



South Louisiana Community College

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Know. Know How.

April 20, 2015

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

Dear Dr. Sullivan,

Please find attached for your review and approval South Louisiana Community College's 2015 GRAD Act Annual Report. This report is submitted in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature. Included are the following:

- 2015 Report including narratives and performance data for the five GRAD Act performance objectives
- Hard copy of Regents online GRAD Act data report
- Attachment D
- IBC reporting requirements

The college point of contact for this information is Charles Miller, Ph.D. He can be reached at (337) 521-8990 or via email at charles.miller@solacc.edu.

Sincerely,

A handwritten signature in black ink that reads "Natalie J. Harder".

Natalie Harder, Ph.D.
Chancellor



South Louisiana
Community College

Know. Know How.®

GRAD Act Performance Objectives

2015 Annual Report

June 1, 2015

Contents

Objective 1: Student Success

Narrative Discussion	1
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	1
Student success policies/programs/initiatives implemented/continued during the reporting year .	2
Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year	4
Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year ..	4
Development/use of external feedback reports during the reporting year	4
Performance Data	5
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	5
Performance Objective 1: Element b. Increase the percentage of program completers at all levels each year	6
Performance Objective 1: Element c. Develop partnerships with high schools to prepare students for postsecondary education	8
Performance Objective 1: Element d. Increase passage rates on licensure and certification exams and workforce foundational skills	9

Objective 2: Articulation and Transfer

Narrative Discussion	10
Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs	10
Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues	11
Development/use of agreements/external feedback reports during the reporting year	11
Performance Data	12
Performance Objective 2: Element d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.....	12

Contents
(continued)

Objective 3: Workforce and Economic Development

Narrative Discussion & Performance Data	13
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.....	13
Performance Objective 3: Element a. Eliminate academic program offerings that have low student completion rates or are not aligned with workforce needs	13
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	14
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	14
Performance Objective 3: Element b. Increase use of technology for distance learning to expand educational offerings	15
Improved technology/expanded distance learning offerings during the reporting year	15
Performance Objective 3: Element c. Increase research productivity especially in key economic development industries and technology transfer	16
Performance Objective 3: Element d. Demonstrate progress in increasing the number of students placed in jobs	16

Objective 4: Institutional Efficiency and Accountability

Narrative Discussion & Performance Data	17
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	17
Performance Objective 4: Element d. Designate centers of excellence as defined by the Board of Regents.....	18

Objective 5: Organizational Data

Organizational data as specified by GRAD Act	19
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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 5 target by 5.0 percentage points.
2. Same institution graduation rate exceeded the Year 5 target by 2.2 percentage points.
3. Program completers at the Associate degree level improved from 62.1% of the baseline in Year 4 to 95.0% of the baseline in Year 5. The college's Year 5 target on this measure was exceeded by 36.6 percentage points.
4. The college's award productivity ratio improved from 0.33 in Year 4 to 0.39 in Year 5, 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 and challenges associated with implementation of the Banner Student Information System in 2012 – 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 improved performance on this measure compared to Year 4. In the reporting year the total number of certificate credential recipients increased by more than 200 students and the total number of Less Than Associate Degree awards increased by 130 compared to Year 4. These indicators, coupled with SLCC's performance in the number and percent change in program completers 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 the reporting year, the taskforce embarked upon a total redesign of the developmental Mathematics, English and Reading requirements and course structure. All preparation necessary for launching the college's new approach to Learning Foundations education was completed during the reporting year. New Learning Foundations courses are scheduled as offerings for the fall 2015 term.

- *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 – CCSF 1003 – has been designed and is scheduled as fall 2015 course offering. This new course will be a requirement for all incoming degree-seeking students to provide a solid foundation for success in their college career.
- *15 Is Full-Time.* 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 the reporting year. Initial findings concerning the effects of this initiative have shown improved retention rates and more timely advancement to completion of degree programs with no ill-effects on student academic success as a result of increased course load.
- *New Degree Programs.* In 2014 SLCC added two new degree programs in high technology / high wage / high demand areas – Application Software Development and Digital Media Design. Further, an Associate degree credential was added in the Energy and Chemical Process Technology program and a new Associate of Applied Sciences in Technical Studies program was approved. The AAS in Technical Studies will allow students in technical programs without a terminal Associate degree to earn that degree and continue their postsecondary education in their chosen professional field.
- *Curriculum Redesign.* Results of a comprehensive review of degree programs in the college completed in Year 4 were implemented during the reporting year. Programs were streamlined to facilitate completion and attention was given to the relevance and worth of existing program exit points. Degree programs were semesterized, providing clear paths for student progress and more timely completion of these programs.

