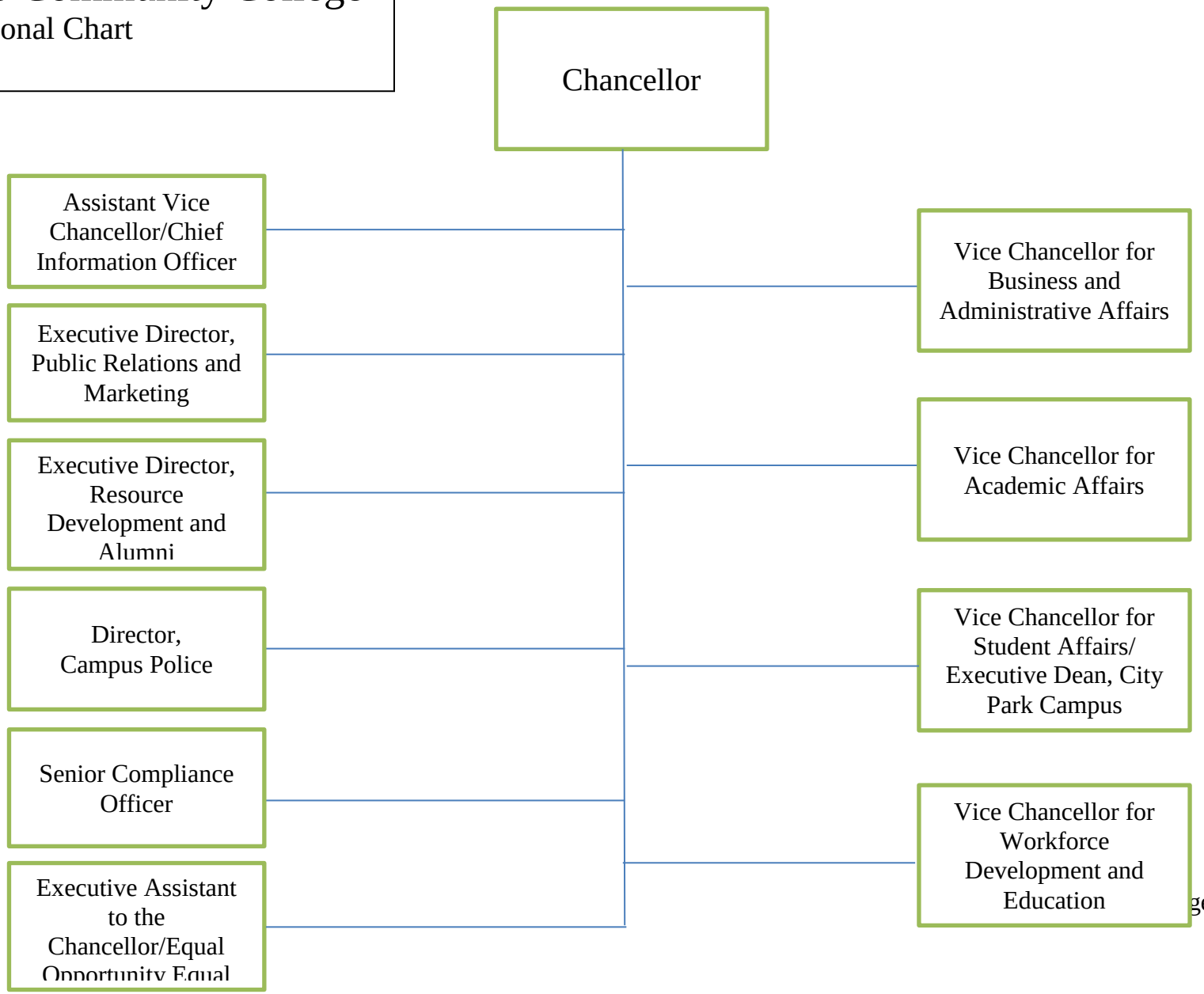
Number of non-instructional staff members (Fall 2011)	25
FTE non-instructional staff members (Fall 2011)	25

f) Number of staff in administrative areas

Number of executive/managerial staff (Fall 2011)	14
FTE executive/managerial staff (Fall 2011)	14

g) Organization chart containing all departments and personnel in the institution down to the second level of the organization below the chancellor.

