

**Dr. Barbara M. Hanson**  
Chancellor

7500 Millhaven Road  
Monroe, LA 71203  
**Phone:** (318) 345-9262  
**FAX:** (318) 345-9563  
**Email:** bhanson@ladelta.edu

April 10, 2014

Dr. Monty Sullivan, President  
Louisiana Community and Technical College System  
265 South Foster Drive  
Baton Rouge, La. 70806

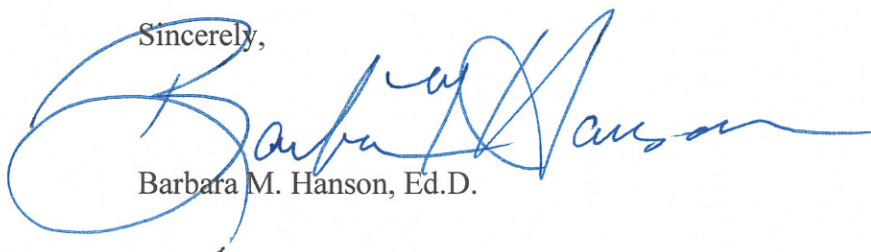
Dear Dr. Sullivan,

In accordance with ACT 741 of the 2010 Regular Session of the Louisiana Legislature, you will find copies of the 2014 GRAD Act report for Louisiana Delta Community College for your review and consideration. Included in this submission are the following documents:

- Student Success Narrative
- The Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- A copy the Board of Regents online data submission
- Attachment D
- IBC reporting requirements

The College's point of contact for this information is Margie Mixon. She can be reached at (318) 345-9270 or via email at [margiemixon@ladelta.edu](mailto:margiemixon@ladelta.edu).

Sincerely,



Barbara M. Hanson, Ed.D.

**LOUISIANA DELTA COMMUNITY  
COLLEGE**



**GRAD Act Annual Report  
Year 4**

**2014**

## Table of Contents

<b><u>Performance Objective Student Success (Section 1)</u></b>	<b>3</b>
<b><u>Element a)</u></b> Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.	
<b><u>Element b)</u></b> Increase the percentage of program completers at all levels each year	
<b><u>Element c)</u></b> Develop partnerships with high schools to prepare students for postsecondary education	
<b><u>Element d)</u></b> Increase passage rates on licensure and certification exams and workforce foundational skills	
<b><u>Performance Objective – Articulation and Transfer (Section 2)</u></b>	<b>10</b>
<b><u>Element a)</u></b> 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	
<b><u>Element b)</u></b> Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution	
<b><u>Element c)</u></b> Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution	
<b><u>Element d)</u></b> Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.	
<b><u>Performance Objective – Workforce and Economic Development (Section 3)</u></b>	<b>14</b>
<b><u>Element a)</u></b> 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	
<b><u>Element b)</u></b> Increase use of technology for distance learning to expand educational offering	
<b><u>Element d)</u></b> 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	
<b><u>Performance Objective – Institutional Efficiency and Accountability (Section 4)</u></b>	<b>19</b>
<b><u>Element c)</u></b> 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.	
<b><u>Element d)</u></b> 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:	
<b><u>Performance Objective – Reporting Requirements (Section 5)</u></b>	<b>22</b>
<b><u>Elements (a) through (i)</u></b>	

# **LOUISIANA DELTA COMMUNITY COLLEGE**



## **GRAD Act Performance Objectives Student Success**

**2014 Annual Report  
April 15, 2014**

## Performance Objective: Student Success (1)

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not responding as having met or improved for the reporting year.

Louisiana Delta Community College (LDCC) received SACSCOC approval in June 2013 of the previously legislated merger. Act 681 of the 2012 legislative session created the merger between LDCC and Northeast Louisiana Technical College (NELTC). In fall 2013, the College brought further closure to the merger through the combining of the two previously separate BANNER instances and the two previously separate Department of Education Program Participation Agreements (PPA). With this merger, the College was approved to renegotiate the targeted measures of the Student Success objective as follows:

Measure	Year 4 Benchmark Post Merger	Year 4 Actual
1 <sup>st</sup> to 2 <sup>nd</sup> Year Retention Rate	45.2%	42.9%
Graduation Rate	11.4%	11.3%
Change in Program Completers – Certificates	265	240
Change in Program Completers – Technical Diploma	306	224
Change in Program Completers – Associate Degrees	148	176

The adjustment of these and projected benchmarks through Year 6 were established based on changes to the College structure. The College did not meet the renegotiated retention benchmark for Year 4 however; the College did increase its 1<sup>st</sup> to 2<sup>nd</sup> year retention from 43.1% in Year 3 to 42.9% in Year 4. The college believes it meets the negotiated goals for completers through: 1) Associate completers in Year 4 exceeding the benchmark by 19% and 2) comparing the aggregate total of Year 3 plus Year 4 in the Certificate and Technical Diploma categories against the Baseline plus the first two years (Yr3 + Yr 4 average = 534.5 vs. Baseline + Yr 1 + Yr 2 average = 506.7). These evidence the commitment of the College to student success. Student retention was challenged during 2013 by the continued division of processes due to separate databases, continuing reorganization due to merger, and increased tuition coupled with financial aid restrictions. It is anticipated that all benchmarks for Year 5 will be met. With the combined efforts of the two colleges now fully merged under one institutional accreditation, one financial aid code, and a strong focus on recruiting and retention, we look forward to an improved percentage of retention in Year 5.

### Student success policies/programs/initiatives implemented/continued during the reporting year.

#### Policies

After receiving approval from SACSCOC for full institutional accreditation of all sites and all programs of the merged college, LDCC began reviewing, revising, and republishing all policies to incorporate language appropriate for a comprehensive community college. LDCC adheres to policies of the Louisiana State Board of Regents, Louisiana Community and Technical College System, and policies established by LDCC. LDCC firmly believes adherence to these policies supports the College's commitment to student success. These policies offer the opportunity for success to our students in many ways such as open admissions, acceptance of transfer, cross enrollment, and academic renewal. The College operates under the following subsequent policies adopted by the institution to assure student success.

