



2011 Annual Report

submitted by

South Louisiana Community College

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Lafayette, Louisiana

Louisiana Community & Technical College System

Performance Objective 1. Student Success

Element 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.

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NARRATIVE

The LCTCS Board of Supervisors came in to existence in 1998 and promulgates policies in eight areas: (1) Academics, (2) Student Services, (3) eLearning, (4) Facilities, (5) Finance, (6) Human Services, (7) Information Technology, and (8) Career and Technical Information [[LCTCS Policies](#)]. All policies impact student success at least indirectly, but the following LCTCS policies are particularly relevant:

- 1.002 – *Delegation of Authority to Chancellors to Sign and Distribute Degrees, Diplomas and Certificates*. Effective Date: May 10, 2000
- 1.006 – *Academic Amnesty* Effective Date: October 10, 2002
- 1.010 – *Program Assessment* Effective Date: March 14, 2001
- 1.014 – *Assessment* Effective Date: November 14, 2001
- 1.016 – *LCTCS Cross-Enrollment Policy* Effective Date: November 14, 2001
- 1.020 – *Academic Status* Effective Date: Fall 2003
- 1.023 – *LCTCS Policy on Non-Traditional Credit* Effective Date: December 12, 2001
- 1.025 – *Articulation* Effective Date: December 12, 2001
- 1.028 – *Academic Renewal* Effective Date: February 14, 2002
- 1.029 – *Disclosure of Degree Program Transferability* Effective Date: August 14, 2002
- 1.036 – *Cross Enrollment Agreement between System Institutions* Effective Date: July 9, 2003
- 5.025 – *Tuition Discounts and Waivers* Effective Date: August 10, 2005

Policies are added and modified by the LCTCS Board on an ongoing basis. In direct response to the GRAD Act, LCTCS Executive Vice President Dr. Monty Sullivan has proposed for board action approval of *the Two-year College Student Success Measure Framework*. This framework will allow 2-year colleges to utilize student success measures that are more relevant to the goal, missions and student enrolled in 2-year colleges. While the proposed framework will adequately measure the college student success it will also emphasize institutional performance and accountability. This framework is scheduled to be presented to the LCTCS board of supervisors at the April, 2011 meeting. As policies of the LCTCS Board of Supervisors are the policies of South Louisiana Community College and are implemented at the college effective with their date of passage by the LCTCS Board, SLCC anticipates that the adoption of this policy will be the primary directive for establishing and operationalizing college policies addressing this particular objective of the GRAD Act going forward.

In addition, SLCC follows the policies set by the Louisiana Board of Regents [[Board of Regents Policies](#)]. These policies address matters directly related to student success. For example, the Board stipulates minimally acceptable placement test scores in mathematics, reading and English. Again, these policies are the policies of South Louisiana Community College and are implemented effective with their passage by the Board of Regents.

SLCC implements college policies to operationalize the policies set forth by the governing Boards. Current SLCC policies in place supporting this particular performance objective element include the following:

- Policies governing admissions and registration (SLCC Catalog, pp. 15-27)
- Policies governing class attendance (SLCC Catalog, p. 28)
- Policies governing academics (SLCC Catalog, pp. 30-41)
- Policies governing student affairs (SLCC Catalog, pp. 58-75)
- Policies governing Reservist and National Guard mobilization/activation (SLCC Catalog pp. 45-46)

As necessary, the college implements additional policies such as the college's policy for transcribing credit earned through non-traditional means, to ensure that students are placed appropriately and receive full recognition for work they have completed (SLCC Catalog, pp. 33-36). Likewise the college uses the services of the American Council on Education (ACE) to evaluate which military experience may be transcribed [<http://militaryguides.acenet.edu/>].

Performance Objective 1. Student Success

Element 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.

MEASURES (Targeted)**1.a.i. 1st to 2nd year retention rate**

	Baseline	Actual Year 1	Target Year 2	Target Year 3	Target Year 4	Target Year 5	Target Year 6
Entering Cohort Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Retention Rate - Target		54.3%	54.8%	55.0%	55.3%	55.6%	56.1%
Retention Rate - Actual	57.2%	53.4%					
Fall cohort count	376	427					
Retained following Fall	215	228					

For this measure, SLCC's retention rate was less than 52.0% for all years prior to the baseline year. The fall 2010 retention rate was 2.4% higher than any year prior to the baseline year. The Year 6 target is 4.2% higher than any SLCC retention rate prior to baseline year.

1.a.ii. 1st to 3rd year retention rate

Not applicable to South Louisiana Community College

1.a.iii. Fall to spring retention rate

Not applicable to South Louisiana Community College

1.a.iv. Same institution graduation rate

	Baseline	Actual Year 1	Target Year 2	Target Year 3	Target Year 4	Target Year 5	Target Year 6
Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Target		2.2%	2.7%	3.1%	3.6%	4.1%	4.6%
NCES GRS Survey Rate	1.6%	7.4%					
Fall cohort count	247	203					
Completers in 150% time	4	15					

1.a.v. **Graduation productivity** (optional for South Louisiana Community College)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Completers	399	406					
FTE	2,185	2,502					
Productivity Ratio	0.18	0.16					

1.a.vi. **Award productivity** (optional for South Louisiana Community College)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Awards	401	409					
FTE	2,185	2,502					
Productivity Ratio	0.18	0.16					

1.a.vii. **Statewide graduation rate** (optional for South Louisiana Community College)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Report Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Fall FTF Cohort Year	2002	2003	2004	2005	2006	2007	2008
FTF Cohort Count	143	89					
In-State Graduates 150% Time	20	7					
Graduation Rate	14.0%	7.9%					

1.a.viii. **Percent of freshmen admitted by exception**

Not applicable to South Louisiana Community College

1.a.ix. **Median professional school entrance exam score**

Not applicable to South Louisiana Community College

Performance Objective 1. Student Success

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

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NARRATIVE

In order to increase the percentage of program completers at all levels each year, SLCC currently is employing three primary initiatives to address this objective. These include (1) increasing advising awareness by identifying and proactively working with students who declare themselves as degree seeking students; (2) conducting degree audits; and (3) adding to exit points to existing degree programs,

Increasing Advising Awareness

Full-time faculty advisors are identifying and proactively working with degree-seeking students with more than 30 credit hours to guide these students toward graduation. Advisors are also working with the large number of students who identify themselves as degree seeking transfer students who are not currently planning to complete their degrees with SLCC to encourage them to earn an associate degree before transferring to a four-year institution. With the institution of the Associate of Arts Louisiana Transfer (AALT) and Associate of Science Louisiana Transfer (ASLT) degrees, efforts to secure additional transfer degree graduates are expected to show significant improvements.