Initiatives Continued

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 has 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.

During the reporting year, SLCC re-launched its academic program review process based on a comprehensive redesign of this process completed in Year 4. 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 5 target exceed by 5.0 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%	
Fall cohort count	463	628	577	662	683	
Retained following Fall	244	283	272	337	372	

1.a. iv. Same institution graduation rate

All data and targets based on cohorts established prior to merger of SLCC and ATC. Target exceeded by 2.2 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%	
Fall cohort count	247	203	269	306	313	504	
Completers in 150% time	4	15	17	16	30	32	

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	0.371	0.329	0.386	
Number of Awards	1,441	1,591	1,893	2,080	1,609	1,820	
FTE	5,002	5,834	6,164	5,608	4,898	4,716	

Performance Objective 1: Element b.

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

Measures - Targeted

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 5 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%	
Awards – Target		228	230	300	324	347	370
Awards – Actual	219	238	276	369	355	427	

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%
<i>Increase – Actual</i>		1.0%	23.3%	38.7%	17.6%	-2.3%	
Awards – Target		512	513	650	671	691	712
<i>Awards – Actual</i>	511	516	630	709	601	499	

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%
<i>Increase – Actual</i>		19.8%	37.3%	38.3%	-5.3%	30.9%	
Awards – Target		642	644	885	892	898	905
<i>Awards – Actual</i>	640	767	879	885	606	838	

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%
<i>Increase – Actual</i>		11.5%	31.1%	38.5%	4.9%	16.2%	
Awards – Target		1,154	1,157	1,535	1,563	1,589	1,617
<i>Awards – Actual</i>	1,151	1,283	1,509	1,594	1,207	1,337	

Performance Objective 1: Element c.

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

Measures – Descriptive

1.c. High School Dual Enrollment 2013 - 14

Term	Students Enrolled	Hours Enrolled	Hours Completed
Fall 2013	2,000	10,790	10,608
Spring 2014	1,492	7,262	7,178
Academic Year Total	3,492	18,052	17,786

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

Institution	Academic Year					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Academic Year Total	2,420	2,985	3,589	2,722	2,999	3,492

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

Institution	Academic Year					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Academic Year Total	12,335	14,925	12,790	12,816	17,285	18,052

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

Institution	Academic Year					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Academic Year Total	11,281	14,083	11,936	12,307	16,008	17,786

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 very high (87.5%) 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 194%.

1.d.i. Passages rates on licensure exams

Institution	Academic Year					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
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%

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

Institution	Academic Year					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Former SLCC	163	358	398			
Former ATC	98	130	162			
Grand Total	261	488	560	1,351	908	767

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 prior reporting years, 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 the reporting year declined accordingly.

	Academic Year					
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total WorkKeys® Assessments	689	550	519	630	169	21
Platinum Certificates	1	1	0	1	1	0
Gold Certificates	75	58	49	55	29	4
Silver Certificates	396	251	145	184	75	9
Bronze Certificates	217	44	66	89	30	4
Total Certificates	499	354	260	329	135	17
Pass Rate	72.4%	64.3%	50.0%	52.2%	79.9%	81.0%

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. Monitoring of the progress of these students and cohorts entering in subsequent semesters is on-going.

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
- Common UL/SLCC application process for cross-enrolled students
- Students not meeting UL-L admission criteria are advised enter the Bridge Program or to enroll 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 majors increased 67% from the previous reporting year. Target set for reporting year was met.

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	
AST	n/a	10	12	40	51	90	
AALT	n/a	n/a	32	121	186	520	
ASLT	n/a	n/a	15	93	225	160	

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. It is anticipated that the number of transfer degrees awarded will continue to increase in subsequent reporting years in proportion to the reported increase in the 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
Academic Year Total	n/a	0	3	3	3	10
AST	n/a	0	0	0	0	0
AALT	n/a	n/a	2	3	1	6
ASLT	n/a	n/a	1	0	2	4

**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
Programs eliminated as a result of institutional or BoR review - Count	0	1	2	3	1

2013-14: Terminated - Graphics/Desktop Publishing program (Diploma & Certificate)

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Programs added or modified to meet workforce needs - Count	1	2	1	1	4

2013-14: Added – Application Software Developer (Associate, Diploma & Certificate)
 Added – Digital Media Design (Associate, Diploma & Certificate)
 Added – Associate of Applied Science in Technical Studies
 Modified – Alternative Energy & Chemical Process Technology (added A.S. degree)

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Total Program Count	9	9	32	31	33
Count of Programs Aligned With Workforce Needs	8	9	32	31	33
Percent of Programs Aligned With Workforce Needs	88%	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 two programs identified by Board or Regents as historically low Associate degree completer programs as well as four additional programs determined by the college to have an average of fewer than eight Associate completers per year over the last three reporting years. Based on

analyses of enrollment, retention, and concentrations of coursework be declared majors in each program area, determinations were made concerning program continuation or initiation of termination in each case.