Delgado Community College
Organizational Chart
Fall 2011



h) Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for Fall 2010	SALARY CHANGES SINCE 6/30/2010 Reported for Fall 2011	Salary Changes
CHANCELLOR	$185,000.00		$170,000.00	Interim Chancellor appointed in Spring 2011 at lesser salary
ASST. VICE CHANCELLOR / CHIEF INFORMATION OFFICER	$116,341.68			
EXECUTIVE DIRECTOR PUBLIC RELATIONS & MARKETING	$76,546.70	$77,047.00		Received $500 increase for Master's Degree
DIRECTOR CAMPUS POLICE	$72,784.92			
EXECUTIVE DIRECTOR RESOURCE DEVELOPMENT & ALUMNI	$94,434.60			
VICE CHANCELLOR BUSINESS & ADMINISTRATIVE AFFAIRS	$138,562.84			
PROVOST/ASST. VICE CHANCELLOR STUDENT AFFAIRS	$118,078.22			
VICE CHANCELLOR WORKFORCE DEVELOPMENT AND EDUCATION	$124,643.48			
VICE CHANCELLOR LEARNING AND STUDENT DEVELOPMENT	$128,068.00		$125,000.00	Interim VC appointed in Spring 2011 at lesser salary
Senior Compliance Officer	$107,309.00			

i) A cost performance analysis

Measures

i. Total operating budget by function, amount, and percent of total

Expenditures by Function:	**Amount**	**% of Total**
Instruction	$ 48,014,429	55.6%
Research	$ -	0.0%
Public Service	$ -	0.0%
Academic Support**	$ 8,022,375	9.3%
Student Services	$ 3,271,728	3.8%
Institutional Services	$ 11,967,832	13.9%
Scholarships/Fellowships	$ 2,507,966	2.9%
Plant Operations/Maintenance	$ 11,803,531	13.7%
Total E&G Expenditures	$ 85,587,861	99.1%
Hospital	$ -	0.0%
Transfers out of agency	$ -	0.0%
Athletics	$ 734,960	0.9%
Other	$ -	0.0%
Total Expenditures	$ 86,322,821	100.0%

i. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

Institution: Delgado Community College (158662)
User ID: P1586621

Part G

Part G – Net Price Calculation for Group 4

The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

		2010-11	YOUR PRIOR YEAR DATA 2009-10	YOUR PRIOR YEAR DATA 2008-09
	Components of cost of attendance			
01.	Published tuition and required fees (lower of in-district or in-state)	2,955	2,466	1,947
02.	Books and supplies	1,200	1,200	1,200
03.	**Room and board and other expenses by living arrangement**			
	03b. Off-campus (with family)	3,398	3,398	3,224
	03c. Off-campus (not with family)	11,634	11,634	11,038
04.	**Number of Group 4 students by living arrangement**			
	04b. Off-campus (with family)	919	823	394
	04c. Off-campus (not with family)	1,031	810	431
	04d. Unknown	78	39	164
05.	**Weighted average for room and board and other expenses by living arrangement (excluding unknown values)** See instructions for the formula for this calculation	7,753	7,483	7,306
06.	**Total cost of attendance by income level** This value is calculated using the following formula: [G01+G02+G05]	11,908	11,149	10,453
07.	**Average amount of grant or scholarship aid awarded to Group 4 students from the following sources: the federal government, state/local government, and the institution**	5,511	4,694	3,855
	07a. $0-30,000	6,280	5,315	4,438
	07b. $30,001-48,000	5,168	4,705	4,068
	07c. $48,001-75,000	2,072	2,051	1,424
	07d. $75,001-110,000	490	605	88
	07e. $110,001 and more	324	482	957
08.	**Average institutional net price for Group 4 students** This value is calculated using the following formula: [G06-G07]			
	08a. $0-30,000	5,628	5,834	6,015
	08b. $30,001-48,000	6,740	6,444	6,385
	08c. $48,001-75,000	9,836	9,098	9,029
	08d. $75,001-110,000	11,418	10,544	10,365
	08e. $110,001 and more	11,584	10,667	9,496

As required by the Higher Education Opportunity Act of 2008, these amounts will be posted on the U.S. Department of Education's College Navigator website.

iii. Average time to degree for completion of academic programs	6.4
iv. Average cost per degree awarded	$2,884
v. Average cost per non-completer	$2,884
vi. All expenditures of the institution	$159,859,866

