South Louisiana Community College

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GRAD Act Performance Objectives

2016 Annual Report

June 1, 2016

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OBJECTIVE 1: STUDENT SUCCESS – Narrative Discussion

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.

South Louisiana Community College (SLCC) exceeded four of the college's five Student Success targeted measures.

1. First to second year retention performance exceeded the Year 6 target by 2.8 percentage points.
2. Same institution graduation rate exceeded the Year 6 target by 17.9 percentage points.
3. Program completers at the Associate degree level exceeded the Year 6 target by 1.9 percentage points.
4. The college's award productivity ratio improved from 0.39 in Year 5 to 0.41 in Year 6 and surpassed the reporting year target.

Reporting year performance on percent change in program completers below the Associate degree level fell below the target established for this measure. Reasons for reporting year performance below targeted levels on this measure are as follows:

- *Decrease in Technical Student Enrollment*. Fall 2011 degree-seeking student enrollment on the campuses of the former Acadiana Technical College (ATC) totaled nearly 3,000 students. Degree-seeking student enrollment in technical programs on those same campuses declined to 2,381 students in fall 2012 and fell further in fall 2013 to 1,647 degree-seeking students. While a variety of factors contributed to this enrollment decline – including the impact of the merger of ATC and SLCC – the college's Technical Program Redesign played a significant role in redefining the enrollment characteristics of the college.
- *Technical Program Redesign*. With the merger of ATC and SLCC, a comprehensive overhaul of technical programs was launched. Low enrollment programs on individual campuses were eliminated and program offerings were consolidated among the seven technical campuses of the former ATC to improve institutional efficiency and instructional productivity. Additionally, moratoriums were placed on enrollment in a number of technical programs based on the availability of suitably qualified faculty. Collectively, these actions had an impact on the total number of students in the technical degree seeking cohort and, subsequently, the total number of technical credentials awarded.

South Louisiana Community College's targets for awards at the Less Than Associate Degree level were renegotiated in 2012 following the ATC/SLCC merger. Renegotiated targets were based on historically high ATC enrollment and credential award levels in 2010-11. The subsequent reduction in total number of students entering technical programs since 2011 reduced the total number of students eligible to earn degree credentials in those programs. All technical diplomas and most certificates awarded by SLCC are in the technical program areas, so fewer students enrolled in those programs over time resulted in a reduction the total number of Less Than Associate Degree awards compared to the revised baseline level established.

While this target was not met, the college did demonstrate some improvement on this measure compared to Years 4 and 5. In the reporting year the total number of certificate credential awards and the total number of Less Than Associate Degree awards increased compared to Years 4 and 5. These indicators, coupled with the college's consistency at meeting completer targeted at the Associate degree level, provides evidence that SLCC successfully continues to pursue the goal of improving program completion and award rates. As reported in Year 4, the college's performance with regard to completions at the less than Associate degree level during the reporting year are a reflection of a fundamental redesign of the offerings of the college and not an indication of inattention to the college's fundamental charge of successfully producing completers.

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

Policies Continued/Adopted

South Louisiana Community College follows policies set forth by the Louisiana Community and Technical College System (LCTCS) and as well as the institution itself. These policies promote student success opportunities through recognition of student achievement and completion of degree programs. LCTCS policies to help students acquire a degree include amnesty from past attempts in postsecondary education; cross enrollment opportunities for students with schedule conflicts; awarding credit for past experiences and/or certifications; credit for high school courses that meet articulation agreements; and dual enrollment opportunities.

The LCTCS policies include:

1.002 Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates. Effective date: May 10, 2000.
1.006 Academic Amnesty. Effective date: October 10, 2002.
1.010 Program Assessment of Effectiveness. Effective date: March 14, 2001.
1.014 Assessment. Effective date: November 14, 2001.
1.016 Cross Enrollment. Effective date: November 14, 2001.
1.020 Academic Status. Effective date: Fall 2003.
1.023 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 Inter-Institutional Cross-Enrollment Form. Effective date: July 9, 2003.
5.025 Tuition Discounts and Waivers. Effective date: August 10, 2005.

SLCC also adheres to 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 SLCC and are implemented effective with their passage by Regents.

Initiatives Implemented

During the reporting year, SLCC implemented a number of initiatives supporting Student Success college-wide.

- *Learning Foundation Redesign*. In Year 4, a taskforce was charged with evaluated SLCC's developmental education offerings and options for improving success rates and more timely completion of developmental education requirements. In Year 5, the taskforce embarked upon a total redesign of the developmental Mathematics, English and Reading requirements and course structure. In the reporting year new Learning Foundations courses were offered. MATH 0091, 0091 and 0092 were eliminated and replaced with MATH 0083 as the required learning foundation prerequisite for those not eligible for enrollment in College Algebra. As an alternative, MATH 0093 was offered to marginally qualified students as a co-requisite for the College Algebra course. ENGL 0091, ENGL 0092 and READ 0092 were also eliminated and replaced with ENGL 0083 as the required learning foundation prerequisite for those not eligible for enrollment in ENGL 1010, Rhetoric & Composition.

- *College Success*. In Year 4, a taskforce was charged with evaluating SLCC's College Success course offering. The taskforce considered course content and structure with the goal of optimizing the applicability and effectiveness of the College Success course for future SLCC students. Based on the findings of the taskforce, a new course – CCFS 1003 – was designed and mandated as a required course for all incoming degree-seeking students beginning in the fall 2015 term. The purpose of this course is to provide a solid foundation for success new students' college careers.