LCTCS Policies	Louisiana Delta Community College Policies
1.002 Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates	AA 001 Academic Freedom
1.006 Academic Amnesty	ES 006 Academic Renewal
1.010 Program Assessment of Effectiveness	AA 005 Assessment in Academic Affairs
1.014 Assessment	ES 016 Developmental Placement Policy
1.016 Cross Enrollment	ES 015 Cross-Enrollment
1.018 Academic honors	AA 025 Graduation with Honors
1.020 Academic Status	ES 007 Academic Status

<b>1.023 Non-Traditional Credit</b>	<b>AA 011 Credit by Examination (Challenge Exam)</b>
<b>1.025 Articulation</b>	<b>ES 033 Transfer Credit</b>
<b>1.028 Academic Renewal</b>	<b>ES 018 Graduation Requirements</b>
<b>1.029 Disclosure of Degree program Transferability</b>	<b>ES 034 Transfer of Delta Credit</b>
<b>1.036 Cross Enrollment Agreement Between System Institutions Inter-Institutional Cross-Enrollment</b>	<b>ES 020 LDCC International Student Policy</b>
<b>1.004 General Admission Policy for First Time Freshmen</b>	<b>ES 004 First Time Freshman Policy</b>
<b>5.025 Tuition Discounts and Waivers</b>	<b>ES 039 Open Admissions Policy</b>
<b>Complete listing of policies can be found at <a href="http://www.lctcs.edu">www.lctcs.edu</a></b>	<b>Complete listing of policies can be found at <a href="http://www.ladelta.edu">www.ladelta.edu</a></b>

LDCC also follows the policies of the Louisiana Board of Regents in regard to student success.

### Programs/Initiatives

LDCC’s Student Services department houses a Director of Counseling and Disabilities Services, Retention Coordinator, and Career Advisor/Job Development Specialist. Initiatives to promote student success have been employed in these three areas. The following are some of the events/outreach programs that have been presented to LDCC students at all sites of the College:

Counseling & Disability Services	Office of Retention	Career Services
Test Anxiety Presentations	Signing Day – “Commit to Complete” pledge cards signed to encourage students to finish what they start	Resume Revival – Basic fundamentals of resume writing & formatting
Anger Management Group Meetings	Road Maps – All students given copy of curriculum sheets for their majors	Classroom Visits – Distributed information about Career Services
Veterans’ Day Commemorative Service	Faculty Professional Development – Teresa Farnum presentation regarding retention	Career Readiness Presentations
Safe Sex Awareness Presentations & Materials	Study Skills & Time Management Workshops – 10 Traps of Studying, Build Blind-Waste Time, Test Anxiety – Top Ten Test Success Tips	Mock Interviews
Disability and Mental Health Awareness Presentations	GSU & ULM Day at La Delta	Career Exploration Day
Domestic Violence Awareness – Presentation & Materials	Student Retention Awareness Week – Focus on fall & spring registration and advising	Dress for Success Presentations with Style Show
Depression Awareness/Screening – National Depression Screening Day	Calling campaign – focus on students who had registered but not paid fees for spring	Professionalism Workshops
Sexual Assault Prevention – Speaker & Materials	Mass E-Mails entitled – “You Still Have Time to Register for Classes”	Career Fairs – Local business interviewed and hired students
Breast Cancer Awareness – Presentation & Materials	Mass E-Mails – Focus on SAP Alert advising students to review the policy, check grades, and visit financial aid advisors	Service Learning Fair – Non-Profit organizations interacted with students to create volunteerism
Welcome back and Constitution Day Celebration	Mid-term Grade Reporting– All faculty asked to use the most effective method to let at-risk students know their status at mid-term	Employer Engagement – Designed for partnering with the College
Health Fair – Presentations & Materials	Mass E-Mails – Asking faculty to remind students to use their LDCC e-mail accounts – “Delta Students: They’ve Got Mail!”	Letters to past graduates – Announcing job openings
Student Health 101 – E-Mail to all students	Developed a “Non-Traditional Support Group” with an identified faculty leader	Distribution of Career Services Brochure with contact information

Diversity Awareness - All campuses provided with presentations & materials	Retention & Student Success Task Force – Created a retention plan	
--	---	--

**Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

After completion of merger, LDCC’s Institutional Effectiveness office determined the need to assess all areas of the college and all programs. The former NELTC campuses were accredited by the Council on Occupational Education and were not required to formally assess programs. This data will help the College make improvements in all areas. Evaluation of various sources of data drives many decisions in regard to LDCC’s commitment to student success. Data is the basis on which initiatives for improvement and change are based. The college utilizes many data sets. Data sources include but are not limited to the following:

1. Board of Regents Completer Data
2. IPEDS (Integrated Postsecondary Education Data System)
3. Completion, Placement, and Licensure data as reported to Council on Occupational Education for former NELTC campuses
4. SSPS Reports
5. National Student Clearinghouse
6. Louisiana Department of Labor Statistics and Projections
7. Institutional Program Assessments (SACS)
8. Community College Survey for Student Engagement (CCSSE)
9. LDCC’s Graduate Survey
10. GRAD Act Annual Report Results

**Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**

LDCC has now fully implemented one instance of BANNER for the entire College. The current ERP provides more data with greater reporting capabilities than has ever been seen by the College. It also allows faculty access to student data. LDCC constantly tracks and monitors data required for reporting to accreditation bodies and regulatory agencies such as SACSCOC, National Automotive Technicians Education Foundation (NATEF), Association of Technology, Management, and Engineering (ATMAE), and HVAC Excellence, National League for Nursing Accreditation Committee (NLNAC), Louisiana State Board of Practical Nursing (LSBPNE), as well as the Board of Regents and LCTCS. Reports required of the college such as IPEDS, Carl Perkins Report, and GRAD Act Annual report involve data tracking by each campus through student services. The auditing process brought about by GRAD Act has also contributed to stronger monitoring of data.

**Development/use of external feedback reports during the reporting year.**

Programs of study within the college utilize advisory committees to provide feed- back regarding program performance. These committees are made up of local employees of business and industry. LDCC also utilizes the Community College Survey of Student Engagement (CCSSE) each year. Results of this survey assist the College in developing programs to address student issues. LDCC has utilized Board of Regents’ Employment Outcomes Reports, NCHEMS data, GRAD Act Annual Reports, SREB data, and other Board of Regents’ data and publications as well as IPEDS feedback reports to inform groups through public presentations such as Chambers of Commerce, Non-Profit Organizations, and Foundation Boards. Data from these and other types of external feedback reports are also used in the recruiting of prospective students.