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 initiated two new Associate degree programs with approval from the Board of Regents - the Associate of Applied Science in Application Software Development and the Associate of Applied Science in Digital Media Design. Both of these programs were developed to address the growing demand in the technology sector that is rapidly expanding in the region and include exit points at the technical diploma and certificate credential levels designed to prepare individuals for specific technical occupations within these fields.

In summer 2014 the Louisiana Board of Regents approved the addition of an Associate degree award for SLCC's Alternative Energy & Chemical Process Technology program. This two-year program was developed in response to the need for more broadly skilled individuals to support process technology operations that are in extremely high demand throughout south Louisiana.

In fall 2014 SLCC enrolled an initial cohort of 40 students in the college's new Associate of Science in Nursing (ADN) degree program. This program will address the chronic shortage of registered nurses in the Lafayette and Acadiana region workforce.

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 2012-13 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	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
College Total	175	207	197	192	59	53
50% - 99% Distance Education	115	145	135	132	6	15
100% Distance Education	60	62	62	60	53	38

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 considered.

Number of Students Enrolled	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Actuals</u> College Total	1,686	2,573	2,426	2,472	1,118	1,134	
50% - 99% Distance Education	899	1,650	1,527	1,510	124	314	
100% Distance Education	787	923	899	962	994	820	
<u>Targets</u> - 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

Number of Degree Programs	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
College Total	0	0	0	0	0	0
50% - 99% Distance Education	0	0	0	0	0	0
100% Distance Education	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 Tandberg video conferencing system with conferencing equipment installed in classrooms at all SLCC campuses. The Tandberg system allows SLCC to offer course sections in these locations with a minimum enrollment as low as a single student without incurring the cost of a full section instructor salary. Use of the Tandberg system allowed instruction in some classes to occur simultaneously at as many as 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, is currently being sought.

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. Enrollment in SLCC’s Alternative Energy and Process Technology Program began in fall 2012 with a program offering certificate and technical diploma credentials. During the reporting year, credential options in this program were expanded to include an Associate of Science degree as well.

Performance Objective 3:

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

The Board of Regents’ 2012 Employment Outcomes Report reported statewide employment rates by degree level eighteen months after degree completion for the 2009-10 academic year. SLCC’s 18-month employment rates exceeded state averages at all degree levels. SLCC’s 2009-10 completer overall employment rate exceeded the state average by 8.5 percentage points (75.8% vs. 67.3%, respectively). Additionally, employment rates increased for the 2009-10 cohort compared to the 2008-09 baseline year cohort.

3.d.i Percent of Completers Found Employed

2009-10 Program Completer Employment – 18 Months Following Degree Completion

Degree Level	Number of Completers	SLCC % Employed	State Avg. % Employed
Certificate (One Year)	598	73.6%	63.6%
Diploma	510	80.0%	66.3%
Associate	240	72.5%	71.1%
Total	1,348	75.8%	67.3%

2008-09 Baseline Year Transfer Program Completer Employment – 18 Months Following Degree Completion (former SLCC only)

Degree Level	Number of Completers	SLCC % Employed	State Avg. % Employed
Certificate	202	70.3%	56.4%
Associate	157	72.0%	72.5%

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
SLCC Non-Resident Fee	\$ 4,580	\$ 5,038	\$ 5,542	\$ 5,562	\$ 6,126
SREB Peer Non-Resident Fee	\$ 7,444	\$ 7,444	\$ 7,444	\$ 8,160	\$ 8,446
Difference From Peer Amount	\$ 2,864	\$ 2,406	\$ 1,902	\$ 2,598	\$ 2,320
% Difference From Peer Amount	38.5%	32.3%	25.6%	31.8%	27.4%

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 4 averaged \$750 per nonresident student or \$213,121 in total.

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

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 currently 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 accredited by agencies designated by the Board of Regents.

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 enrolling students in 23 programs with mandatory or recommended accreditation status. Seventeen of these hold the BoR designated programmatic accreditation which represents a 73.9% accreditation rate on this measure for SLCC degree programs actively enrolling new students.