Degree Audits

Beginning spring 2010, audits of all SLCC associate degree applicants are conducted to determine qualification for the Certificate of General Studies credential as well. Students qualifying for the CGS degree are automatically awarded the credential in recognition of completion of all CGS credential requirements.

Adding Exit Points

Currently, presentations are being made to SLCC's Curriculum Committee to move forward with additional certificate programs within existing associate degree programs. For instance, members of the microcomputer information system faculty are reviewing certificates for Microsoft Office Suite that could be added to either the Associate of General Studies or the Associate of General Business degrees as exit points.

Performance Objective 1. Student Success

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

MEASURE (Targeted)

1.b.i. **Percent change in completers: from the baseline year, per award level**

	Baseline count	Year 1 count	Year 1 Actual % change	Year 2 Target	Year 6 Target
<i>Degree Level</i>	2008-09	2009-10	2009-10	2009-10	2014-15
Certificate - 1yr	242	239	-1.2%	0.8%	2.5%
Associate	157	167	+6.4%	1.3%	3.8%
Completers - All Awards	399	406	+1.8%	1.0%	3.0%

Performance Objective 1. Student Success

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

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NARRATIVE**Early College Academy**

In 2008 SLCC in partnership with the Lafayette Parish School District established the first Early College Academy (ECA) in Louisiana. The ECA is a partnership that enables secondary school students to earn simultaneously a high school diploma and an associate degree. This associate degree is fully articulated with the University of Louisiana at Lafayette (ULL) and is transferrable state-wide. The ECA is now in its third year and will graduate its first class in 2012. Approximately 50 new students enroll each year with ECA. These students are drawn from the five Lafayette Parish secondary schools. Total enrollment in ECA is currently 163 students.

Because ECA exists as a free standing charter school on the SLCC campus in Lafayette, no reports back to the high schools are necessary or submitted.

Dual Enrollment

SLCC began dual enrolling public high school students in 2007. The dual enrollment opportunity is available to students in six of the seven parishes served by the college (Acadia, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, and Vermillion. Only Evangeline parish is excepted). Currently, sixteen public high schools and over 300 students participate in SLCC's dual enrollment program. Some students take classes at an SLCC campus but most take classes at their high school. All courses carry college credit and are taught by faculty who are fully SACS credentialed.

Reports: SLCC reports to the high schools (1) the names of the student participating, (2) the names of the instructors, and (3) the grades earned by students. High schools are also provided with the names of students who are no longer eligible to participate due to unsatisfactory progress, which may include withdrawal from a class.

Tracking: The names of students dually enrolled are reported to the Louisiana Office of Student Financial Assistance (LOSFA).

Early College Admission

SLCC began enrolling private high school students in 2009. Currently, the participating schools are Teurlings High School (Lafayette Parish) and Opelousas Catholic High School (St. Landry Parish). Approximately 100 students participate in SLCC's Early College Admission program. All courses carry college credit and are taught by faculty who are fully SACS credentialed.

Performance Objective 1. Student Success

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

MEASURES (Descriptive)**1.c.i. Number of high school students enrolled at institution while still in high school**

Term	Academic Year	
	2008-2009	2009-2010
Summer	0	0
Fall	576	731
Spring	732	654
Academic Year Total	1,105	1,385

1.c.ii. Number of semester credit hours in which high school enroll: by semester/term

Term	Academic Year	
	2008-2009	2009-2010
Summer	0	0
Fall	2,145	2,851
Spring	2,077	2,943
Academic Year Total	4,222	5,794

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term

Term	Academic Year	
	2008-2009	2009-2010
Summer	0	0
Fall	1,788	2,589
Spring	1,947	2,892
Academic Year Total	3,735	5,571

Performance Objective 1. Student Success

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

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NARRATIVE

One of SLCC's eight degree programs involves licensure or certification – that being the Emergency Medical Technology-Paramedic program. SLCC's EMT Paramedic program was established in 2003 in partnership with Acadian Ambulance Corporation to award the Associate in Applied Science degree. In 2009 the college began awarding the Technical Competency Area (TCA) credential to students who completed the EMT-Basic portion of the program and the Certificate of Technical Studies (CTS) degree to students who completed the EMT-Paramedic courses.

The EMT program is currently the largest workforce degree program at SLCC. For example, in the 2009-10 academic year the program enrolled 902 students at seven sites across Louisiana (Lafayette, Lake Charles, Hessmer, Baton Rouge, Houma, Covington, and Gretna) and awarded 456 credentials. These credentials included 337 TCAs, 104 Certificates of Technical Studies and 15 Associate Degrees. Baseline enrollment and credential awards data for this program is as follows:

EMTP Program	Academic Year	
	2008-2009	2009-2010
Total Enrollment (unduplicated)	936	902
Total Credentials Awarded	215	456
Associate of Applied Science (EMT-Paramedic)	8	15
Certificate of Technical Studies (EMT-Paramedic)	90	104
Technical Competency Area (EMT-Basic)	117	337

SLCC student passage rates on the National Registry of Emergency Medical Technicians (NREMT) examinations have traditionally been well above the national average. Seventy-five percent (75%) of all SLCC students sitting for the NREMT-B and NREMT-P exams in 2008-09 received national registry certification. In 2009-10, that percentage increased to 79.5%.

SLCC student success in achieving NREMT certification can be attributed to systematic, on-going efforts by the SLCC EMTP program to continually improve NREMT passage rates. As part of SLCC's annual institutional effectiveness planning process, pass rate improvement objectives are set, strategies are developed to meet these objectives, and evaluations of all available data on NREMT performance (including detailed analyses of NREMT mock test results) are done. Additionally, remediation training has been developed and is offered for students who do not pass the NREMT-P certification on their first attempt. These efforts resulted in 87.5% of SLCC students sitting for the NREMT-Paramedic exam in fall 2009 and spring 2010 receiving certification.

WorkKeys®

SLCC does not presently support WorkKeys®, but has developed a plan and timeline to do so beginning with the 2011-12 academic year.