**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.**

LDCC continues its process of reviewing, revising, and republishing all policies to incorporate language appropriate for a comprehensive community college. The implementation and merger of two instances of BANNER requires ongoing review of policy and procedure to assure consistency in the application of admission status for students, curriculum standards, and graduation audits. The college anticipates improvements in graduation and productivity rates following these policy revisions. The review of institutional policy results in the need to assure that LCTCS and BOR policy support the language of institutional policy. LDCC and NELTC had previously reviewed curricula in light of common course numbering and reduced total credit hours in associate degrees to 60 where possible in

accordance with Board Policy 1.025. The College met its Graduation Rate projection for Year 4 with only a minor margin of difference from its benchmark of 11.4% versus an actual rate of 11.3%.

i.a. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate

Retention%	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual
	46.1%	39.7%	46.3%	43.35%	45.0%	43.1%	45.2%	42.9%

i.b. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate (all degree seeking) Optional

ii. 1<sup>st</sup> to 3<sup>rd</sup> year retention rate – N/A

iii. Fall to spring retention rate – N/A

iv. Same institution graduation rate

Graduation Rate	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual
	9.9%	10.0%	10.4%	11.0%	10.9%	23.1%	11.4%	11.3%

v. Graduation productivity – Optional

vi. Award productivity – Optional

vii. Statewide graduation rate – Optional

viii. Percent of freshmen admitted by exception – N/A

ix. Median professional school entrance exam score – N/A

## Performance Objective: Student Success (1)

### Element:

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

Prior to merger with NELTC, LDCC had established benchmarks for Certificates and Associate Degrees only. After renegotiation of targets the Technical Diplomas offered by the merged college now have a benchmark. LDCC has identified the fact that many students exit prior to completion for financial reasons. Efforts to contribute to increased completions include publicity of College Goal Sunday, assisting students in completing the FASFA, and connecting students to scholarship opportunities. LDCC is also in the process of implementing an opportunity for students to receive loans. Students are offered flexible scheduling, online classes (institutional as well as LCTCS Online). The College has also revised its advising procedures to assure early intervention through early graduation audits. A retention coordinator has been employed to assist students in early registration, fee payment, and keeping students informed regarding such topics as Satisfactory Academic Progress, mid-term grading, setting goals, etc.

i. Percent change in program completers.

Completions	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual
Certificate	0	0	3	20	260	272	265	240
Diploma	0	0	0	0	300	333	306	224
Associate	91	99	93	125	145	156	148	176

### Element:

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

During the academic year 2013-14, LDCC enrolled students through the Course Choice initiative. Additionally, LDCC continues to dually enroll students from all 12 parishes in northeast Louisiana. This partnership is supported by a career coach who is assigned to each high school in the College's service area. The College has developed MOUs with all parishes and/or city systems. The College employs a dual enrollment coordinator who works with



each school district to inform students of the benefits of dual enrollment, assess the high school's instructional needs, and works with the academic deans to provide instruction either on the high school campus or on one of the College's 8 sites. The College makes every effort to secure funding either through TOPS Tech Early Start, Board of Regents funding, or district funding so students can begin "early college" classes which will lead to matriculation into a pathway toward a degree, diploma, or certificate. The College also has a strong relationship with all school districts through its Carl Perkins initiative. All CTE Coordinators and College personnel meet on a quarterly basis. Professional development of faculty and staff was planned and implemented this year that joined secondary and postsecondary personnel in the same sessions.

i, ii, iii	2010-2011	2011-2012	2012-13
<b>Number of high school students enrolled</b>	<b>649</b>	<b>1,272</b>	<b>1092</b>
<b>Number of semester hours enrolled</b>	<b>3,359</b>	<b>6,023</b>	<b>5313</b>
<b>Number of semester credit hours completed</b>	<b>3,091</b>	<b>5,541</b>	<b>5220</b>

Through Carl Perkins funding, the college has engaged in a Career Coach model. The College has employed a career coach to reach out to each high school campus in our service area. Initiatives of the career coach model include guiding secondary students through the process of applying for college admission, applying for financial aid, and preparing for college entry through the completion of a college admissions exam. The following activities were reported for the 2012-2013 year:

	2011-12	2012-13
<b># Students making application to a post-secondary institution</b>	<b>1,166</b>	<b>1,835</b>
<b># Students completing a financial aid application</b>	<b>221</b>	<b>1,002</b>
<b># Students provided large group sessions (presentations/workshops)</b>	<b>1,289</b>	<b>2,370</b>
<b># Students provided individual coaching services</b>	<b>587</b>	<b>1,955</b>

### Element:

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

One of the measures for success of students at LDCC is through statistics gathered on passage rates on licensure and Industry Based Certifications (IBCs). Areas of instruction in the College resulting in licensure are –Barber/Styling, Practical Nursing, and Registered Nursing. For these areas, the College tracks graduate completers waiting to take licensure exam, who took, and who passed the exam. Many instructional areas prepare students to pursue IBCs. Results of licensure and certifications give the College data upon which to review institutional effectiveness and to evaluate programs. Areas in which student pursue certifications for employment are Emergency Medical Technician and Nurse Assistant. IBCs attained by students include National Retail Federation Customer Service Certification, Microsoft Office Specialist, IC3, Adobe, National Center for Construction Education and Research (NCCER), Electronic Technician Associate (ETA), Heating, Ventilation and Air Conditioning (EPA), Certified for Manufacturing (C4M), Occupational Health and Safety Administration (OSHA), and Work Keys. The College selected the Practical Nursing licensure passage rate as an additional measure. The College did not meet its benchmark in Year 3; however, in Year 4 the Practical Nursing licensure rate exceeded the projection by 5.8%

i.a. Passage rates on licensure/certification exams. (Disciplines in which students are required to pass an exam upon graduation to obtain or enhance employment in their field of study.)

Licensure Programs	#Graduates who took licensure exam	#Graduates who passed licensure exam	Institutional passage rate
<b>Barber-Styling</b>	<b>9</b>	<b>9</b>	<b>100%</b>
<b>Practical Nursing</b>	<b>100</b>	<b>89</b>	<b>89%</b>
<b>Registered Nursing</b>	<b>18</b>	<b>16</b>	<b>89%</b>

i.b. Passage rate on licensure exam in EDUCATION – N/A

i.c. Passage rate on licensure exam in NURSING (PN) – Additional Measure

Practical Nursing Licensure Rate	Year 3 Benchmark	Year 3 Actual Passage Rate	Year 4 Benchmark	Year 4 Actual Passage Rate

Practical Nursing	83.1%	80%	83.2%	89%
-------------------	-------	-----	-------	-----

i.d. Passage rate on licensure exam in NURSING (RN)

Registered Nursing Licensure Rate	January 1 – December 31, 2012– 89%
-----------------------------------	------------------------------------

ii. Number of students receiving certifications. (Programs in which students can obtain certifications as evidence of knowledge and/or expertise in an area which may or may not be required for employment.)