Appendix 2 – Part 1 Licensure/Certification Exams

Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Delgado Community College

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2011-12	7	7	100.0%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	2011-12	12	12	100.0%
Dietetics Technician	National Registration Exam for Techicians	Commission on Dietetic Registration of the American Dietetics Association	2011-12	3	2	66.7%
Education	PRAXIS I and PRAXIS II	Lousiana State Department of Education	2010-11	6	6	100.0%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2011-12	15	13	86.7%
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors	2011-12	5	5	100.0%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Managament Association	2011-12	6	5	83.3%
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)	2011-12	7	7	100.0%
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners	2011-12	7	7	100.0%
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2011	46	45	98.0%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2011	309	275	89.0%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	2010-11 (OCTA take exam in December therefore the director has no info for 2011-12)	6	5	83.3%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	2011-12	17	17	100.0%
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)	2011-12	20	19	95.0%
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners	2011-12	5	5	100.0%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2011-12	35	35	100.0%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)	2011-12	20	20	100.0%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2011-12	9	9	100.0%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	2011-12	8	7	87.5%
TOTAL				**543**	**501**	**92.3%**

March 1, 2012

Appendix 2 – Part 2 Certifications

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam [1-7]	# Students who met standards for passage	Calculated Passage Rate
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excel	2011-12	0	0	0.00%
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2011-12	0	0	0.00%
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2011-12	0	0	0.00%
Child Development -- 190709	CDA	LA Pathways Assn.	2011-12	0	0	0.00%
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology	2011-12	18	13	72.22%
Culinary -- 120503	SERVSAFE	American Culinary Federation	2011-12	80	80	100.00%
Electrician -- 46.0302	State License		2011-12	0	0	0.00%
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd		2011-12	0	0	0.00%
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	2011-12	11	4	36.36%
Horticulture -- 01.0601	Lands Horticulture		2011-12	5	5	100.00%
HVAC - EPA -- 47.0201	EPA		2011-12	35	25	71.43%
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2010-11	142	142	100.00%
National Restaurant Association	Servsafe	National Restaurant Association	2011-12	0	0	0.00%
Real Estate	Salesperson	Louisiana Real Estate Commission	8/10-7/11	5	5	100.00%
WorkKeys (all areas, levels)	WorkKeys	ACT	2011-12	37	24	64.86%
TOTAL IBC				**333**	**298**	**89.49%**

Notes:

[1] Automotive: While we prepare the students to take the exams, the certifications are voluntary. No state or local laws require them. ASE will not release the data to us due to privacy laws.

[2] Barbering: The first class in Barbering will be offered beginning in the Fall 2012 semester; therefore we do not have any data to report at this time.

[3] Care and Development of Young Children: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

[4] Child Development: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

[5] Electrician: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

[6] Graphic Arts Education and Research Foundation: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

[7] National Restaurant Association: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

Appendix N1
Narrative 1 – Student Success

Table 1 - Retention and Graduation Rates for 2010-2011

i.1st to 2nd year retention rate	55.2%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2010	2,263
• No. of the above retained as the same institution the following fall semester (Fall 2011)	1,250
iii. Fall to spring retention rate	84.4%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2010	2,263
• No. of the above retained as the same institution the following spring (2011) semester	1,911
iv. Same institution graduation rate	2.4%
• No. of entering first-time, full-time students in Fall 2007	1,490
• No. of completers within 150% of time	36

(see Attachment D for baseline, benchmark, and target data)

Table 2 – Graduation Productivity

v. Graduation Productivity	2008-09	2009-10	2010-11
Diploma	58	78	71
Certificate	228	293	239
Associate Degree	874	1,005	1,099
Post-Associate Degree	0	0	25

Table 3 – Award Productivity

vi. Award Productivity	2008-09	2009-10	2010-11
Diploma	44	15	71
Certificate	207	134	240
Associate Degree	881	548	1,116
Post-Associate Degree	0	0	25

Table 4 – Program Completers

i. Percent change in program completers	2010-2011 Completers	% change from baseline
• Certificate	239	4.8%
• Diploma	72	20.0%
• Associate Degree	1,098	25.6%
• Post-associate Degree	25	

(see Attachment D for baseline, benchmark, and target data)