Performance Objective 1. Student Success

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

MEASURES (Tracked)**1.d.i. Passages rates on licensure exams**

	2008-2009			2009-2010		
	# Taking	# Passing	Pass Rate	# Taking	# Passing	Pass Rate
NREMT-Basic	361	268	74.2%	335	258	77.0%
NREMT-Paramedic	104	81	77.9%	104	91	87.5%
Academic Year Total	465	349	75.1%	439	349	79.5%

1.d.ii. Number of students receiving licensure certification(s): program and/or discipline related

	2008-2009	2009-2010
NREMT-Basic	268	258
NREMT-Paramedic	81	91
Academic Year Total	349	349

1.d.iii. The number of students assessed and earning WorkKeys® certificates in each of the award levels (Bronze, Silver, Gold, Platinum) Workforce foundational skills

SLCC does not presently support WorkKeys, but will do so beginning with the 2011-12 academic year.

1.d.iv. Other assessments and outcome measures for workforce foundational skills to be determined.

Not applicable to current reporting year. Additional assessments/measures yet to be specified.

Performance Objective 2. Articulation and Transfer

Element 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.

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NARRATIVE

South Louisiana Community College (SLCC) follows policies as set forth by the Louisiana Community and Technical College System. The following LCTCS policies address student retention and graduation rates:

1. Policy #1.004 – General Admission Policy Statement for First Time Freshman
2. Policy #1.005 – General Admission Requirements
3. Policy #1.006 – Academic Amnesty
4. Policy #1.1010 – Program Assessment of Effectiveness
5. Policy #1.014 – Assessment
6. Policy #1.016 – Cross Enrollment
7. Policy #1.018 – Academic Honors
8. Policy #1.023 – Non-Traditional Credit
9. Policy #1.025 – Articulation
10. Policy #1.028 – Academic Renewal
11. Policy #1.029 – Disclosure of Degree Program Transferability
12. Policy #5.025 – Tuition Discounts and Waivers
13. Policy #3.001 – Electronic Learning Statements and Initial Procedures

Note: Full content of these policies may be found here: [LCTCS Policies](#)

The SLCC Catalog has policies and procedures that relate to admission requirements, academic amnesty, course load recommendations, attendance, non-traditional credit, degree plans, transfer agreements, cross enrollment, developmental studies, learning labs, and the Academic Success Center. ([SLCC Catalog](#))

Student retention and graduation rate support is also provided through the services offered by the college's Academic Success Center. This center provides tutoring services and assistance to students with academic challenges.

As additional policies are needed based on evaluation of student retention and success, they will be introduced at the college level and approved by the LCTCS Board for implementation.

Performance Objective 2. Articulation and Transfer

Element 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.

MEASURES (Tracked)**2.a. i. 1st to 2nd year retention rate of transfer students**

Not applicable to South Louisiana Community College

2.a.ii. Number of baccalaureate graduates that began as a transfer student

Not applicable to South Louisiana Community College

2.a.iii. Percent of transfer students admitted by exception

Not applicable to South Louisiana Community College

Performance Objective 2. Articulation and Transfer

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

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NARRATIVE

SLCC participates in the statewide articulation process whereby general education courses are reviewed and articulated across the State. The Board of Regents Articulation Matrix aids in transferability of courses.

SLCC and ULL have conducted meetings regarding transferability. The purpose of these meetings have been to enhance the number and success of transfer students between SLCC and ULL and to improve the academic preparation of incoming first time freshmen. To achieve this purpose SLCC and ULL are working together to develop policies and procedures such as allowing cross enrolled students to complete a common application, have ULL privileges, participate in pre-transfer advising including an advisor on the SLCC campus on a regular basis, and apply for scholarship opportunities.

Performance Objective 2. Articulation and Transfer

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

MEASURES (Descriptive)

2.b.i. **1st to 2nd year retention rate of those who transfer with associate degree**

Not applicable to South Louisiana Community College

2.b.ii. **Number of baccalaureate graduates that began as a transfer student with an associate degree**

Not applicable to South Louisiana Community College

Performance Objective 2. Articulation and Transfer

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

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NARRATIVE

SLCC and University of Louisiana at Lafayette faculty and staff are engaged in discussions to determine best practices for referral agreements. Last semester, ULL sent letters to all students who did not qualify for admission explaining to these students that they should enroll in SLCC. These letters should continue each semester.

Minutes from the most recent SLCC / UL referral agreement meeting included the following topics:

- Pre-Transfer advising including the addition of a ULL transfer advisor regularly meeting with students on SLCC campus
- ULL student privileges
- Common UL/SLCC application process for cross-enrolled students
- Students not meeting ULL admission criteria are advised to attend SLCC to either complete developmental coursework or complete an associate degree then transfer to ULL
- Scholarship opportunities for students in these categories

Performance Objective 2. Articulation and Transfer

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

MEASURES (Descriptive)

2.c.i. **Number of students referred: referred at anytime during the given academic year to community/technical colleges**

Not applicable to South Louisiana Community College

2.c.ii. **Number of students enrolled at SLCC referred by 4-year universities and enrolled at anytime during the given academic year**

No data to report for 2009-10. Process for referral under development.

Performance Objective 2. Articulation and Transfer

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

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NARRATIVE

The Associate of Arts Louisiana Transfer, the Associate of Science Louisiana Transfer, and the Associate of Science in Teaching degrees were created through statewide meetings of faculty from both community colleges and universities to assist Louisiana students in the transfer process. These three programs guarantee students beginning at community colleges transferability as a junior to Louisiana public universities, as long as the student completes the degree with a minimum of a C in all courses and meets the university's eligibility standards for the junior level.

SLCC participated in the process of creating the statewide programs. Processes will be in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees. The establishment of a consistent presence of ULL transfer advisors at SLCC is proposed for the 2011-12 academic year to address transfer issues as they arise.

Performance Objective 2. Articulation and Transfer

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

MEASURES (Descriptive)**2.d.i. Number of students enrolled in a transfer degree program**

Program	Academic Year	
	2008-2009	2009-2010
AST	n/a	10
AALT	n/a	n/a
ASLT	n/a	n/a
Academic Year Total	n/a	10

* *Note:* Newly established programs. AST program at SLCC received Regents approval in January 2009 so 2009-10 academic year was first year in which students were accepted into the AST program. AALT and ASLT programs at SLCC received Regents approval in May 2010 so enrollment in these programs could not take place until the start of the 2010-11 academic year.