Initiatives Continued

In Year 4, a taskforce investigated benefits and challenges of encouraging students to enroll 15 hours per semester in order to complete programs in a timely manner. Findings of this taskforce were reported April 2014 and recommendations by this group were implemented by the college during Year 5. Subsequent evaluations of this initiative have shown improvements in progress to completions with no ill-effects on student academic success or retention as a result of increased course load.

In order to enhance student retention, students in the entering cohort are assigned to full-time faculty advisors. Students in the retention cohort were clearly identified to ensure that advisors paid special attention to contacting and advising these students. Advisors also worked proactively with degree-seeking students with more than 30 credit hours to guide these students toward graduation. Additionally, academic advisors worked with the large number of students identifying themselves as degree seeking transfer students not planning to complete their degrees with SLCC to encourage them to earn an associate degree before transferring to a four-year institution.

Staff from the LEAs and SLCC meet regularly to discuss ways to strengthen dual enrollment. SLCC Career Coaches assist high-school students with identifying career goals and utilizing resources to accomplish the goals. In addition to collaboration on career diploma implementation, LEA's and SLCC partner on numerous activities to educate students on options available at the postsecondary level. These include but are not limited to the following:

1) Campus tours by middle and high school students
2) SLCC participation in high school career days
3) Awarding of SLCC credentials to dually enrolled students upon high school graduation (AGS, TCA, CTS and TD)

In 2008, SLCC partnered with the Lafayette Parish School System (LPSS) to establish the first Early College Academy (ECA), or middle college, in Louisiana. The ECA is a partnership enabling secondary school students to simultaneously earn 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. Lafayette Parish Schools committed $1 million to the construction of a new building on SLCC's Lafayette campus to facilitate further growth of the Early College Academy. SLCC and LPSS's long-term goal is to grow ECA enrollment to 1,000 students.

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

In Year 5, SLCC re-launched its academic program review process based on a comprehensive redesign of this process. Program reviews continued into the reporting year. On a regularly scheduled basis (every three years) academic programs complete a comprehensive assessment of program curriculum, student performance, and personnel characteristics to ensure the viability, effectiveness, and relevance of each degree program. Included in these reviews is the analysis of historical trend data focusing on program enrollment, retention, and completion measures. These data are generated annually for all academic

programs in the college, allowing administrators, deans, department chairs and program coordinators to periodically assess program performance trends.

In addition to comprehensive program reviews the college requires all units, including each academic degree program, to submit annual unit plans. Academic program unit plans must include goals focusing on successful program learning outcomes and typically include additional goals focusing on enrollment, retention, and/or completion. Clear data-based evidence of outcome performance is required to evaluate success in meeting the stated objectives. Outcomes – whether or not goals were met – are evaluated to determine next steps for continuous improvement.

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

During the reporting period, SLCC continued to refine its use of the Banner student information management system and associated COGNOS data reporting software. This system has provided faculty and staff with a wider range of student information than was available in SLCC's legacy systems and supports student performance monitoring and retention efforts college-wide.

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

Each SLCC degree program has an advisory committee which meets once or more each academic year. Included in agenda of these committee meetings is the assessment of student performance in the respective degree program. Additionally, SLCC's accreditation cycle has provided the College with a continuous feedback from program/discipline accreditation agencies on its performance in meeting program objects in preparing students.

Success of transfer students is reported to SLCC by 4-year institutions in the State via reports of transfer-in rates and subsequent student performance at those institutions.

OBJECTIVE 1: STUDENT SUCCESS – Performance Data

Performance Objective 1: 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

Year 1 & 2 actual performance levels are based on combined SLCC & ATC Associate Degree seeking student retention. Year 6 target exceed by 2.8 percentage points.

Entering Cohort Year	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Actual Year 4 2012-13	Actual Year 5 2013-14	***Target Year 6 2014-15***
Retention Rate - Target			*48.7%*	*49.1%*	*49.5%*	***50.0%***
Retention Rate - Actual	52.7%	45.1%	47.1%	50.9%	54.5%	**52.8%**
Fall cohort count	463	628	577	662	683	**737**
Retained following Fall	244	283	272	337	372	**389**

1.a. iv. Same institution graduation rate

All data and targets based on cohorts established prior to merger of SLCC and ATC. Year 6 target exceed by 17.9 percentage points.

Year	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Actual Year 4 2012-13	Actual Year 5 2013-14	**Target Year 6 2014-15**
Target		*2.2%*	*2.7%*	*3.1%*	*3.6%*	*4.1%*	***4.6%***
Actual	1.6%	7.4%	6.3%	5.2%	9.6%	6.3%	**22.5%**
Fall cohort count	247	203	269	306	313	504	**1,184**
Completers in 150% time	4	15	17	16	30	32	**266**

1.a.vi. Award Productivity

Baseline, Year 1 & Year 2 actual performance levels are based on combined SLCC & ATC awards and FTE. Performance for reporting year exceeds target.