Industry Based Certification	Exam	# of Students receiving Certification 2012-13
Barber-Styling	Barber Board Exam	9
Care & Development of Young Children	CDA	0
Certified Manufacturing Specialist	CMS/C4M	26
Certiport's Internet and Computing Core	Comptia IC3	18
Commercial Driver's License	CDL	15
EMT Basic	NREMT-B	12
Forklift	Forklift	0
Heating, Ventilation and Air Conditioning	HVAC Excellence	57
HVAC – EPA – 608	EPA	6
Internet and Computing all areas	Network+, A+, iNet+, A+ Comptia	8
Microsoft Office User Specialist (MOUS)	MOUS	18
National Retailer Federation (NRF)	NRF-CS	36
NCCER – All areas	NCCER	317
Nursing – CNA	LABENFA	222
Nursing – PN	NCLEX	89
OSHA	OSHA	5
Phlebotomy – CPT	CPT/NRCPT	16
Welding	NCCER	Included in NCCER total
WorkKeys	WorkKeys	223

Through its North Delta Regional Training Academy the College is responsible for certification under the Louisiana Peace Officer Standards and Training Council (POST) standards for the twelve parishes constituting Northeast Louisiana. It is the only college in Louisiana that operates a POST certified training facility. On May 15, 2013, 36 officers received their certification.

iii. Number of students assessed and receiving Work Keys certifications. (By award level)

Work Keys Level	2010-2011	2011-2012	2012-2013
	Actual	Actual	Actual
Platinum Level	0	0	0
Gold Level	4	19	31
Silver Level	25	117	140
Bronze Level	10	48	52
Total number of students who took the assessment	47	187	243
Total number of students who earned Work Keys certifications	39	164	223
Total percentage of students who passed the assessment	83%	88%	92%

iii. Other assessments and outcome measures for workforce foundational skills to be determined.

LDCC administers the KUDER assessment through its Career Coaching program. KUDER is a unique way to assess the needs of post-secondary students. It is a system which addresses those needs with a complete set of tools to aid college major selection, job interview preparation, ongoing financial aid, and more. KUDER offers career exploration, and facilitates decisions about postsecondary education or training.

# **LOUISIANA DELTA COMMUNITY COLLEGE**



## **GRAD Act Performance Objectives Articulation and Transfer**

**2014 Annual Report  
April 15, 2014**

## **Performance Objective: Articulation and Transfer (2)**

**Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

### **Policies**

LDCC models its policies after those set forth by the system office. Policies supporting the Louisiana Transfer Degree remain in place as the College intends to continue to fully support and encourage students who pursue the transfer degrees. Some institutional policies supporting articulation and transfer include:

- ES-004 First Time Freshman Policy
- ES006 Academic Renewal
- ES 033 Transfer Credit
- ES 034 Transfer of Delta Credit
- AA-024.0 Graduation Requirements

### **Programs**

Programs of study at LDCC that allow and encourage transfer include the Associate of General Studies, Teaching, Business and Technology, and the two Louisiana Transfer Associate Degrees. Transfer degrees offering complete or partial transfer are located in the School of Liberal Arts the School of Business, and the School of Math, Science, and Technology. The College has in place the position of Dean for each of the schools to advise students pursuing the transfer degrees as well as department chairs who also advise. The College hosts visiting universities each year who interact with students regarding transfer.

### **Initiatives**

LDCC has signed articulation agreements with Northwestern State University and the University of Louisiana at Monroe. RN to BSN agreements exist between the College and the University of Louisiana at Monroe and Grambling State University. Numerous articulations have been developed at the LCTCS system level that give our students the opportunity to transfer credits.

Articulation also exists within the College. Programs of study such as Process Technology can accept credits completed in Industrial Instrumentation to allow students to complete two majors without duplication. This provides increased degree and employment opportunities for students who choose to articulate course work from one program to another. The College will continue to support a Course Articulation Crosswalk for both programs, give students the opportunity to receive degrees from each program without duplication of coursework, improve employability for graduates of these programs, and improve collegiality and communication among faculty in the merged college.

**Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

LDCC is able to track students articulating into a four year program from the Louisiana Transfer degrees through the National Student Clearing House. Student performance is also documented through the conducting of general education assessments to ensure that students are mastering the course learning outcomes as required by SACSCOC and the Louisiana State Board of Regents. Feedback is also received from receiving universities regarding outcomes of our students after transfer.

**Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

With the implementation of BANNER, all colleges in the LCTCS are now able to view and track student data for transfer in and transfer out within the system. Data tracking, monitoring, and reporting beyond that housed in the LCTCS student database for each institution will be done through sources such as National Student Clearing House, graduate surveys, alumni feedback, and information gained from four-year universities. LDCC has a very close working relationship with ULM which is located minutes apart. A majority of LDCC's transfer students enroll at ULM.

### **Development/use of agreements/external feedback reports during the reporting year.**

The College uses data gained from the Louisiana Department of Labor website as well as Louisiana Economic Development data. All skills training areas of the college employ advisory committees who provide feedback regarding the employability of students completing instruction with the College. Reports gained from National Student Clearing House continue to give feedback on transfer students.

### **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.**

Louisiana Delta Community College is an open-admissions institution. Prior to enrollment, students are administered the ACT COMPASS exam. This exam is designed to assist the College in determining the need for developmental course work. As a result of the COMPASS score, students are advised of any developmental education courses needed to earn their desired credential.

All policies adopted by the College have been approved by LCTCS. LDCC has adopted and fully implemented the management board's Two-Year College Student Success Measure as a primary measure of student success for our institution as a part of the GRAD Act reporting and accountability structure. We fully support the measurement of success based on the following: (1) completion of a postsecondary award, (2) completion of a recognized industry-based certification/licensure, (3) transfer to a university, or (4) employment at a quality job wage.

LDCC also contributes to the educational development of students who are preparing for four-year University entry. These students often enroll in developmental studies courses designed to improve their ACT score and to prepare them to meet the increased admission standards in higher education. This reduces the College's cohort as the students transfer. Therefore, the college does not receive credit for the completion of this set of students.

- i.a. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of transfer students – N/A
- i.b. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of full-time, baccalaureate degree seeking transfer students with a minimum student level of sophomore. – N/A
- ii. Number of baccalaureate completers that began as a transfer student – N/A
- iii. Percent of transfer students admitted by exception – N/A

### **Element:**

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

LDCC receives feedback from University of Louisiana at Monroe, Grambling State University, and Northwestern State University in regard to the success of our transfer students.