Measure - Targeted

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

*All programs accredited in reporting Year 4 retain accreditation.
Year 5 target not met per Regents formula.*

	Actual Year 3 01/2013	Actual Year 4 01/2014	Actual Year 5 01/2015	Target Year 6 01/2016
Accreditation Rate - Target	62.5%	65.0%	67.5%	70.0%
Accreditation Rate - Actual	62.5%	68.8%	57.7%	
Total Programs	32	32	26	
Accredited Programs	20	22	15	

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 2014
Undergraduate	6,325
Graduate/Professional	0
Total Student Headcount	6,325

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

Student Level	2013-14
Undergraduate	4,412
Graduate/Professional	0
Total Annual Budgeted FTE	4,412

5.b.i. Headcount, instructional faculty

	Fall 2014
Faculty Headcount	250

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

	Fall 2014
Faculty FTE	165.2

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

	Fall 2014
Course sections - total	1,380
Enrollment headcount (duplicated)	20,579
Average Undergrad Class Size	14.9

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

	2013-14
FTE – Students	4,412.2
FTE – Instructional Faculty	165.2
Avg. number of students/instructor	26.7

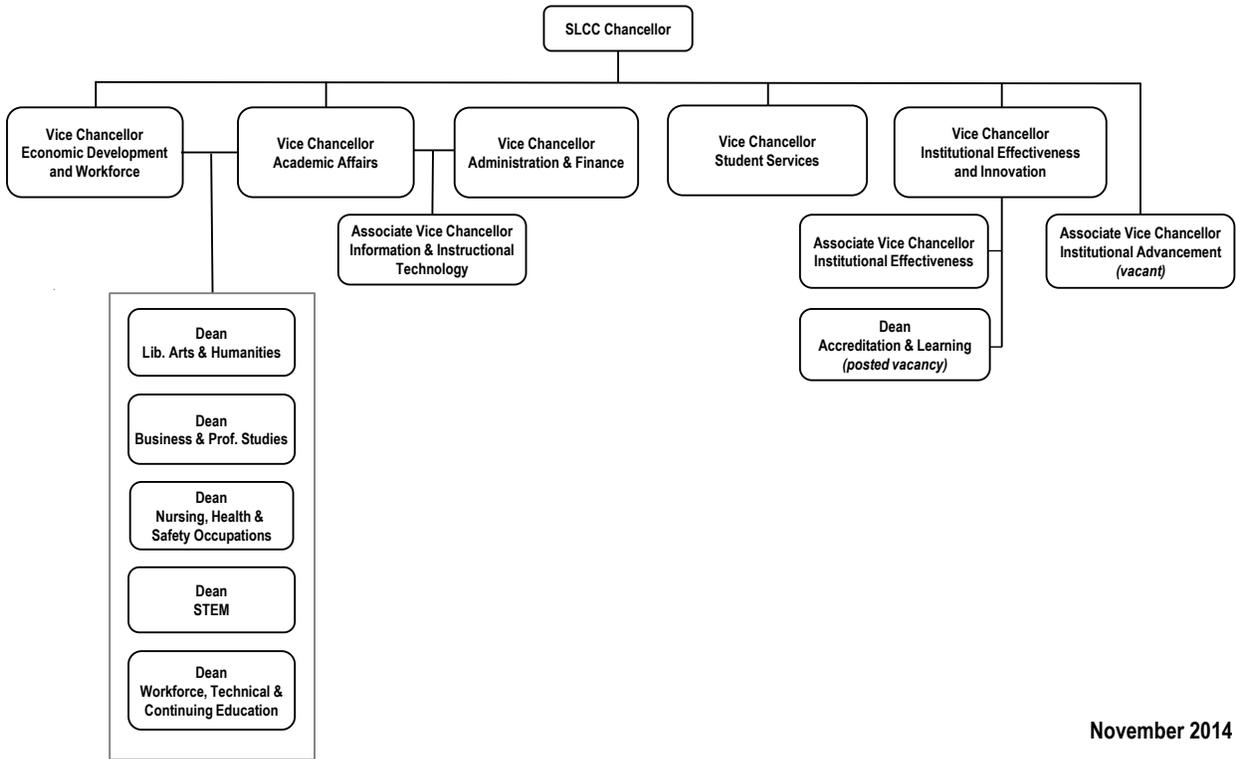
5.e. Non-instructional staff members by academic college – Fall 2014

Unit	Headcount	FTE
Arts & Humanities / Instruction	1	1.0
Business / IT / Professional Studies	1	1.0
Nursing, Health & Safety Occupations	1	1.0
STEM / Transportation / Energy	1	1.0
Workforce / Technical / Cont. Ed.	1	1.0
Institution Totals	5	5.0

5.f. Executive/managerial staff as reported in the ESDS in areas other than the academic colleges/schools, reported by division – Fall 2014