Table 5 – High School Enrollment & Credit Hours

	Fall 2010	Spring 2011
i. No. of High School Students Enrolled	275	211
ii. No. of semester credit hours in which high school students enrolled	687	706
iii. No. of semester credit hours completed by high school students by grade	757	660
Grade A	258	173
Grade B	255	207
Grade C	145	180
Grade D	18	50
Grade F	78	50
Grade P	3	0

Appendix N2
Narrative 2 – Articulation and Transfer

Table 1 – 4-year Institution Referred Students and Enrolled Students

	2008-2009	2009-2010	2010-2011
Referred	132	89	32
Enrolled	89	60	27

Table 2 – Number of Students Referred & Enrolled in Fall 2010 and Spring 2011

	Fall 2010	Spring 2010
i. Number of students referred by 4-year universities to 2-year colleges and technical colleges, at any time during the reporting year.	25	7
ii. Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.	21	6

Table 3 – Enrollment in Transfer Degree Programs

i. **Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year.**

	Fall 2010	Spring 2011
AALT Enrollment	26	87
ASLT Enrollment	88	208
AST Enrollment	337	353
Total Transfer Degree Enrollment	451	648

Table 4 – Completers of Transfer Degree Programs

ii. **Number of students completing a transfer degree, AALT, ASLT, or AST, at any time during the most recent reporting year.**

	2010-2011
AALT Completers	0
ASLT Completers	3
AST Completers	6
Total Transfer Degree Completers	9

Appendix N3
Narrative 3 – Workforce and Economic Development

Measure 1 – Eliminated Programs

i. Number of programs eliminated: as a result of institutional or Board of Regents review.

Baseline: 2010-2011:

Four (4) instructional programs were eliminated as a result of the Board of Regents for Louisiana Higher Education Low Completer Review:

- Associate of Applied Science in Horticulture Technology (CIP Code: 01.0604)
- Associate of Arts in Fine Arts (CIP Code: 50.0702)
- Associate of Arts in Music (CIP Code: 50.0901)
- Associate of Applied Science in Emergency Medical Technician-Paramedic (CIP Code: 51.0904)

Seven (7) instructional program options were consolidated to create new degree programs:

Consolidated:

- Pastry Arts degree option in Culinary Arts (CIP Code: 12.0501)
- Chef Apprenticeship degree option in Culinary Arts (CIP Code: 12.0503)
- Catering degree option in Culinary Arts (CIP Code: 12.0504)

New Program Title: Associate of Applied Science in Culinary Arts (CIP Code: 12.0503)

Consolidated:

- Civil Construction Technology degree option in Construction Technology (CIP Code: 15.0201)
- Construction Management degree option in Construction Technology (CIP Code: 52.2001)

New Program Title: Associate of Applied Science in Civil and Construction Applied Engineering Technology (CIP Code: 15.0201)

Consolidated:

- Biomedical Equipment Repair degree option in Electronics Servicing Technology (CIP Code: 15.0401)
- Computer and Electronics Service Technology degree option in Electronics Servicing Technology (CIP Code: 47.0199)

New Program Title: Associate of Applied Science in Electronics Service Technology (CIP Code: 47.0199)

The College eliminated one additional instructional program as a result of internal institutional program review:

- Certificate of Technical Studies in Patient Care Technician (CIP Code: 51.2601)

Measure 2 – Modified/Revised Programs

ii. Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

Baseline: 2010-2011:

Seven (7) instructional programs were revised in 2010-2011 to meet current or strategic workforce needs as identified by the institution in consultation with LWC and/or LED publications:

- Associate of Applied Science in Culinary Arts; curriculum revision aligned with contemporary workforce needs
  (CIP Code: 12.0503)
  LWC: Cooks, Restaurant; Cooks, Institution and Cafeteria; LED: Entertainment
- Associate of Applied Science in Civil and Construction Applied Engineering Technology; curriculum revision aligned with regional workforce needs and Association of Technology, Management, and Applied Engineering (ATMAE) competencies
  (CIP Code: 15.0201)
  LWC: Civil Engineering Technicians; Civil Engineers; Construction Managers; LED: Water Management; Energy
- Technical Diploma in A/C Refrig: Residential A/C and Refrigeration *renamed* Technical Diploma in Master HVAC/R Technician; new curriculum aligned with Nation Center for Construction Education and Research (NCCER) competencies; reduction of total hours to 58.
  (CIP Code: 47.0201)
  LWC: Maintenance and Repair Workers, General; LED: Clean Tech; Energy
- Certificate of Technical Studies in A/C Refrig: Domestic A/C and Refrigeration *renamed* Certificate of Technical Studies in Certified HVAC Technician; new curriculum aligned with Nation Center for Construction Education and Research (NCCER) competencies
  (CIP Code: 47.0201)
  LWC: Maintenance and Repair Workers, General; LED: Clean Tech; Energy
- Associate of Applied Science in Electronics Service Technology; curriculum revision aligned with regional workforce needs and Association of Technology, Management, and Applied Engineering (ATMAE) competencies
  (CIP Code: 47.0199)
  LWC: Computer Support Specialists; Electrical and Electronics Engineering Technicians; LED: Advanced Manufacturing; Energy
- Associate of Science in Accounting *revised* to become the Associate of Applied Science in Accounting
  (CIP Code: 52.0302)
  LWC: Accountants and Auditors
- Certificate of Technical Studies in Accounting Technology: Account Clerk
  New curriculum aligned with workforce needs, and contained within the related Associate degree
  (CIP Code: 52.0302)
  LWC: Accountants and Auditors

Measure 3 – Programs aligned with workforce and economic development needs

iii. Percent of programs aligned with workforce and economic development needs: as identified by Regents utilizing LWC or LED published forecasts.

- Number of program offering, regardless of award level, in the reporting year = 79
- Number of programs aligned with workforce and economic development needs, as identified by institution using LWC or LED published forecasts = 61
- Calculated percent = 77.2%

Table 1 – Distance Education: Course Offerings and Student Enrollment

i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.

ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%.

	2008-2009	2009-2010	2010-2011
i. No. of 100% online courses	722	710	812
i. No. of 50% - 99% online courses	175	221	287
ii. No. of students in 100% online course	14,543	17,300	18,833
ii. No. of students in 50 – 99% online courses	2,555	3,341	4,344

Table 2 – Distance Education: Program Offerings

iii. Number of programs offered during the reporting year through 100% distance education: by award level.

Program	Degree Level	2008-2009	2009-2010	2010-2011
Accounting	AAS	✓	✓	✓
Business Administration	AS	✓	✓	✓
Criminal Justice	AA		✓	✓
General Studies	AGS	✓	✓	✓
Business & Management	AAS	Spring 09	✓	✓
General Studies	CGS		✓	✓

Table 3 – Top 10 Programs with the Highest Average Wage for the 1st Quarter After Completion

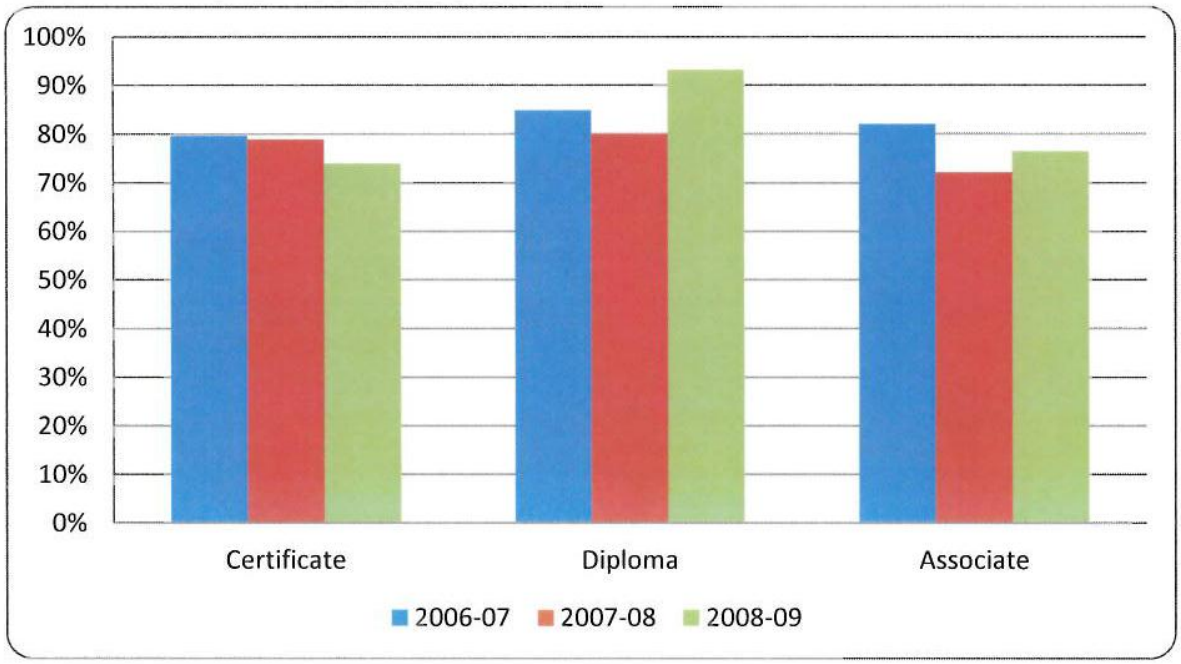
Programs with the Highest Average Wage	1st Quarter Wages After Completing
NUCLEAR MEDICAL TECHNOLOGY/TECHNOLOGIST	$13,819
FIRE PROTECTION AND SAFETY TECHNOLOGY/TECHNICIAN	$12,676
EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN (EMT PARAMEDIC)	$12,053
FIRE SCIENCE/FIREFIGHTING	$10,879
CONSTRUCTION MANAGEMENT	$10,082
MEDICAL RADIOLOGIC TECHNOLOGY/SCIENCE - RADIATION THER	$8,889
RESPIRATORY CARE THERAPY/THERAPIST	$7,972
RADIOLOGIC TECHNOLOGY/SCIENCE - RADIOGRAPHER	$7,881
RESPIRATORY THERAPY TECHNICIAN/ASSISTANT	$7,330
NURSING - REGISTERED NURSE TRAINING (RN, ASN, BSN, MSN)	$7,327