- i. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of those who transfer with associate degree – N/A
- ii. Number of baccalaureate completers that began as a transfer student with an associate degree – N/A

### **Element:**

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

University of Louisiana at Monroe, Grambling State University, and Northwestern State University have provided LDCC with a formal letter to refer applicants to LDCC who do not meet their selective admissions requirements. However, the numbers of referrals remain small because the recruitment process

for Delta and both Universities informs ineligible students that they should apply at LDCC prior to completing the application process and paying the application fee for admission at the four-year school.

The college has an advanced standing process in place to receive students who have voluntarily leave the universities four year degree programs to enroll with the technical college for shorter term training. An example of this is Allied Health. All four year institutions of higher education in northeast Louisiana offer programs of Registered Nursing. Often these students pursue an associate degree after graduating the Practical Nursing program and become an ADRN.

The college has also enrolled students in various other specific courses such as CISCO Academy geared toward CISCO certifications for IT students and CADD software course work for engineering students to compliment training students are receiving in the four year universities.

- i. Number of students referred – N/A
- ii. Number of students enrolled – 143, 10 of which transferred directly from Louisiana four-year universities.

**Element:**

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

While LDCC institutionally has articulation agreements with ULM, Grambling State University, and Northwestern State University, our System office has also developed articulation agreements with out-of-state colleges to include University of Phoenix, Western Governor’s University, Ashford University, Kaplan University, and Regis University.

- i. Number of students enrolled in a transfer degree program – Additional Measure

#Students Enrolled in Transfer Degree	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual
	125	345	150	424

- ii. Number of students completing a transfer degree

#Students Completing Transfer Degree	2010-2011	2011-2012	2012-13
	3	10	9

- iii. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate of those who transferred with transfer degree – N/A
- iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree – N/A

**LOUISIANA DELTA COMMUNITY  
COLLEGE**



**GRAD Act Performance Objectives  
Workforce and Economic Development**

**2014 Annual Report  
April 15, 2014**

## **Performance Objective: Workforce and Economic Development (3)**

**An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

Under Performance Objective 3, LDCC established b.ii. (Number of students enrolled in courses with 50% and with and with 100% instruction through distance education) as an additional measure. The Year 4 established Benchmark is 165. The college served a total of 1140 students in this area surpassing the benchmark by 691%. A change in the College's E-Learning policy now requires students to have face-to-face meetings with faculty members teaching distance education course work; therefore, the College is identifying all its distance learning course work as 50% to 99% rather than 100%.

**Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

LDCC adheres to guidelines provided by the Louisiana State Board of Regents in regard to low completer programs (an average of 8 completers over a 3-year period). The administration of LDCC has examined this report and find no programs that fall into this category. However, a program review has been conducted of all offerings within the college at all locations. Decisions are currently being reviewed to consolidate programs where duplications exist campus to campus.

The College constantly monitors the Louisiana Department of Labor website for changes in projected need for training areas currently offered. LDCC purchased software from Economic Modeling Specialists, Inc. (EMSI) which provides a consolidated set of current statistics from multiple databases with information regarding jobs, growth, and median earnings. The software can produce a report that is state-wide, regional, and can even drill down to individual cities.

All programs were examined based on state required performance indicators and none were found that failed to meet performance numbers as well as alignment with current or strategic regional and/or state work force needs according to the Workforce Investment Act.

**Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents\* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

LDCC is involved in a TAACCCT grant through which training needs identified throughout the four college consortium engaged LDCC in training for IT and Health Care jobs. Our IT programs such as Information Communication Technology will target jobs with CenturyLink which is on the Fortune 500 list of America's largest corporations. The Health Science graduates will be seeking employment at three major hospitals in Ouachita parish as well as multiple small hospitals in the northeast region. The College applied for and received a Rapid Response Grant for training in the area of Health Information Technology (HIT). With the change from medical coding ICD9 to ICD10 for all health care providers, the College is positioning itself to provide this training through the HIT curriculum.

As part of LCTCS's Accelerating Opportunities initiative, whereby adult education students obtain job readiness training in addition to high school equivalent education, the College developed and began piloting pathways in business, manufacturing, and healthcare utilizing the IBEST model for programmatic and adult education training.

Louisiana Delta Community College operates the North Delta Regional Training Academy and is responsible for certification under the Louisiana Peace Officer Standards and Training Council (POST) standards for the twelve parishes constituting Northeast Louisiana. It is the only college in Louisiana that operates a POST certified training facility. On May 15, 2013, 36 officers received their certification.



### **Activities conducted during the reporting year with local Workforce Investment Board.**

All programs of study at LDCC are reviewed by the WIBs serving the parishes in which the campuses are located. The approval received each year from the WIBs helps the college determine the viability of continuation of our programs.

The College continues to be supported by WIB SDA-83 in the area of training for eligible students entering the health care field through Professional Healthcare Opportunities – Career and Support (PHOCAS). This is a five-year grant that provides assistance to residents in eleven of the twelve parishes served by LDCC. The grant also provides special monitoring and tutoring designed to ensure maximum success for high risk students.

### **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

LDCC utilizes many other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report. Some methods used are as follows:

1. Students exiting skills training areas are required to complete an exit survey to include place of employment.
2. When students exit without employment, faculty conduct a follow-up study of those exiting in the prior semester who did not report employment.
3. Many of the programs where technical skills are trained are supported by Advisory Committees. Many of the students graduating from these training areas become employed by the companies represented by the Advisory Committees. Feedback is gained from these employers.
4. An employer satisfaction survey is mailed to employers listed by students.
5. Louisiana Workforce Commission offices locally provide information to the College.
6. Many training areas are programmatically accredited. To fulfill the requirements of the accrediting agency, programmatic follow up of exiters is tracked.
7. Grant funded students are tracked through the grant and into employment.

### **Improved technology/Expanded distance learning offerings during the reporting year.**

LDCC employs an IT department that serves all campuses of the College. The IT department is constantly involved in upgrading service to satellite campuses. Technology utilized for distance learning includes web based learning, compressed video units through which general education courses are transmitted to all campuses, the use of Joule for faculty/student communication, College e-mail for every student, and Skype. Some faculty members record their lessons for later viewing by students. The Learning Resource Center maintains online tutorials and videos for students needing remediation. All campuses have access to Edgenuity learning software which is used in many developmental courses. Edgenuity can also be customized for any student's need and can be accessed via the internet.