Year	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Actual Year 4 2012-13	Actual Year 5 2013-14	**Target Year 6 2014-15**
Target				*0.34*	*0.36*	*0.38*	***0.40***
Productivity Ratio - Actual	0.29	0.27	0.31	0.37	0.33	0.39	**0.41**
Number of Awards	1,441	1,591	1,893	2,080	1,609	1,820	**1,796**
FTE	5,002	5,834	6,164	5,608	4,898	4,716	**4,369**

Performance Objective 1: <u>Element b</u>.
Increase the percentage of program completers at all levels each year.

Measures - <u>Targeted</u>

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

Year 3 targets renegotiated (increased) based on SLCC / ATC merger and actual performance of the institutions in Years 1 & 2. Year 6 target exceeded for Associate Degree completer awards.

Associate Degrees	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Actual Year 4 2012-13	Actual Year 5 2013-14	**Target Year 6 2014-15**
Increase – Target		*0.4%*	*1.3%*	*36.9%*	*47.9%*	*58.4%*	***68.9%***
Increase – Actual		8.7%	26.0%	68.5%	62.1%	95.0%	**70.8%**
Awards – Target		*228*	*230*	*300*	*324*	*347*	***370***
Awards – Actual	219	238	276	369	355	427	**374**

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

Percent change in total awards at Less Than Associate Degree Year 3 targets renegotiated (increased) based on SLCC / ATC merger and actual performance of the institutions in Years 1 & 2. Target not met for the reporting year (page 1 discussion).

Diplomas	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Actual Year 4 2012-13	Actual Year 5 2013-14	**Target Year 6 2014-15**
Increase – Target		*0.2%*	*0.4%*	*27.2%*	*31.3%*	*35.2%*	***39.3%***
Increase – Actual		1.0%	23.3%	38.7%	17.6%	-2.3%	**-18.6%**
Awards – Target		*512*	*513*	*650*	*671*	*691*	***712***
Awards – Actual	*511*	516	630	709	601	499	**416**

Certificates	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Actual Year 4 2012-13	Actual Year 5 2013-14	**Target Year 6 2014-15**
Increase – Target		*0.3%*	*0.6%*	*38.3%*	*39.4%*	*40.3%*	***41.4%***
Increase – Actual		19.8%	37.3%	38.3%	-5.3%	30.9%	**44.7%**
Awards – Target		*642*	*644*	*885*	*892*	*898*	***905***
Awards – Actual	640	767	879	885	606	838	**926**

ALL LESS THAN ASSOCIATE	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Actual Year 4 2012-13	Actual Year 5 2013-14	**Target Year 6 2014-15**
Increase – Target		*0.3%*	*0.5%*	*33.4%*	*35.8%*	*38.1%*	***40.5%***
Increase – Actual		11.5%	31.1%	38.5%	4.9%	16.2%	**16.6%**
Awards – Target		*1,154*	*1,157*	*1,535*	*1,563*	*1,589*	***1,617***
Awards – Actual	*1,151*	1,283	1,509	1,594	1,207	1,337	**1,342**

Performance Objective 1: Element c.

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

Measures – Descriptive

1.c. High School Dual Enrollment 2014 - 15

Term	**Students Enrolled**	**Hours Enrolled**	**Hours Completed**
Fall 2014	1,037	5,740	5,560
Spring 2015	868	6,111	5,997
Academic Year Total	1,905	11,851	11,557

1.c.i. Number of high school students enrolled at institution while still in high school

	Academic Year						
Institution	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Academic Year Total	2,420	2,985	3,589	2,722	2,999	3,492	1,905

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

	Academic Year						
Institution	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Academic Year Total	12,335	14,925	12,790	12,816	17,285	18,052	11,851

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 academic year

	Academic Year						
Institution	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Academic Year Total	11,281	14,083	11,936	12,307	16,008	17,786	11,557

Performance Objective 1: Element d.

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

Measures - Tracked

Passage rate on licensure exams for the reporting year continued to be high (85.2%) for the college as a whole. The total number of professional licenses and industry-based certifications earned by SLCC students during the reporting year exceeds the baseline year count by 167%.

1.d.i. Passages rates on licensure exams

	Academic Year						
Institution	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Former SLCC	75.1%	79.5%	90.0%				
Former ATC	84.5%	88.7%	93.1%				
Combined Weighted Average	79.9%	82.2%	91.1%	93.2%	89.2%	87.5%	**90.7%**

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

	Academic Year						
Institution	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Former SLCC	163	358	398				
Former ATC	98	130	162				
Grand Total	261	488	560	1,351	908	767	**674**

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

In Years 1 through 4, the WorkKeys® assessment was included as part of a required course for all technical students (JOBS 2450). As a result of curriculum redesign, this course is no longer required of all technical program degree seeking students and the total number of assessments for Years 5 and 6 declined accordingly.

	Academic Year						
	08-09	**09-10**	**10-11**	**11-12**	**12-13**	**13-14**	**14-15**
Total WorkKeys Assessments	689	550	519	630	169	21	**0**
Platinum Certificates	1	1	0	1	1	0	**0**
Gold Certificates	75	58	49	55	29	4	**0**
Silver Certificates	396	251	145	184	75	9	**0**
Bronze Certificates	217	44	66	89	30	4	**0**
Total Certificates	499	354	260	329	135	17	**0**
Pass Rate	*72.4%*	*64.3%*	*50.0%*	*52.2%*	*79.9%*	*81.0%*	**N/A**

OBJECTIVE 2: ARTICULATION & TRANSFER – Narrative Discussion

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

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 Student Success Center.