2.d.ii. Number of students completing a transfer degree

Program	Academic Year	
	2008-2009	2009-2010
AST	n/a	0
AALT	n/a	n/a
ASLT	n/a	n/a
Academic Year Total	n/a	0

* *Note:* Newly established programs. First students accepted into AST program in 2009-10 so no completers would be expected in the first year of a two-year program. AALT and ASLT programs at SLCC received Regents approval in May 2010 so no completers would be possible for 2009-10 academic year.

2.d.iii. 1st to 2nd year retention rate of those who transfer with transfer degree

Not applicable to South Louisiana Community College

2.d.iv. Number of degree graduates that began as a transfer student with a transfer degree

Not applicable to South Louisiana Community College

Performance Objective 3. Workforce and Economic Development

Element 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.

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NARRATIVE

South Louisiana Community College (SLCC) monitors the completion rates of programs as identified by the Board of Regents. This information is analyzed by the campus Institutional Effectiveness Committee to determine the reason for the low completion rate and to identify the need for program continuation or termination. For Example: In Spring 2011, Associate of Arts in Liberal Arts degree was identified as a low completer program and has been recommended for termination.

SLCC's Strategic Plan was developed based on the parameters of the institution's mission. The mission specifies that SLCC "seeks to cultivate a learning environment in which participants develop the qualities and skills necessary to engage actively in the economy, governance, and culture of South Louisiana..." The Strategic Plan specifies programs, objectives and strategies to create the targeted learning environment. The plan is also a mechanism by which the objectives specified within the mission are accomplished. For example, a mission objective is to provide general education and associate degree programs that transfer to other two-year schools and to baccalaureate programs at four-year schools. Another example of a mission objective is to provide specialized career training and technical skill development that provide for fuller participation by area citizens in the work place and the economy. The Strategic Plan is to increase completion rate by ten percent. Mission objectives and corresponding Strategic Plan objectives provide a solid foundation of planning initiatives upon which to ultimately accomplish our mission.

SLCC is frequently used by students as a stepping stone to UL-Lafayette. Student's goals are often not to complete an associate degree but simply to gain entry into UL-Lafayette. Once the student has completed the semester hours at the community college level, transfer to ULL is facilitated.

It is important to note, however, that SLCC programs typically have only one exit point. In the majority of programs, the student either completes an associate degree or leaves the college as a non-completer. This structure does not allow the campus to award numerous certificates or other credentials that may be reported as a completer thus increasing program completion rates. However, SLCC is in the process of identifying additional exit points that may allow students to earn a certificate.

Programs are also reviewed by the WIA serving the region. Programs that do not meet the current workforce needs and do not meet minimum completion standards are not funded by the agency. This serves as an additional review of programs and prompts additional cause for discussion on program continuation.

Program advisory committees have participants from the local school systems, UL-L, and business and industry. Through these meetings information regarding curriculum is obtained and courses or programs are changed to ensure that workforce needs are being met.

During the reporting period, SLCC explored the initiation of two new programs that meet current or strategic future workforce needs of the state and region. During the 2009-10 academic year, SLCC prepared and submitted a proposal to the Board of Regents for a new Associate of Applied Science in Midwifery degree program. This program will serve the growing field of midwife practitioners and has since been approved by LCTCS and Board of Regents as a new degree offering by SLCC. In addition to the Midwifery degree program, SLCC formally petitioned the Board of Regents to add an Associate of Science in Nursing (ADN) degree program. This program was proposed to address the chronic shortage of nurses in the Lafayette and Acadiana region workforce. Discussions with key stakeholders and collaborators to move forward with the development and offering of this particular degree program continue.

Performance Objective 3. Workforce and Economic Development

Element 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.

MEASURES (Descriptive)**3.a.i. Number of programs eliminated: as a result of institutional or Board of Regents review**

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Programs Eliminated - Count	0						

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

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Programs Eliminated - Count	1 ^a						

^a Addition of Certificate of Technical Studies degree plan for the EMT-Paramedic program to allow students completing all EMTP-specific courses in the program to receive a credential for completion of all technical (non- general education) coursework included in the program.

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

	Baseline 2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Program Offerings	8						
Aligned with Workforce Needs	7						
Percent of Programs Aligned	88%						

2009-10: Aligned programs include all workforce development programs, AST, and General Studies. Single program excluded = Liberal Arts. AALT and ASLT programs not included in count as Regent's approval was granted in May of 2010.

Performance Objective 3. Workforce and Economic Development

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

Performance Objective 3. Workforce and Economic Development**Element b.** Increase use of technology for distance learning to expand educational offerings.**NARRATIVE****Current Initiatives to Improve Technology for Distance Learning**

The majority of distance learning currently offered by South Louisiana Community College is via synchronous network instruction. An integral component of SLCC's Emergency Medical Technician Paramedic program instruction is the use of dedicated, state-of-the-art video conferencing network linking seven training sites across Louisiana. This system allows instructors with particular areas of expertise to provide training to students at all remote sites and also allows students and instructors to interact among each of the training sites. Additionally, SLCC has adopted use of the Tandberg video conferencing system with conferencing equipment installed in classrooms at the Lafayette campus, New Iberia campus, and Franklin site. This system allows SLCC to offer course sections in New Iberia and Franklin that would not normally be offered because of minimum section enrollment thresholds.

All SLCC faculty incorporate technology through their use of the Joule course management system, a component of Moodle. Faculty are required to use Joule to post the course syllabus and grades. The Library personnel provide Joule training to students as a part of bibliographic instruction or through the computer or a face-to-face class.

Technology is used to enhance student learning through the use of Smart Podiums or Carts which contain a laptop computer, projector, speakers, and an Elmo, document camera and projector, for each classroom. Faculty incorporate PowerPoint into courses as appropriate. All campuses are wireless allowing faculty to utilize internet resources such as YouTube and appropriate websites in the classroom to enhance student learning.