LDCC's E-Learning Coordinator conducts workshops periodically to certify additional faculty for the delivery of distance learning courses. She also delivers frequent workshops on the use of Joule course management system as new faculty join the college.

#### **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.**

LDCC applies an institutional review annually to identify programs that have low completers or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission. No programs were eliminated in the most recent academic year as a result of institutional or Board of Regents review.

i. Number of programs eliminated.

Campus Location	Program	Eliminated
West Monroe	Air Conditioning and Refrigeration – AAS	Eliminated

ii. Number of programs modified or added.

Campus Location	Program	Modified/Added
Monroe	Forensics Science and Technology	Added
West Monroe	Paramedic	Added

iii. Percent of programs aligned with workforce and economic development needs – 89%

# Transfer Degrees	# Non-Transfer Degrees	# Non-Transfer Diplomas	# Non-Transfer Certificates	Total	Total Aligned with Workforce	Percent Aligned with Workforce
4	10	15	7	36	32	89%

**Element:**

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

LDCC makes every effort to provide instruction to students through as many sources as can be made available with a limited budget. Funding sources such as Carl Perkins, Technology Fees, and Grants written by the college are invested in various sources to support technology and the expansion of distance learning opportunities. Each purchase of technology is made strategically with the future in mind as we increase offerings via distance learning to nine sites in twelve parishes in northeast Louisiana. Technologies utilized include but are not limited to compressed video, Skype, online tutorials, and web-based classes assisted by Joule. Many of LDCC’s campuses are in rural areas where connectivity becomes a hindrance to efficient use of technology. In these locations, computer labs equipped by the college campuses are made available to student use.

The College employs an E-Learning Coordinator. In an effort to expand distance learning offerings of the college, Carl Perkins funding has been designated for professional development of faculty interested in receiving training to deliver courses through the use of technology.

i. Number of course sections with 50% and with 100% instruction through distance education.

# Course Sections with 50-99%	# Students Enrolled in Course Sections with 50-99%
220	1140

ii. Number of students enrolled in courses with 50% and with 99% instruction through distance education. – Additional Measure

Year 4 Benchmark – Course Sections	2012-2013 Actual - Students
165	1140

iii. Number of programs offered through 100% distance education. – At this time LDCC offers individual courses, but no entire programs that are 100% through distance education.

**Element:**

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

i., ii., iii., iii.a., iii.b., iv., v., vi – Not applicable for 2-Year Colleges

**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.**

The College provides opportunity to students through two avenues, preparation for transfer to a four-year university and technical skills training for employment. The expected result by the College of all skills training areas is employment. Faculty provide work-based activities to strengthen employability skills, reinforce learning, build confidence, and provide students with work related experience. Students in skills training are involved in theory and experiential lab activities that assist them in developing comprehension and problem solving abilities. . In tracking the data available to the college, 13% of LDCC students were found to have enrolled at a 4-year university.

- i. Percent of completers found employed.  
In tracking the data available to the college, 73% of LDCC’s students were found to be employed and 13% were found to have enrolled at a 4-year university. The College is exponentially involved in its focus on workforce and economic development activities. The former NELTC campus programs were entirely skills and workforce based. Therefore, students are seeking employment rather than transfer to a four-year institution. Degree programs that were approved for LDCC prior to the merger continue to track and place students. These programs include, Care and Development of Young Children, Business Technology, Process Technology, and the Registered Nursing Associate Degree. The College also has a continued focus on non-credit offerings and continuing education which often leads a student to credit course work.
- ii. Increasing the performance of associate degree recipients who transfer. See elements 2.b. and 2.d.
- iii. Placement rate of graduates. – N/A
- iv. Placement of graduates in postgraduate training. - N/A

**LOUISIANA DELTA COMMUNITY  
COLLEGE**



**GRAD Act Performance Objectives  
Institutional Efficiencies and  
Accountability**

**2014 Annual Report  
April 15, 2014**

**Performance Objective: Institutional Efficiency and Accountability (4)**

**Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges. – Not Applicable for 2-Year Colleges**

**Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

LDCC’s tuition/fees schedule for non-resident students is still below the SREB average of \$8,271 per year for non-resident students enrolled at two-year institutions. During the 2012-2013 reporting year, LDCC served a total of 43 non-resident students. Non-resident students comprise 1.1% of LDCC’s enrollment. The SREB tuition/fees schedule for non-residents is currently 37% above Delta’s non-resident tuition.

**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. – Not Applicable for 2-Year Colleges**

i., ii. – Not Applicable for 2-Year Colleges

**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.**

i., ii. – Not Applicable for 2-Year Colleges

**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.**

i. Total tuition and fees charged to non-resident students.

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>SREB Targeted Measure</b>	<b>7,444</b>	<b>7,444</b>	<b>7,444</b>	<b>7,528</b>	<b>8,271</b>
<b>LDCC</b>	<b>3,936</b>	<b>4,396</b>	<b>4,836</b>	<b>5,364</b>	<b>6,030</b>
<b>Difference</b>	<b>-3,508</b>	<b>-3,048</b>	<b>-2,608</b>	<b>2,164</b>	<b>2,241</b>
<b>Percentage Difference</b>	<b>-89%</b>	<b>-60%</b>	<b>-54%</b>	<b>-40.3%</b>	<b>-37.2%</b>

**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:
  - Offer 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.

At this time Louisiana Delta Community College is not formally seeking a designation as a Center of Excellence. However, the College’s commitment to a future designation was reflected in the design of the Monroe campus. The Advanced Technology Center (ATC) located on the campus houses a Process Technology program which involves equipment appropriate for training in the industrial sector such as an Integrated Assembly System. Since the merger of LDCC and NELTC, the College is assessing all capacities available to integrate training capacities throughout all campuses. The West Monroe campus houses the most comprehensive CNC training facility in the state, and its Instrumentation program has received wide spread recognition. We are in the planning stages of a Remote Automated Manufacturing Project (RAMP) which allows us to integrate capacities at all campuses. Discussions have also begun with Louisiana Tech in regard to their research in Nano and Micro Processes. We believe this will be a significant manufacturing venture in the next five years.

Another area of excellence that is emerging for the College is the Police Academy. This is the only academy housed in and operated by a college or university in the state.

- i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited. – 2012 - 58.8%, 2013 – 52.9%.