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

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 meets periodically with representatives of four-year institutions (primarily University of Louisiana at Lafayette, UL-L) providing opportunities to address articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees. A UL-L transfer coordinator is on-site at SLCC's Lafayette campus on a regularly-scheduled basis and additionally as needed to address transfer issues as they arise. Advisors are also able to contact or refer students directly to the transfer coordinator at any time.

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

During the reporting year, SLCC and UL-L scheduled and conducted meetings with each articulation program area as to ensure that students transferring from SLCC are academically prepared to enter UL-L degree programs as a Junior-level student.

SLCC is a member of the National Student Clearinghouse. This allows the College to identify students and follow the progress of our students who transfer to other NSCH institutions, including University of Louisiana at Lafayette.

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

In 2013, UL-Lafayette (UL-L) and SLCC entered into a formal agreement establishing the *Ragin' Cajun Bridge Program*. Students applying to UL-L who do not meet all admissions requirements are eligible to enter the Bridge Program. Students in the program enroll at SLCC at least half-time each fall and spring semester until meeting the requirements for transfer to UL-L. Students qualify for a transfer to UL-Lafayette when they complete at least 24 credit hours and maintain a 2.5 grade-point average at SLCC.

While at SLCC, Bridge Program students' academic progress is tracked and program participants are required to meet with an academic adviser at least once a semester. Bridge Program participants are also granted all regular UL-L student privileges while enrolled at SLCC. After transferring to UL-Lafayette, students will remain cross-enrolled at SLCC, making them eligible to receive a Certificate of General Studies upon earning 30 credits and an Associate degree after earning 60 credits as they continue to pursue a Bachelor's degree.

In fall 2013, 84 students in the Bridge Program enrolled for courses at SLCC. Fall 2014 Bridge Program participation increased to 88 students referred by the University of Louisiana at Lafayette. In 2015, the Bridge Program participation count continued steady at 88 students. In total, UL-Lafayette referred approximately 1,500 students to SLCC who were ineligible for immediate or provisional admission to UL-L during the 2015-16 academic year.

SLCC and UL-L periodically meet to consider course and program transfer agreements. The purpose of these meetings have been to enhance the number and success of transfer students between SLCC and UL-L and to improve the academic preparation of incoming first time freshmen. To achieve this purpose SLCC and UL-L are working together through the UL-L Transfer Task Force committee which began in the spring of 2011. As a result, a UL-L transfer coordinator on is regularly available on the SLCC campus to answer questions for students with regards to transfer.

SLCC and University of Louisiana at Lafayette faculty and staff engage in discussions to determine best practices for referral agreements. Topics addressed included:

- Pre-Transfer advising including a ULL transfer advisor availability to SLCC students
- UL-L student privileges for SLCC students
- Advising students not meeting UL-L admission criteria of options for entering the Bridge Program or enrolling at SLCC to either complete developmental coursework or complete an associate degree then transfer to UL-L
- Scholarship opportunities for students in these categories

SLCC also 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.

OBJECTIVE 2: ARTICULATION & TRANSFER – Performance Data

Performance Objective 2:

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

Measures – Targeted & Descriptive

2.d.i. Number of students enrolled in a transfer degree program - Targeted

In the reporting year, transfer degree declared major count was more than double the target set for reporting year 6.

Program	Baseline 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	**Year 6 2014-15**
Target				*250*	*270*	*282*	***300***
Academic Year Total	n/a	10	59	254	462	770	**602**
AST	n/a	10	12	40	51	90	**64**
AALT	n/a	n/a	32	121	186	160	**232**
ASLT	n/a	n/a	15	93	225	520	**306**

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

Limited number of transfer declared majors in Baseline and Year 1 resulted in limited number of transfer degree program graduates. The number of transfer degrees awarded shows increases in subsequent reporting years in conjunction with increases in transfer degree declared majors.

Program	Baseline 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	**Year 6 2014-15**
Academic Year Total	n/a	0	3	3	3	10	**10**
AST	n/a	0	0	0	0	0	0
AALT	n/a	n/a	2	3	1	6	7
ASLT	n/a	n/a	1	0	2	4	3

OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT – Narrative Discussion & Performance Data

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.

South Louisiana Community College has met targeted measures for this objective.

Performance Objective 3:

Element a. Eliminate academic programs offerings that have low student completion rates or are not aligned with workforce needs.

3.a.i. Number of programs eliminated as a result of institutional or BoR review - Descriptive

	2009-10	2010-11	2011-12	2012-13	2013-14	**2014-15**
Programs eliminated as a result of institutional or BoR review - Count	0	1	2	3	1	**3**

2014-15: Terminated – Associate of Science in Teaching program
Terminated – Midwifery program (A.A.S, Diploma & Certificate)
Terminated – Existing Business Degree Technical programs
Business Office Technology (Diploma & Certificate)
and Business Office Administration program (A.A.S.)