Table 4 – Employed Completers

i. Percent of completers found employed.

Employment Rate by Degree Level
Eighteen Months after Graduation
For All Completers

Max Degree Level	*Number of Completers*			*Percent Employed*		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Certificate	108	147	181	79.6%	78.9%	74.0%
Diploma	33	40	44	84.8%	80.0%	93.2%
Associate	930	832	876	82.0%	72.2%	76.5%



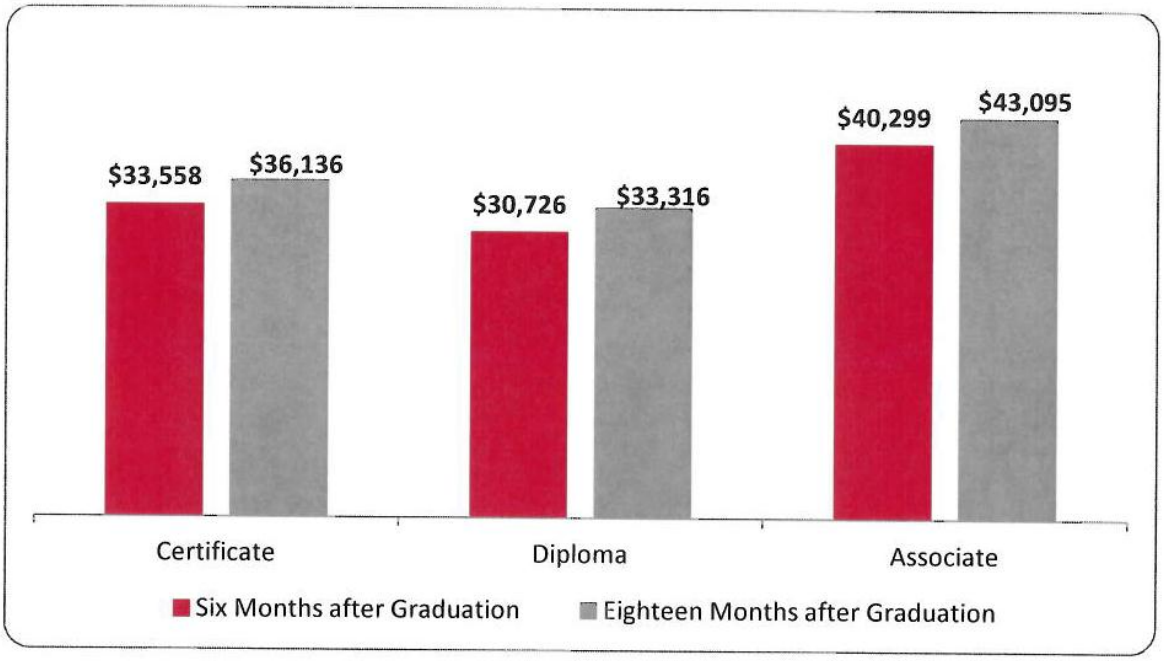
Source: Louisiana Employment Outcomes Report – November 2011