Program	BOR Requirement	Status
Air Conditioning & Refrigeration: Commercial Refrigeration (TD)	Mandatory	Accredited/Approved
Air Conditioning & Refrigeration: Residential (TD)	Mandatory	Accredited/Approved
Automotive Technician: Power Train Technician (CTS)	Mandatory	Accredited/Approved
Automotive Technology: Automotive Technician (TD)	Mandatory	Accredited/Approved
Automotive Technology: Electrical Technician (CTS)	Mandatory	Accredited/Approved
Automotive Technology: Engine Performance Technician (CTS)	Mandatory	Accredited/Approved
Diesel Engine Technician (CTS)	Mandatory	Accredited/Approved
Diesel Powered Equipment Technology (TD)	Mandatory	Accredited/Approved
Drafting & Design Technology (AAS)	Mandatory	Accredited/Approved
Emergency Med Tech: Paramedic	Mandatory	Applied
Industrial Electronics Technology	Mandatory	Applied
Industrial Instrumentation Technology (AAS)	Mandatory	Not Sought
Nursing (ASN)	Mandatory	Not Sought
Process Technology (AAS)	Mandatory	Not Sought
Business Office Administration (AAS)	Recommended	Not Sought
Business Technology (AAS)	Recommended	Not Sought
Practical Nursing (TD)	Recommended	Not Sought

# **LOUISIANA DELTA COMMUNITY COLLEGE**



## **GRAD Act Performance Objectives Reporting Requirements**

**2014 Annual Report  
April 15, 2014**

## Performance Objective: Reporting Requirements (5)

**5. 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:**

**A. Number of students by classification –**

Fall 2009	1,640
Fall 2010	2,485
Fall 2011	2,954
Fall 2012	4,123
Fall 2013	3,874

- All students are undergraduates.
- Budgeted FTE – 2768.9

**B. Number of instructional staff members –** 231 Staff Members, 148.5 FTEs.

**C. Average class student – to – instructor ratio –** 12.2

**D. Average number of students per instructor –** 19.1

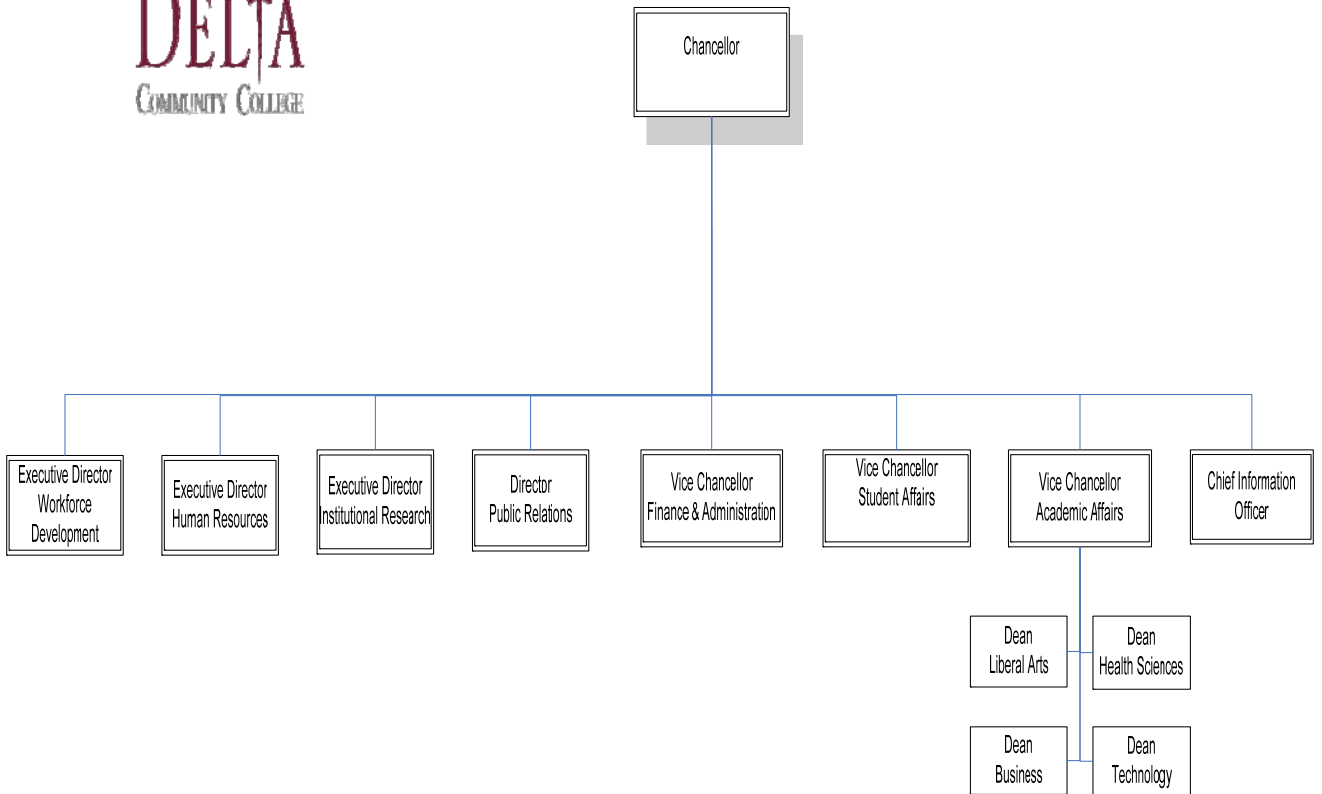
**E. Number of non-instructional staff members in academic colleges and departments –** 3 Staff Members, 3 FTEs.

**F. Number of staff in administrative area –** 8 Administrative Staff Members, 8 FTEs.

**G. 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.\***

\*Attached on following pages.