3.a.ii. Number of programs added or modified to meet workforce needs - Descriptive

	2009-10	2010-11	2011-12	2012-13	2013-14	**2014-15**
Programs added or modified to meet workforce needs - Count	1	2	1	1	1	**1**

2014-15: Added – Business Administration A.A.S. degree program

3.a.iii. Percent of programs aligned with workforce and economic development needs - Descriptive

	09-10	10-11	11-12	12-13	13-14	**14-15**
Total Program Count	9	9	32	31	33	**31**
Count of Programs Aligned With Workforce Needs	8	9	32	31	33	**31**
Percent of Programs Aligned With Workforce Needs	88%	100%	100%	100%	100%	**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.

South Louisiana Community College (SLCC) monitors the completion rates of all programs based on credential awards reported annually to the Board of Regents. During the reporting year, SLCC's Office of the Vice Chancellor of Academic Affairs completed thorough analyses of the AS-Teaching and Midwifery degree programs which both had historically low Associate degree completer counts. Based on these analyses, the college requested termination of these programs.

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.

During the reporting period SLCC carried out a comprehensive redesign of the college's business degree programs designed for technical (non-transfer) credential awards. The college terminated the Business Office Technology and Business Office Administration degree programs which focused primarily on entry-level clerical skills and replaced these with a new Business Administration Associate of Applied Science degree program which provides students with a broader knowledge base and skill set for entering business-related occupations and qualifies these students for positions beyond entry-level clerical occupations.

All SLCC occupational programs are expected to host advisory committee meetings annually. These committees are comprised primary of representatives from business and industry. Committee members evaluate the curriculum for each program and determine its relevance to business and industry. Feedback from the advisory committee is used to ensure courses and programs are aligned with workforce needs.

During the reporting year technical programs/courses were modified based on feedback from business and industry, BoR mandates, and US Department of Education regulatory updates.

Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2012 Employment Outcomes Report.

Programs are reviewed by the WIB 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 a review of programs and prompts additional cause for discussion on program continuation. All existing SLCC programs have been granted WIB approval.

Tracking of students in the workforce by means other than the Employee Outcomes Report (EOR) was done during the reporting year in response to Perkins Funding reporting requirements. LCTCS secured student-level data for SLCC completers from the Louisiana Workforce Commission, allowing the institution to assess employment and median wages by program area. At the institutional level, data from direct follow-ups with technical program completers was also used as a source for verifying employment status and wages of completers.

Performance Objective 3:

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

3.b.i. Number of course sections offered through distance education - Tracked

In the 2012-13 reporting year, criteria for designating course sections as "50% - 99% distance education" changed. Course sections involving video conferencing technology were no longer counted and included in this category as was the case in previous reporting years.

Number of Course Sections	08-09	09-10	10-11	11-12	12-13	13-14	**14-15**
College Total	175	207	197	192	59	53	**99**
50% - 99% Distance Education	115	145	135	132	6	15	**39**
100% Distance Education	60	62	62	60	53	38	**60**

3.b.ii. Number of students enrolled in distance education courses - Targeted

Targets established for reporting year exceeded for both categories of distance education instruction.

Number of Students Enrolled	08-09	09-10	10-11	11-12	12-13	13-14	**14-15**
Actuals College Total	1,686	2,573	2,426	2,472	1,118	1,134	**1,338**
50% - 99% Distance Education	899	1,650	1,527	1,510	124	314	**674**
100% Distance Education	787	923	899	962	994	820	**664**
Targets - College Total				*425*	*450*	*475*	***500***
50% - 99% Distance Education				*86*	*90*	*95*	***100***
100% Distance Education				*339*	*360*	*380*	***400***

3.b.iii. Number of degree programs offered through distance education - Tracked

Pending SACSCOC approval, SLCC has purposefully restricted distance education offerings to a select group of introductory courses and has offered multiple sections of these courses via online or hybrid instructional modes. Collectively, the courses that have been offered do not comprise 50% of any SLCC Associate or Technical Diploma program.

Number of Degree Programs	08-09	09-10	10-11	11-12	12-13	13-14	14-15
College Total	0	0	0	0	0	0	**0**
50% - 99% Distance Education	0	0	0	0	0	0	**0**
100% Distance Education	0	0	0	0	0	0	**0**

Improved technology/expanded distance learning offerings during the reporting year.

During the reporting year SLCC continued to expand the use of the video conferencing across all SLCC campuses. The Tandberg system allows SLCC to offer course sections in multiple locations with enrollments as low as a single student without incurring the cost of a full section instructor salary. Use of the Tandberg system allowed instruction in some classes to occur simultaneously at up to five campuses.

In 2014, SLCC laid the groundwork for expanding distance learning offerings through staffing changes made in the college. A new position, Associate Vice Chancellor for Information and Instructional Technology, was created and filled to provide leadership to the college's efforts in this area. Further, an individual to direct the instructional technology areas of the college, with particular emphasis on distance education technology, was sought. A senior faculty member with expertise in distance education served as the college's distance education coordinator pending a full-time appointment to this position.

Performance Objective 3:

Element c. Increase research productivity especially in key economic development industries and technology transfer.

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. In anticipation of the workforce needs of this center as well as production facilities that will result from the center's research, SLCC worked with ULL to launch the development of a program to provide the general and technical education that will be required of technicians working in these facilities.

In addition to program described above, SLCC has since added degree programs in Application Software Development, Digital Media Design, Registered Nursing, and Oil & Gas Production Technology, all in direct response to regional economic development demands.

Performance Objective 3:

Element d. Demonstrate progress in increasing the number of students placed in jobs.