An expected learning outcome in most degree programs is for students to use technology. For instance, in the Associate of Science in Teaching program students develop an electronic portfolio using PassPort, which is used by universities in Louisiana. In Industrial Technology students develop skills in Computer Aided Drafting and Design (CADD). Students in digital media courses are expected to use Digidesign ProTools LE and TDM environments, Macromedia Fireworks, Dreamweaver, and Flash MX. In certain math courses, students use Hawkes courseware. In certain English and reading courses, Pearson's My (Writing or Reading) Lab is used. The EMT program is delivered through video conferencing to seven sites in Louisiana. Video Conferencing is also used to combine courses at the various campuses and sites at SLCC. In each of these cases, instructors train students in their classes in the use of the technology.

SLCC has a limited number of eLearning courses. Online instruction is explained in Orientation and in the Schedule Booklets. Training for online instruction is available either face-to-face in the library or online. SLCC utilizes the LCTCS online college as an avenue for student access to online instruction.

Initiatives to Create and Expand Distance Education Offerings

SLCC's Emergency Medical Technician Paramedic video conferencing network received major upgrades in 2010 in order to improve performance of the network. Additionally, use of this network is expanding to provide instruction beyond EMTP courses – such as offering general education courses required to obtain the EMTP AAS degree over the network.

SLCC initiated use of the Tandberg video conferencing system in 2009 with a very limited number of stations installed in Lafayette and New Iberia. In 2010, stations were added in Lafayette and New Iberia as well as SLCC's Franklin site. Current plans are to continue the expansion of the Tandberg system to provide additional opportunities for offering video conferencing course sections at all three locations.

Efficiencies Realized

The primary advantage realized by SLCC's use of videoconferencing networks is the capability to serve a broader range of students. In the case of the EMTP program, the network ensures that instruction is provided by the most highly qualified instructor available in specific subject matter areas to students across all of central and south Louisiana who are working and attending class at the same time. This quality of instruction would not be possible without the use of a distance network.

In installing and expanding use of the Tandberg video conferencing system, SLCC is able to significantly grow course offerings to students in New Iberia and Franklin. Minimum section enrollments capable of justifying an instructor's salary for a single course section prevented sections - particularly of sophomore-level classes - from "making" in New Iberia and Franklin. The Tandberg system now allows SLCC to offer course sections in these locations with a minimum enrollment as low as a single student without incurring the cost of a full section instructor salary.

Performance Objective 3. Workforce and Economic Development**Element b.** Increase use of technology for distance learning to expand educational offerings.**MEASURES** (Tracked)

3.b.i. **Number of course sections with 50% and with 100% instruction through distance education** reported separately for 50% to 99% and 100%.

	2008-2009	2009-2010
50% - 99%	115	145
100%	60	62

3.b.ii. **Number of students enrolled in courses with 50% and with 100% instruction through distance education:** duplicated students, reported separately for 50% to 99% and 100%

	2008-2009	2009-2010
50% - 99%	899	1,650
100%	787	923

3.b.iii. **Number of programs offered through 100% distance education by award level.**

Award Level	2008-2009	2009-2010
Certificate – 1 year	0	0
Associate	0	0

Performance Objective 3. Workforce and Economic Development

Element c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers

Performance Objective 3. Workforce and Economic Development

Element c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers

NARRATIVE

While SLCC is not a research institution, it does seek to support Louisiana's key economic development industries as demand and opportunities present themselves in the Acadiana region. For example, in December 2010 the University of Louisiana at Lafayette and CLECO announced plans to build a research center focused on exploring renewable energy sources. The Alternative Energy Center will explore the conversion of biomass materials, such as woodchips, manure and byproducts of rice and sugarcane harvesting, for the production of fuel or other chemicals. A team of engineers at ULL designed a biomass gasifier, equipment that uses high temperatures and low oxygen levels to extract the energy from the biomass. The extracted energy is converted to synthetic gas or syngas that can be used for fuel or to produce other chemicals. Anticipated completion of this center is April 2012.

In anticipation of the operation of this center as well as production facilities that will result from the center's research, consideration is already being given to the workforce needs to address this demand. ULL and SLCC have had initial discussions concerning the possibility of developing a program to provide the technical and general education skills that will be required of technicians working in these facilities. While these discussions are obviously in the very early stages, SLCC will continue to pursue this opportunity as merited.

Currently, SLCC is participating in a National Science Foundation STEM grant project in conjunction with ULL, Old Dominion University, and Marshall Community and Technical College. The 3-year grant focuses on maritime careers and the application of LEAN manufacturing practices. In 2009-10, community college faculty were trained on use of LEAN manufacturing in maritime industries. In 2010-11, faculty will train middle and high school students in the application of LEAN manufacturing principles in maritime industries. A career program for these students will close out the project.

Performance Objective 3. Workforce and Economic Development

Element c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers

MEASURES (Tracked)

3.c.i. **Percent of faculty holding active research and development grants/contracts**

Not applicable to South Louisiana Community College

3.c.ii. **Percent of faculty holding active research and development grants/contracts in Blue Ocean areas**

Not applicable to South Louisiana Community College

3.c.iii. **Dollar amount of research and development expenditures**

Not applicable to South Louisiana Community College

3.c.iv. **Dollar amount of research and development expenditures in Blue Ocean areas**

Not applicable to South Louisiana Community College

3.c.v. **Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts**

Not applicable to South Louisiana Community College

Performance Objective 3. Workforce and Economic Development

Element 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

Performance Objective 3. Workforce and Economic Development

Element 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

NARRATIVE

In conjunction with this particular objective, SLCC is committed to providing counseling and career services and resources to assist students in exploring and identifying career options. Counseling services provide personal, academic, and career counseling. Information and resources are provided to students to enhance their ability to solve educational problems relating to career planning preparation as well as personal problems that may inhibit their educational growth and potential. Individual academic counseling and personal counseling are available to students through academic advisors and full-time faculty.

The Career Center provides students with career resources, which include printed, audio-visual materials, and software to aid students in their career decision process. Students are able to access individual career planning resources as well as attend workshops regarding resume writing and interviewing skills. Students may access available jobs through the Career Center. Electronic resources are available including a national job search through College Central. Students also have an opportunity to participate in Career Fairs.

Students successfully achieving course completions, state licenses, and jobs are at the heart of South Louisiana Community College's (SLCC) mission:

To cultivate a learning environment in which participants develop the qualities and skills necessary to engage actively in the economy, governance, and culture of South Louisiana...