**H. Salaries of all personnel identified in Subparagraph (G) and the date, amount, and type of all increases in salary received since June 30, 2008**

<b>Position</b>	<b>Base Salary (Fall 09)</b>	<b>Salary Changes Since 6/30/2008 reported fall 2010</b>	<b>Salary Changes Since 6/30/10 reported fall 2011</b>	<b>Salary Changes Since 6/30/2011 reported fall 2012</b>	<b>Salary Changes Since 6/30/2012 reported fall 2013 *post-merger and reorg</b>
Chancellor	\$138,888	There were no salary changes for any positions since 6/30/2008	There were no salary changes for any positions since 6/30/2010	\$150,888 (4/2011) Added Responsibility due to super-Vision of NELTC*	\$153,000 (New Hire)
Vice-Chancellor for Academic Affairs					\$90,000 (Reallocated Position replaced previous VC of Academic & Student Affairs)
Vice-Chancellor for Finance & Administration	\$90,000			\$103,000* 1/1/2011	\$94,500 (New Hire)
Vice Chancellor for Student Affairs					85,000 (Reallocated Position replaced previous VC of Academic & Student Affairs)
Director of Public Relations	\$60,000			\$70,000* 1/1/2011	
Executive Director of Human Resources				\$70,000* 1/1/2011	\$85,000 (Reallocated Position)
Chief Information Officer	\$56,250			\$70,000* 10/2011	
Executive Director of Institutional Effectiveness, Research, & Grants					\$71,000 (New Hire, replaced previous Director of IE and added responsibilities)
Executive Director of Workforce Development	\$60,375			60,375	
Dean of Health Sciences					\$80,000 (Reallocated Position replaced previous division chair)
Dean of Math, Science, & Technology					\$65,000 (Reallocated Position replaced previous division chair)
Dean of Liberal Arts					\$62,000 (Reallocated Position replaced previous division chair)
Dean of Business					\$66,000 (Reallocated Position replaced previous division chair)

**I. Cost Performance Analysis:**

i. *Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.*

Louisiana Delta Community College		
<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% Total</b>
Instruction	8,165,155	45.5%
Academic Support	782,001	4.4%
Student Services	1,692,013	9.4%
Institutional Services	4,784,458	26.6%
Scholarships/Fellowships	3,177	0.0%
Plant Operations/Maintenance	2,008,106	11.2%
<b>Total E &amp; G Expenditures</b>	<b>17,434,916</b>	<b>97.1%</b>
Transfers out of Agency	501,124	2.8%
Other	17,490	0.1%
<b>Total Expenditures</b>	<b>17,953,530</b>	<b>100%</b>

ii. *Average yearly cost of attendance as reported to the U.S. Dept. of Education.*

<b>Tuition and Fees</b>	<b>2009 -10</b>	<b>2010 - 11</b>	<b>2011 - 12</b>	<b>2012-13</b>	<b>2013-14</b>
In-State	\$2,142	\$2,428	\$2,662	\$2,931	\$3,968
Out-of-State	\$3,366	\$4,390	\$4,836	\$5,364	\$6,030
Books and Supplies	\$1,250	\$1,400	\$1,500	\$1,200	\$1,200
<b>Off-Campus</b>					
Room and Board	\$14,800	\$14,800	\$14,822	\$8,642	\$8,789
Other Expenses	\$3,600	\$4,000	\$4,200	\$3,566	\$3,626
<b>Off-Campus with Family</b>					
Other Expenses	\$7,000	\$7,500	\$11,309	\$3,566	\$3,626

iii. *Average time to degree for completion of academic programs at all levels.*

**Louisiana Delta Community College - 3.4 years**

iv. *Average cost per degree awarded by degree level.*

**\$4,158**

v. *Average cost per non-completer by degree program entered.*

**\$4,158**

vi. *All expenditures of the institution for the year.*

**Louisiana Delta Community College – \$32,727,126**

**Appendix #2 to Attachment B**  
**Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.**  
**2-year Colleges and Technical Colleges**

**Institution: Louisiana Delta Community College**

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications 2011-12
Adobe Certification	Adobe Certified Expert	Adobe		
American Petroleum Institute- 6th Edition Rigger	API	Database		
American Petroleum Institute- Personal Survival	Personal Survival			
American Welding Society	AWS Entry Level Welder			
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence		
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2011-2012	18
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2011-2012	11
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.		
Certified Manufacturing Specialist	CMS/C4M	Georgia Quickstart	2011-2012	106
Certified Wireless Technology Specialist	CWTS	Pearson VUE/Prometric		
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric		0
Child Development -- 190709	CDA	LA Pathways Assn.		
Commercial Diving - 490304	ACDI and ACDE	American Commercial Diving Institute and American Commercial Divers Educators		
Commercial Drivers License	CDL	Department of Transportation Office of Motor Vehicles	2011-2012	14
Communications Electronics	CET and FCC licenses			
Cosmetology -- 120401	Cometology	Louisiana State Board of Cosmetology		
Culinary -- 120503	SERVSAFE	American Culinary Federation		
Diving	Commercial Diver/Tender Diver	Assoc. of Commercial Diving Educators/Assoc. of Diving Contractors International		
Drafting -- 15.1301	CD	American Design Drafting Assn.		
Electrician -- 46.0302	State License	Louiaiana State Licensing Board for Contractors		
Electrician - city license - 460302	City of Thibodaux Electrical License			
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry		
EMT Basic	NREMT-B	State Database	2011-2012	9
EMT Paramedic	NREMT-P	State Database		
Fork Lift	Forklift	Workforce Dept.	2011-2012	10
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd		
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	2011-2012	58
HVAC - EPA - 608	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)	2011-2012	21
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)		
Computer-programming-specialty areas	college will identify			
Internet and Computing all areas (COMPTIA, CISCO, IC3)	Network +, A+, iNet+, A+ COMPTIA	Pearson VUE/Prometric	2011-2012	6
MCITP: Enterprise Administrator on Windows Server 2008	MCITP	Prometric		
Menhaden Fisheries Industry -	Omega Protein			
Microsoft Certified IT Professional: Server 2008 Active Directory	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Application Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Enterprise Administration	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Network Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Windows 7 Configuration	MCITP	Prometric		
Microsoft Office User Specialist (MOUS)	MOUS	Certiport	2011-2012	54
National Restaurant Association	Servsafe	National Restaurant Association		
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation	2011-2012	130

NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2011-2012	425
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals	2011-2012	387
Nursing - PN	NCLEX	National Council of Licensure Examination	2011-2012	73
OPET	EETC			
OSHA	OSHA	Occupational Safety and Health Administration	2011-2012	65
Patient Care Tech	CPCT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Personal Fitness Trainer	ACE	Gatlin Education		
Petroleum Education	PEC, PEC-OPPS, Safe Gulf	Safety, Environmental & Operational Training Inc.		
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		0
Real Estate	Salesperson	Louisiana Real Estate Commission		
U.S. Coast Guard all specialty areas	USCG	USCG		
Welding	NCCER	NCCER		Included in NCC
WorkKeys (all areas, levels)	workkeys	ACT	2011-2012	164

Institutions are to provide institution name and report data in cells shaded in *BLUE* for those IBCs marked with √ on Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

2-27-12

# Students receiving certifications 2012-13
9
0
26
18
15
12
0
57
6
8
18
36

317
222
89
5
16
CER total above
223