The Board of Regents, in cooperation with the Louisiana Workforce Commission, determined statewide employment rates by degree level eighteen months after degree completion for the 2012-13 academic year. SLCC's 18-month employment rates exceeded state averages at all degree levels. SLCC's 2012-13 completer overall employment rate exceeded the state combined average for Associate, Diploma and Certificate program completers by 7.9 percentage points (78.2% vs. 70.3%, respectively). Additionally, SLCC's employment rates increased for the reporting year compared to the 2008-09 baseline year cohort.

3.d.i Percent of Completers Found Employed

2012-13 Program Completer Employment – 18 Months Following Degree Completion

Degree Level	Number of Completers	SLCC % Employed	State Avg. % Employed
Certificate (One Year)	363	**81.8%**	66.3%
Diploma	586	**79.2%**	71.3%
Associate	356	**72.8%**	71.7%
Total	***1,305***	***78.2%***	***70.3%***

3.d.ii Performance of Associate Degree Recipients Who Transfer to 4-Year Universities

Please refer to Elements 2.b. and 2.

OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY – Narrative Discussion & Performance Data

Performance Objective 4:

Element c. 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 SREB states and monitor the impact of such increases on the institution.

Progress Toward Increasing Non-Resident Tuition as Compared to SREB Averages

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. 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.

Per the schedule approved by the LCTCS Board, SLCC nonresident tuition is 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 difference between SLCC's non-resident tuition and the SREB average for institutions of comparable size has decreased significantly from the baseline year SREB average. SLCC's non-resident tuition increases have far out-paced regional increases since the baseline year and the college has shown continual progress at advancing toward the regional SREB average.

4.c.i Tuition and Fees Charged to Non-resident Students

	Baseline 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	**Year 6 2014-15**
SLCC Non-Resident Fee	$ 4,580	$ 5,038	$ 5,542	$ 5,562	$ 6,126	**$ 6,766**
SREB Peer Non-Resident Fee	$ 7,444	$ 7,444	$ 7,444	$ 8,160	$ 8,446	**$ 8,524**
Difference From Peer Amount	$ 2,864	$ 2,406	$ 1,902	$ 2,598	$ 2,320	**$ 1,758**
% Difference From Peer Amount	38.5%	32.3%	25.6%	31.8%	27.4%	**20.6%**

Impact on Enrollment and Revenue

Increases in nonresident fees had no impact on enrollment of nonresidents during the reporting year. Nonresident enrollment as a percentage of total enrollment has held steady from the baseline year. Additional revenues generated in the reporting year compared to Year 5 averaged $360 per nonresident student.

	Baseline 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	**Year 6 2014-15**
Enrollment Headcount *	6,410	6,581	6,166	9,307	10,007	**8,597**
Non-Resident Headcount *	90	116	132	105	144	**129**
% Non-Resident Enrollment	1.4%	1.8%	2.1%	1.1%	1.4%	**1.5%**
Total Non-Resident Fees	$ 123,283	$ 179,183	$ 224,287	$ 283,435	$ 496,556	**$ 491,261**
Average Fee / Non-Resident	$ 1,370	$ 1,545	$ 1,699	$ 2,699	$ 3,448	**$ 3,808**

* unduplicated headcounts for academic year

Performance Objective 4:
Element d. Designate centers of excellence as defined by the Board of Regents.

As designated by Board of Regents, program discipline accreditation was evaluated in to assess performance on this objective. Based on this evaluation, twenty-six (26) South Louisiana Community College degree programs on the official Board of Regents CRIN were classified as having either mandatory or recommended accreditation status. During the reporting year, 15 of these programs (57.7%), were reported by Board of Regents as being programmatically accredited.

SLCC's performance on this measure was impacted by two factors: (1) the start of two new programs with mandated programmatic accreditation by Regents and (2) the placement of moratoriums on enrollment in seven degree programs in order to initiate the process of eliminating these specific programs.

Currently, SLCC is actively enrolling students in twenty-two (22) of the 26 programs with mandatory or recommended programmatic accreditation status as designated by the Board of Regents. Sixteen of these programs (the 15 reported below plus SLCC's Diesel Power Equipment Technology program accredited fall 2015 and subject to a status update by Regents) hold the Regents' designated programmatic accreditation. This translates into a 72.7% accreditation rate on this measure for active SLCC degree programs. Based on this evaluation of currently active degree programs, SLCC exceeds the Year 6 target of 70%.

Measure - Targeted

4.d.i. Percent of eligible programs with either mandatory of recommended status that are currently discipline accredited

Program and accreditation counts per Board of Regents analysis.
Please refer to immediately preceding discussion regarding college's assessment of performance on this target.