Program Coordinators and Department Chairs along with the Dean of Instruction and Effectiveness evaluate the success of all degree programs through an analysis of student achievement in areas such as completion rates, licensure and certification examinations, student transfer rates, and job placement. Through the annual planning process each program analyzes data regarding student performance which is used to improve the program. The Annual Plan Reports become documentation for the analysis of these trends.

Currently, data is gathered through surveying graduates in Industrial Technology and EMT programs. However, as the data will be available through the Louisiana Workforce Commission (LWC) in the future, SLCC will use the official numbers from LWC for all its programs.

Performance Objective 3. Workforce and Economic Development

Element 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

MEASURES**3.d.i. Percent of completers found employed**

Award Level	2009-10 Completers	2009-10 Found Employed*	Percentage Employed
Certificate – 1 year	239		
Associate	170		

3.d.ii. Performance of associate degree recipients who transfer to 4-year universities

See Elements 2.b. and 2.d.

3.d.iii. Placement rates of J.D./D.C.L. graduates

Not applicable to South Louisiana Community College

Performance Objective 4. Institutional Efficiency and Accountability

Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area

Performance Objective 4. Institutional Efficiency and Accountability

Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area

NARRATIVE**Collaborative Efforts**

South Louisiana Community College offers developmental education courses in mathematics, English, reading, and college success. Total number of course sections and headcounts held were as follows for the 2009-10 academic year:

Class	Total Sections	Total Enrollment
COLS 01 College Success Seminar	39	744
ENGL 91 Elements of Writing	8	130
ENGL 92 Introduction to College Composition	45	788
MATH 90 Essential Mathematics	11	191
MATH 91 Introductory Algebra	38	847
MATH 92 Intermediate Algebra	56	1,213
MATH 95 Introductory & Intermediate Algebra	4	73

Eleven (11) of the 38 MATH 91 courses indicated above were taught by SLCC on ULL's campus with a total enrollment of 290 ULL students requiring this course.

ULL's Spring 2011 enrollment schedule indicated that remedial courses offered by ULL were limited to the following:

Class	Total Sections	Total Enrollment
ENGL 90 Basic Writing	2	49
MATH 92 Elementary & Intermediate Algebra	9	350

ULL's current plans for elimination of these final remedial education course offerings are indicated in the current year GRAD Act Annual Report submitted by the University of Louisiana at Lafayette. SLCC will fully support this plan by providing required developmental education courses to serve the needs of ULL's students.

Timeline

The University of Louisiana at Lafayette – SLCC's regional 4-year institution – will establish the timeline for elimination of remedial education courses at that institution. (Reference Objective 4.a of current year GRAD Act Annual Report submitted by the University of Louisiana at Lafayette.) SLCC will support the complete transition of all remedial education courses provided by ULL by adding additional course sections as needed to fully meet ULL student demand for required remedial courses.

Performance Objective 4. Institutional Efficiency and Accountability

Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area

MEASURES (Tracked)

4.a.i. **Number of developmental/remedial course sections offered at the 4-year institution** in the given academic year, by subject area

Not applicable to South Louisiana Community College.
Reference 4.a.i of report submitted by University of Louisiana at Lafayette.

4.a.ii. **Number of students enrolled in developmental/remedial courses offered at the 4-year institution** in the given academic year, duplicated, by subject area

Not applicable to South Louisiana Community College.
Reference 4.a.i of report submitted by University of Louisiana at Lafayette.

Performance Objective 4. Institutional Efficiency and Accountability

Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs

NARRATIVE**Collaborative Efforts**

As documented by the Board of Regents inventory of instructional degree programs, the University of Louisiana at Lafayette (SLCC's primary collaborative 4-year institution) has not had any active associate degree programs since 2003. Consequently, this objective was fully achieved by ULL well prior to the initiation of the GRAD Act.

In order to ensure that SLCC's academic programs provide the appropriate academic foundations for students seeking baccalaureate degrees, the college currently has established eleven 2+2 agreements with the University of Louisiana at Lafayette. These articulation agreements include:

- Business Administration—Accounting
- Business Administration—Business Systems, Analysis and Technology
- Business Administration—Economics
- Business Administration—Finance
- Business Administration—Management
- Business Administration—Marketing
- Business Administration—Insurance and Risk Management
- Business Administration—Professional Land and Resource Management
- Criminal Justice—Corrections
- Criminal Justice—Law Enforcement
- Health Information Management

SLCC and ULL are also in the process of finalizing articulation agreements in General Studies and Care and Development of Young Children academic program areas.

Timeline

Regarding a timeline for addressing Objective 4.b, the objective was fully met prior to the initiation of this reporting period. Consequently, establishment of a timeline for addressing this particular objective is not necessary / applicable.

With regards to maintenance of existing articulation agreements between ULL and SLCC, all articulation agreements are undergoing review and (re)approval prior to the completion of the 2010-11 academic year. Barring major academic program changes at either SLCC or ULL prompting immediate articulation agreement revisions, SLCC will continue to initiate periodic reviews of each articulation agreement to determine changes necessary to optimize the effectiveness of each agreement.

Performance Objective 4. Institutional Efficiency and Accountability

Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs

MEASURES (Tracked)

4.b.i. **Number of active associate degree programs offered at the 4-year institution**
in the given academic year

Not applicable to South Louisiana Community College.
Count for ULL – SLCC’s primary collaborative 4-year institution – is zero.

4.b.ii. **Number of students enrolled in active associate degree programs at the 4-year institution**
in the given academic year.

Not applicable to South Louisiana Community College.
Count for ULL – SLCC’s primary collaborative 4-year institution – is zero.

Performance Objective 4. Institutional Efficiency and Accountability

Element c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident 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. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states

Performance Objective 4. Institutional Efficiency and Accountability

Element c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident 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. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states

NARRATIVE**Plan for Increasing Non-Resident Tuition Amounts**

On January 27, 2011, LCTCS staff forwarded a plan for non-resident tuition increases for all LCTCS colleges in accordance with provisions of Act 741, (the GRAD Act) of 2010. As the plan noted, the performance agreement objectives in the GRAD Act require that the management board for institutions establish a schedule to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board (SREB) states and monitor the impact of such increases on the institution. For FY 2010-2011, the LCTCS Board approved nonresident increases for all colleges for the first year of the six year plan, associated with the GRAD Act. The plan submitted presented a schedule of nonresident increases for all LCTCS colleges for the next five years of the six year plan. In the sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions. The nonresident fee increase schedule submitted was approved by the LCTCS Board of Supervisors at its February 9, 2011 meeting.