Table 5 – Average Salary of Completers

Average Calculated Salary by Degree Level
For All Employed Completers

Max Degree Level	*Six Months after Graduation*			*Eighteen Months after Graduation*		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Certificate	$29,881	$37,254	$32,502	$36,783	$37,286	$34,725
Diploma	$26,687	$32,920	$31,983	$34,228	$31,930	$33,776
Associate	$42,001	$41,107	$37,534	$46,123	$43,167	$39,583

Average Calculated Salary by Degree Level
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)



Appendix N4
Narrative 4 – Institutional Efficiency and Accountability

2008-09 SREB Data Exchange Table 101 and 2010-11 SREB Data Exchange Table 136

Table 101

Median Annual Tuition and Required Fees
Full-Time Out-of-State Undergraduate Students
Public Two-Year Colleges and Technical Institutes or Colleges, 2008-09

	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	size unknown	All
SREB states	$8,322	$7,530	$7,526	$6,330	7,444	$2,847	$2,475	$1,395	$2,250
Alabama		5,085	4,830	4,830	4,830	4,830	4,875		4,830
Arkansas		4,190	4,502	4,240	4,250				
Delaware			6,194	6,194	6,194				
Florida	8,213	8,438	8,522	8,357	8,436				
Georgia	8,322	7,824	8,080	7,581	7,826	2,838	2,835	2,835	2,835
Kentucky		11,700	11,700	11,700	11,700	11,700		11,700	11,700
Louisiana	5,984	4,982	4,662	4,086	4,520	2,842	2,872	1,395	1,395
Maryland		8,443	7,170	7,034	7,380				
Mississippi		3,700	3,587	4,600	3,650				
North Carolina		7,553	7,545	7,536	7,547				
Oklahoma	9,143	7,047	7,394	6,243	6,551	3,600	2,250		2,250
South Carolina	14,576	6,912	5,372	9,731	6,912				
Tennessee		10,297	10,267	10,277	10,275				
Texas		3,685	3,450	3,120	3,450				
Virginia*		7,839	7,839	7,839	7,839				
West Virginia	6,766		8,110	6,912	6,912				

*In Virginia community colleges, mandatory fees for 2008-09 vary from no fee up to $551 per academic year, and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply. In Technical Institutes and Colleges in Georgia, degree program students are charged slightly higher fees than those shown above that reflect charges to students in certificate or diploma programs.

December 2009

Table 136

Median Annual Tuition and Required Fees
Full-Time Out-of-State Undergraduate Students
Public Two-Year Colleges and Technical Institutes or Colleges, 2010-11

	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	Size Unknown	All
SREB states	$9,233	$7,554	$7,536	$7,020	7,528	$4,293	$2,700		$4,005
Alabama		6,225	6,015	5,970	5,970	5,970	6,060		5,970
Arkansas		4,450	4,530	4,575	4,545				
Delaware			6,840	6,840	6,840				
Florida	10,310	10,324	10,432	9,885	10,329				
Georgia	10,706	9,986	10,756	9,902	10,053	4,296	4,293		4,295
Kentucky		13,350	13,350	13,350	13,350	13,350		13,350	13,350
Louisiana	6,929	5,762	4,746	4,672	5,181		1,933	4,104	1,938
Maryland		9,161	7,518	7,924	7,914				
Mississippi		4,134	4,120	4,895	4,278				
North Carolina		7,571	7,558	7,540	7,558				
Oklahoma	9,233	7,413	7,984	6,519	6,915	3,690	2,700	2,700	2,700
South Carolina		7,372	6,218	10,952	7,355				
Tennessee		12,421	12,395	12,397	12,397				
Texas	3,822	3,960	3,960	3,650	3,960				
Virginia*		9,033	9,033	9,033	9,033				
West Virginia	8,047			7,240	7,347				

*In Virginia community colleges, mandatory fees for 2008-09 vary from no fee up to $551 per academic year, and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply. In Technical Institutes and Colleges in Georgia, degree program students are charged slightly higher fees than those shown above that reflect charges to students in certificate or diploma programs.

January 2012