	Actual Year 3 01/2013	Actual Year 4 01/2014	Actual Year 5 01/2015	**Actual Year 6 01/2016**
Programs Eligible for Accreditation	30	32	26	**26**
Programs Accredited	20	22	15	**15**
Accreditation Rate – **Actual**	66.7%	68.8%	57.7%	**57.7%**
*Accreditation Rate – **Target***	*62.5%*	*65.0%*	*67.5%*	***70.0%***

OBJECTIVE 5: ORGANIZATIONAL DATA

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:

5.a.i. Headcount, undergraduate students and graduate/professional school students

Student Level	**Fall 2015**
Undergraduate	**6,958**
Graduate/Professional	0
Total Student Headcount	**6,958**

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

Student Level	**2014-15**
Undergraduate	4,654
Graduate/Professional	0
Total Annual Budgeted FTE	**4,654**

5.b.i. Headcount, instructional faculty

	Fall 2015
Faculty Headcount	**281**

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

	Fall 2015
Faculty FTE	**162.1**

5.c.i. Average undergraduate class size at the institution

	Fall 2015
Course sections - total	1,100
Enrollment headcount (duplicated)	21,959
Average Undergrad Class Size	**20.0**

5.d.i. Ratio of FTE students to FTE instructional faculty

	2014-15
FTE – Students	4,653.9
FTE – Instructional Faculty	162.1
Avg. number of students/instructor	**28.7**

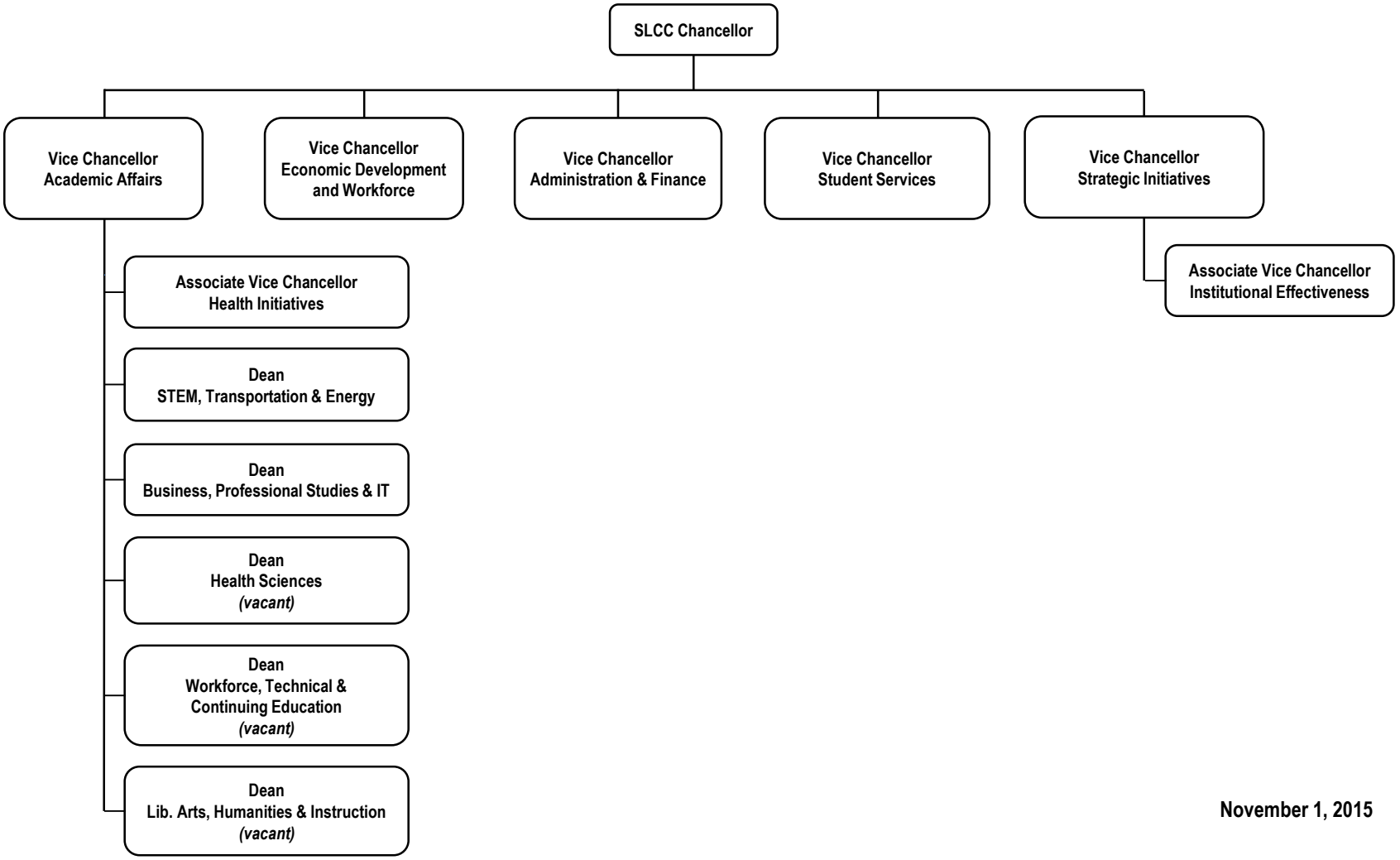
5.e. Non-instructional staff members by academic college – Fall 2015

Unit	**Headcount**	**FTE**
STEM / Transportation / Energy Arts & Humanities / Instruction	2	2.0
Business / IT / Professional Studies Workforce / Technical	2	2.0
Nursing, Health & Safety Occupations	2	1.5
Institution Totals	**6**	**5.5**

5.f. Executive/managerial staff as reported in the ESDS in areas other than the academic colleges/schools, reported by division – Fall 2015

Unit	**Headcount**	**FTE**
Chancellor's Office	1	1.0
Academic Affairs	3	3.0
Administration & Finance	6	6.0
Student Services	13	13.0
Economic Development & Workforce	3	3.0
Institutional Advancement Communications & Marketing	2	2.0
Institutional Effectiveness	3	3.0
Institution Totals	**31**	**31.0**

5.g.i. 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.