Per the schedule approved by the LCTCS Board, SLCC nonresident tuition is currently projected to increase at an average rate of approximately 10% annually in order to meet the SREB peer tuition rate by target year six. The average percentage increase required to meet the peer average will be adjusted annually to reflect the latest SREB data available and ensure that the peer average is met by the sixth year of the plan (2016).

Impact on Enrollment

Implementation of the plan indicated above is expected to have no negative impact on enrollment at SLCC.

- Given that out-of-state tuition increases will be occurring simultaneously at most – if not all – institutions of higher education in the state, SLCC's out-of-state tuition rate will still represent a good value to students evaluating non-resident community college tuitions in Louisiana and the southern region of the United States.

- The majority of SLCC students from the neighboring states of Texas and Mississippi are enrolled in SLCC's Emergency Medical Technician - Paramedic program. Out-of-state students in this program receive financial aid to offset their additional tuition costs. Consequently, enrollment levels of students from neighboring states would be expected to remain stable.

Impact on Revenue

Implementation of the plan indicated above is expected to have a limited impact on SLCC's revenues as less than 2% of SLCC's student population pay non-resident tuition. Currently, this translates into an FTE of fewer than 100 students paying non-resident tuition annually.

Projections of revenues generated through implementation of this plan are as follows:

	Baseline 2009-10	Year 2	Year 3	Year 4	Year 5	Year 6
SLCC Non-Resident Tuition	\$ 4,580	\$ 5,038	\$ 5,542	\$ 6,096	\$ 6,736	\$ 7,444
Non-Resident FTE (est. 3% enrollment growth)	84	87	89	92	95	97
Non-Resident Tuition Revenue	\$384,720	\$435,888	\$493,879	\$559,546	\$636,840	\$724,889

These projections indicate a 90% increase in non-resident tuition revenue over the six-year period. Additional revenues generated over that period would total approximately \$1 million (\$927,442).

Performance Objective 4. Institutional Efficiency and Accountability

Element c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident 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. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states

MEASURE (Tracked)

4.c.i. **Total tuition and fees charged to non-resident students** in a given academic year

	Baseline 2009-10	Year 2	Year 3	Year 4	Year 5	Year 6
SLCC Non-Resident Fee	\$ 4,580	\$ 5,038	\$ 5,542	\$ 6,096	\$ 6,736	\$ 7,444
SREB Peer Non-Resident Fee	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444
Difference From Peer Amount	\$ 2,864	\$ 2,406	\$ 1,902	\$ 1,348	\$ 708	\$ 0
% Difference From Peer Amount	38.5%	32.3%	25.6%	18.1%	9.5%	0.0%

Performance Objective 4. Institutional Efficiency and Accountability

Element 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 by December, 2010.
Upon approval of the policy, measures and reporting requirements will be defined.*

Performance Objective 4. Institutional Efficiency and Accountability

Element 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 by December, 2010.
Upon approval of the policy, measures and reporting requirements will be defined.*

NARRATIVE

While the Board of Regents has yet to establish a policy for this element applicable to the current reporting cycle, South Louisiana Community College would like to present its unique Emergency Medical Technician Paramedic program as a potential center of excellence for community colleges. Currently, SLCC's EMTP program clearly demonstrates four of the five goals specified above for a center of excellence, as follows:

Partnerships

From its inception, SLCC's EMTP program has been based on a strong partnership between the college and Acadian Ambulance Service, the state's premier emergency response company. In this partnership, SLCC is responsible for all ensuring that all program requirements of the Louisiana Community & Technical College System, Board of Regents, and SACS Commission on Colleges are met. Additionally, SLCC provides all student support services and shares in program operational costs. Acadian Ambulance ensures that all instruction provided meets Department of Transportation standards, is responsible for student recruitment and placement, and provides training facilities for six of the seven program sites throughout the state.

In the program's 2009 accreditation by the Commission on Accreditation of Allied Health Education Programs Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), this partnership was recognized as an exemplary component of the program and recommended as a model to be followed nationwide.

Alignment With Workforce Needs

In 2003, SLCC's EMTP program was formed to address a chronic and serious shortage of Louisiana EMTs and paramedics, collectively known as medics. Despite the success of the SLCC/Acadian Ambulance partnership in certifying 349 EMTs and Paramedics each year for the past two academic years, Louisiana is still experiencing a shortage of paramedics. This occupation has been, and continues to be, a Louisiana High Demand Occupation according to the Louisiana Workforce Commission.

High Percentage of Graduates

SLCC student passage rates on the National Registry of Emergency Medical Technicians (NREMT) examinations have traditionally been well above the national average. Seventy-five percent (75%) of all SLCC students sitting for the NREMT-B and NREMT-P exams in 2008-09 received national registry certification. In 2009-10, that percentage increased to 79.5%.

With the particularly high demand for paramedics in the state, passage rates for the NREMT-Paramedic certification are especially important. Due to systematic efforts to ensure student success, 87.5% of SLCC students sitting for the NREMT-Paramedic exam in fall 2009 and spring 2010 received certification.

High Employment

According to the Louisiana Workforce Commission, over 90% of SLCC EMTP program graduates are employed (95% in 2009; 90% in 2010). While the majority of students in the program are employed by Acadian Ambulance upon receipt of EMT-Basic or EMT-Paramedic certification, completers are also employed by a number of public and private emergency response providers throughout the state of Louisiana. With the continued demand for professionals in this field, employment is virtually assured for successful program completers.