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	2	2.0
Institutional Effectiveness	2	2.0
Institution Totals	30	30.0

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 2014

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 & 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
Chancellor	\$ 151,649	No change	Feb., 2012 \$ 156,000 New hire	No change	July, 2014 \$ 163,800 5% merit increase
Vice Chancellor Academic Affairs	\$ 105,604	No change	May, 2012 \$ 102,000 New hire	No change	No change
Vice Chancellor Administration & Finance	\$ 97,936	No change	March, 2012 \$ 112,350 Addl. responsibilities due to SLCC /ATC merger.	March, 2013 \$ 119,850 Addl. responsibilities due to SLCC /ATC merger.	April, 2014 \$ 112,350 Promotion of temporary Assoc. Vice Chancellor
Vice Chancellor, Economic Development & Workforce (created April 2012)			\$ 100,000	No change	July, 2014 \$ 101,199 Educational stipend increase
Vice Chancellor Student Services (created April 2012)			\$ 103,000	June, 2013 \$ 110,000 New hire	No change
Associate Vice Chancellor Institutional Advancement (created May 2012)			\$ 87,319	No change	Vacant as of August 2014
Associate Vice Chancellor Institutional Effectiveness (created May 2012)			\$ 80,000	No change	July, 2014 \$ 83,200 4% merit increase
Associate Vice Chancellor Info. & Instructional Technology (created August 2014)					Sept., 2014 \$ 95,000 New hire
Dean, Nursing, Allied Health & Safety Occupations (created April 2012)			\$ 76,215	No change	July, 2014 \$ 79,264 4% merit increase
Dean, Accreditation & Learning (created May 2012)			\$ 67,500	No change	Posted vacancy - October 2014
Dean, Workforce, Technical & Continuing Education (created November 2012)				January 2013 \$ 77,700 New hire	July, 2014 \$ 80,808 4% merit increase
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
Dean, STEM and Transportation (created January 2013)				March, 2013 \$ 73,000 New hire	July, 2014 \$ 75,920 4% merit increase
Dean, Business / IT / Professional Studies (created January 2013)				June 2013 \$ 76,649 New hire	October, 2014 \$ 72,999 New appointment

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	\$14,085,575	49.9%
Academic Support	\$1,982,686	7.0%
Student Services	\$2,775,563	9.8%
Institutional Services	\$3,912,761	13.9%
Scholarships/Fellowships	\$2,268,815	8.0%
Plant Operations/Maintenance	\$2,418,516	8.6%
Total E & G Expenditures	\$27,443,915	97.3%
Transfers out of Agency	\$760,251	2.7%
Total Expenditures	\$28,204,166	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
In-State	\$2,252	\$2,602	\$2,861	\$3,151	\$3,581
Out-of-State	\$4,580	\$5,038	\$5,542	\$5,832	\$6,761
Books and Supplies	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Off-Campus					
Room and Board	\$8,236	\$8,236	\$8,642	\$8,789	\$8,921
Other Expenses	\$3,398	\$3,435	\$3,566	\$3,626	\$3,680
Off-Campus with Family					
Other Expenses	\$3,398	\$3,435	\$3,566	\$3,626	\$3,680

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

Full-Time First-Time Freshman - Associate Degree: 3.5 years

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

\$2,800

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

\$2,800

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

\$44,212,846

Appendix #2 to Attachment B

Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.

4-year Universities and 2-year Colleges

Institution: South Louisiana Community College

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Clinical Laboratory Sciences / Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	0%	6	6	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	90%	315	285	90%
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	90%	144	116	81%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	0%	0	0	0%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	0%	6	5	83%

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

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

Calculated Passage Rate = # students to met standards for passge/# students who took exam

March 30, 2015

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: South Louisiana 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
Adobe Certification	Adobe Certified Expert	Adobe	0	0
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	0	0
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.	2	14
Cosmetology -- 120401	Cometology	Louisiana State Board of Cosmetology	7	19
Culinary -- 120503	SERVSAFE	American Culinary Federation	9	22
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry	0	26
EMT Basic	NREMT-B	State Database	293	242
EMT Paramedic	NREMT-P	State Database	109	43
Fork Lift	Forklift	Workforce Dept.	0	0
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	0	0
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)	0	27
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	0	97
Nursing-PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	41	116
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Dept. of Health and Hospitals	80	124
Patient Care Tech	CPCT/NRCPCT	Nat. Health Career Assn./Nat. Allied Health Test Registry	0	1
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	9	19
WorkKeys (all areas, levels)	workkeys	ACT	448	17

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

March 30, 2015