November 1, 2015

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

Position Title	BASE SALARY Reported Fall 2009	SALARY CHANGES Reported Fall 2010 & Fall 2011	SALARY CHANGES Since 6/30/2011 Reported Fall 2012	SALARY CHANGES Since 6/30/2012 Reported Fall 2013	SALARY CHANGES Since 6/30/2013 Reported Fall 2014	SALARY CHANGES Since 6/30/2014 Reported Fall 2015
Chancellor	$ 151,649	No change	Feb., 2012 $ 156,000 New hire	No change	July, 2014 $ 163,800 5% merit increase	July, 2015 $ 171,990 5% merit increase
Vice Chancellor Academic Affairs	$ 105,604	No change	May, 2012 $ 102,000 New hire	No change	No change	November, 2015 $125, 000 New hire
Vice Chancellor Administration & Finance	$ 97,936	No change	March, 2012 $ 112,350 Additional responsibilities due to SLCC /ATC merger.	March, 2013 $ 119,850 Additional responsibilities due to SLCC /ATC merger.	April, 2014 $ 112,350 Promotion of temporary Assoc. Vice Chancellor	July, 2015 $ 130,000 Equity adjustment for Vice Chancellor positions
Vice Chancellor, Economic Development & Workforce (created April 2012)			$ 100,000	No change	July, 2014 $ 101,199 Educational stipend increase	July, 2015 $ 130,000 Equity adjustment for Vice Chancellor positions
Vice Chancellor Student Services (created April 2012)			$ 103,000	June, 2013 $ 110,000 New hire	No change	July, 2015 $ 130,000 Equity adjustment for Vice Chancellor positions
Vice Chancellor Strategic Initiatives (created June 2014)					July, 2014 $ 125,000 New Hire	Nov, 2015 $140,000 New appointment; Additional responsibilities as Acting Dean of Health

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

Position Title	BASE SALARY Reported Fall 2009	SALARY CHANGES Reported Fall 2010 & Fall 2011	SALARY CHANGES Since 6/30/2011 Reported Fall 2012	SALARY CHANGES Since 6/30/2012 Reported Fall 2013	SALARY CHANGES Since 6/30/2013 Reported Fall 2014	SALARY CHANGES Since 6/30/2014 Reported Fall 2015
Associate Vice Chancellor Institutional Effectiveness (created May 2012)			$ 80,000	No change	July, 2014 $ 83,200 4% merit increase	July, 2015 $ 86,258 4% merit increase
Associate Vice Chancellor Health Initiatives (created September, 2015)						Sept., 2015 $ 98,800 New appointment
Dean, STEM and Transportation (created January 2013)				March, 2013 $ 73,000 New hire	July, 2014 $ 75,920 4% merit increase	July, 2015 $ 88,957 4% merit increase; Add. responsibilities as Acting Dean of Arts & Humanities
Dean, Business / IT / Professional Studies (created January 2013)				June 2013 $ 76,649 New hire	October, 2014 $ 72,999 New appointment	July, 2015 $ 85,712 4% merit increase; Add. responsibilities as Acting Dean of Health
Dean, Workforce, Technical & Continuing Education (created November 2012)				January 2013 $ 77,700 New hire	July, 2014 $ 80,808 4% merit increase	Vacant as of February 2015
Dean, Liberal Arts, Humanities and Instruction (created December 2012)			$ 46,588 Interim appointment	June 2013 $ 77,500 New hire	July, 2014 $ 80,600 4% merit increase	Vacant as of February 2015
Dean, Health Sciences (created April 2012)			$ 76,215	No change	July, 2014 $ 79,264 4% merit increase	Vacant as of September 2015

5.i. Cost Performance Analysis

5.i.i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the NACUBO guidelines.

Expenditures by Function:	**Amount**	**% Total**
Instruction	$14,831,864	54.3%
Academic Support	$1,397,776	5.1%
Student Services	$2,972,393	10.9%
Institutional Services	$4,331,400	15.9%
Scholarships/Fellowships	$508,238	1.9%
Plant Operations/Maintenance	$2,617,635	9.6%
Total E & G Expenditures	**$26,660,306**	**97.7%**
Transfers out of Agency	$633,841	2.3%
Total Expenditures	**$27,294,147**	100.0%

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

Tuition and Fees	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
In-State	$2,252	$2,602	$2,861	$3,151	$3,581	**$3,974**
Out-of-State	$4,580	$5,038	$5,542	$5,832	$6,761	**$7,579**
Books and Supplies	$1,200	$1,200	$1,200	$1,200	$1,200	**$1,220**
Off-Campus						
Room and Board	$8,236	$8,236	$8,642	$8,789	$8,921	**$9,073**
Other Expenses	$3,398	$3,435	$3,566	$3,626	$3,680	**$3,919**
Off-Campus with Family						
Other Expenses	$3,398	$3,435	$3,566	$3,626	$3,680	**$3,919**

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

Full-Time First-Time Freshman - Associate Degree: 3.3 years

5.i.iv. Average cost per degree awarded by degree level

$2,993

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

$2,993

5.i.vi. All expenditures of the institution for the year

$46,193,894