Performance Objective 5. Reporting Requirements

Element a. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:

Number of students by classification**MEASURES** (Descriptive)5.a.i. **Headcount, undergraduate students and graduate/professional school students**

Student Level	Baseline Fall 2009
Undergraduate	4,087
Graduate/Professional	0
Total Student Headcount	4,087

5.a.ii. **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Student Level	Baseline 2009-10
Undergraduate	2,502
Graduate/Professional	0
Total Annual FTE	2,502

Performance Objective 5. Reporting Requirements

Element b. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:
Number of instructional staff members

MEASURES (Descriptive)5.b.i. **Headcount, instructional faculty**

	Baseline Fall 2009
Faculty Headcount	175

5.b.ii. **Annual FTE (full-time equivalent) instructional faculty**

	Baseline 2009-10
Faculty FTE	105.5

Performance Objective 5. Reporting Requirements

Element c. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:
Average class student-to-instructor ratio

MEASURE (Descriptive)5.c.i. **Average undergraduate class size at the institution**

	Baseline Fall 2009
Course sections - total	612
Enrollment headcount (duplicated)	11,597
Average Undergrad Class Size	18.9

Performance Objective 5. Reporting Requirements

Element d. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:
Average number of students per instructor

MEASURE (Descriptive)5.d.i. **Ratio of FTE students to FTE instructional faculty**

	Baseline Fall 2009
FTE – Students	2,502.0
FTE – Instructional Faculty	105.5
Avg. number of students/instructor	23.7

Performance Objective 5. Reporting Requirements

Element e. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:
Number of non-instructional staff members in academic colleges and departments

MEASURES (Descriptive)5.e.i. **Number non-instructional staff members by academic college**

	Baseline 2009-10
Count non-instructional staff	35

5.e.ii. **FTE non-instructional staff members by academic college**

	Baseline 2009-10
FTE non-instructional staff	31.5

Performance Objective 5. Reporting Requirements

Element f. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:

Number of staff in administrative areas**MEASURES** (Descriptive)

5.f.i. **Number executive/managerial staff** as reported in the ESDS in areas other than the academic colleges/schools, reported by division

	Baseline 2009-10
Count executive/managerial staff	3

5.f.ii. **FTE executive/managerial staff** as reported in the ESDS in areas other than the academic colleges/schools, reported by division

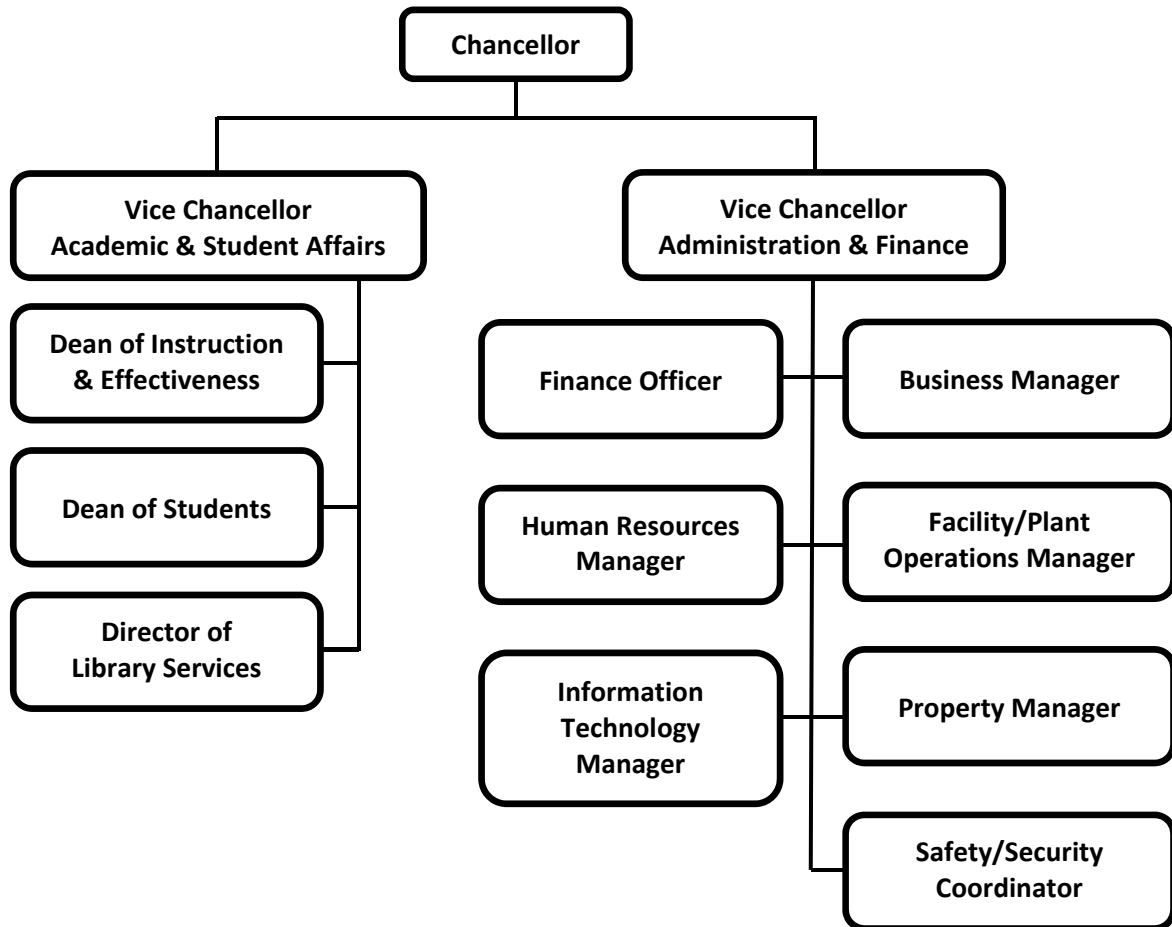
	Baseline 2009-10
FTE executive/managerial staff	3.0

Performance Objective 5. Reporting Requirements

Element g. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:
Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position

MEASURE (Descriptive)

5.g.i. **Fall 2009 organizational chart** showing the President/Chancellor and all primary reporting relationships down to the second level of organization



Performance Objective 5. Reporting Requirements

Element h. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:
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

MEASURE (Descriptive)

5.h.i. **Chart listing the title, Fall 2009 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008**

Position Title	Fall 2009 Base Salary	History of salary change since 6/30/2008
Chancellor	\$ 151,649	No salary change
Vice Chancellor Academic & Student Affairs	\$ 105,604	No salary change
Vice Chancellor Administration & Finance	\$ 97,936	No salary change
Dean of Instruction & Effectiveness	\$ 77,117	No salary change
Dean of Students	\$ 73,856	No salary change
Finance Officer	\$ 62,759	No salary change
Business Manager	\$ 62,583	No salary change
Director of Library Services	\$ 52,279	No salary change
Facility/Plant Operations Manager	\$ 50,656	No salary change
Human Resources Manager	\$ 50,184	No salary change
Information Technology Manager	\$ 49,700	No salary change
Property Manager	\$ 48,981	No salary change
Safety/Security Coordinator	\$ 39,000	No salary change