

# **South Louisiana Community College**



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

### **2013 Annual Report**

Revised May 31, 2013

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**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) met or exceeded six of the seven targets established as the college's Student Success measures. The institution neared but did not reach its 1<sup>st</sup> to 2<sup>nd</sup> year student retention target, achieving a 47.1% retention rate versus the targeted 48.7%. During 2012, SLCC student retention was challenged by the following factors:

- *Implementation of the Banner student information system.* The accelerated implementation of the integrated Banner system presented a number of challenges to both students and staff. System launch issues with the financial aid application/award and student registration processes impacted continuing students and were not conducive to student retention.
- *Merger of Acadiana Technical College (ATC) and South Louisiana Community College.* The merger of ATC and SLCC was initiated in 2012 resulting in a reorganization of both institutions, both in terms of personnel and processes. The realignment of people and procedures, coupled with the implementation of Banner, created challenges in providing the level of student service desired to optimize retention.
- *Tuition Increase.* SLCC resident tuition increased by 10.7% from Fall 2011 to Fall 2012. This increase, coupled with changes in federal financial aid award parameters, was not conducive to student retention.
- *Regional Employment Opportunities.* Employment availability in the Acadiana region continued to strengthen. The Lafayette region's unemployment rate is among the lowest of all regions in the State, at 4.2% as compared to 6.0% statewide (February 2013) and is down from 5.1% in February 2011. Given the continued strengthening of the local job market it would be expected that more students would opt to seek immediate employment rather than continue with college careers.

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

Policies Continued

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.

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

Policies to enhance student completion that were adopted and followed by ATC prior to its merger with SLCC in July 2012 included the following:

- 1. Policy # FIN 100 – Continuing Education Refund Policy
- 2. Policy # FIN 101 – Tuition Payment Policy
- 3. Policy # FIN 102 – Student Tuition and Fee Increase Hardship Waiver Policy
- 4. Policy # FIN 103 – Student Tuition and Fee Increase Hardship Appeal Policy
- 5. Policy # SA 301 – Grade Appeal Policy
- 6. Policy # SA 302 – Allied Health/Health Occupation Drug Screen Policy
- 7. Policy # SA 303 – Health Occupations Background Check Policy
- 8. Policy # WD 500 – Social Networking Policy and Guidelines

### Initiatives Continued

In order to enhance student retention, students in the entering cohort were 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. Career Coaches have also been employed by the SLCC to assist high-school students to identify career goals and utilize 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 Industry Based Credentials by SLCC campuses to high school students (NCCER, Forklift Certification, CNA Certification, etc.)
- 4) Awarding of SLCC credentials to dually enrolled students upon high school graduation (AGS, TCA, CTS and TD)

SLCC College & Career Transitions Coordinators (CCTCs) promote postsecondary education opportunities throughout the region with activities such as:

- 1) Health Care Summer Campus for the parishes of Acadia, Iberia, and Vermilion

- 2) Articulation presentations in Journey to Careers (JTC) classrooms and distributed career pathways posters and magazines
- 3) Continuous use of an expanded dual enrollment matrix for use by staff to award high school and technical college credit
- 4) 8<sup>th</sup> grade CHOICES presentations in the parishes of Iberia, St. Martin, and Vermilion to promote career awareness
- 5) Development of LTC English course that has received Department of Education approval for Career Diploma students

In 2008, SLCC partnered with the Lafayette Parish School District established 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. The initial cohort of ECA students enrolled in 2008 were awarded high school diplomas and SLCC Associate of General Studies degrees in May 2012. Approximately 50 new students enroll in ECA each year.

SLCC began enrolling private high school students in 2009. In 2011-12, 190 students participated in SLCC's Early College Admission program. All courses carry college credit and are taught by faculty who are fully SACS credentialed.

#### Initiatives Implemented

In Spring 2012, Acadiana Technical College (now SLCC) planned and conducted two Student Success Days at the college's Lafayette and T. H. Harris (Opelousas) campuses. Activities conducted were designed to "provide students with tools necessary to assist and/or motivate them to 'finish what they start' and complete their program of study." Students were provided opportunities to meet with academic advisors, listen to motivational speakers and attend workshop sessions focusing on educational improvement, personal development, and employment. The events fostered student persistence and retention across the full spectrum of technical programs and degree levels.

In early 2012, SLCC's Office of Institutional Research conducted internal analyses to identify factors associated with the retention of SLCC's Associate degree seeking students. Results of this research were then integrated into presentations explaining the GRAD Act and the fundamental importance of student retention in achieving GRAD Act Student Success targets. This information was presented to administrators as well as faculty and staff college-wide at the college's convocation. The information has since been used in the development of SLCC's three-year strategic plan as well as annual plans developed by academic and function units of the college.

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

Within degree areas, SLCC's Institutional Effectiveness program assessed student learning outcomes at various levels from developmental education through program completion in general education and transfer degree programs. General education areas in particular (e.g., mathematics, and science) monitored student performance in "gateway" courses such as developmental mathematics, college algebra, and biology for non-science majors.

During the reporting year, workforce foundational skills of all technical students enrolled in the Job Seeking Skills course (JOBS 2450) were assessed. This is a culminating course completed by students

prior to graduation and includes information on job seeking and keeping skills. During this course the WorkKeys® test is administered and, based on results, students are eligible to earn National Career Readiness Certificates at the Bronze, Silver, Gold, and Platinum levels. During the reporting year 630 students completed the assessments, and 329 students were awarded certifications.

Technical programs offered by the former ATC are accredited by COE which requires performance data for programs that require a license for employment. In order to maintain program compliance, COE's policy requires a licensure exam pass rate of 70%. Overall, SLCC's/ATC's licensure exam pass rate was 93%, demonstrating superior student success and performance in those programs resulting in licensure.

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

During the reporting period, SLCC implemented the Banner student information management system. This system is much more comprehensive and robust than student information systems previously used by SLCC (PeopleSoft) and ATC (SES). This system is capable of providing faculty and staff with a wider range of student information and will support student performance monitoring and retention efforts.

South Louisiana Community College continued use of a central repository for compiling and sharing information on student program progress information. A dedicated drive on the college's intranet [career degree plan on 'apollo\faculty-staff shared\ faculty departments' (K:)] was developed in the previous reporting year and has allowed sharing of all student advising information, including degree program audits assessing student progress to applicable exit points.

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

SLCC has established advisory committees for each degree program which meet 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 SACS, COE, and program/discipline accreditation agencies on its performance in meeting program objects in preparing students.

### **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 3 actual performance within 1.6 percentage points of target.*

Entering Cohort Year	Actual Year 1 2009-10	Actual Year 2 2010-11	2-Year Avg. 09 & 10	Actual Year 3 2011-12	Target Year 4 2012-13	Target Year 5 2013-14	Target Year 6 2014-15
Retention Rate - Target			48.3%	48.7%	49.1%	49.5%	50.0%
Retention Rate - Actual	52.7%	45.1%	48.3%	47.1%			
Fall cohort count	463	628	1,091	577			
Retained following Fall	244	283	527	272			

1.a.ii. 1st to 3rd year retention rate: *Not applicable to South Louisiana Community College*

1.a.iii. Fall to Spring retention rate: *Not applicable to South Louisiana Community College*

1.a. iv. Same institution graduation rate

*All data and targets based on cohorts established prior to merger of SLCC and ATC. Target exceeded by 2.1 percentage points.*

Year	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	Actual Year 3 2011-12	Target Year 4 2012-13	Target Year 5 2013-14	Target Year 6 2014-15
<b>Target</b>		2.2%	2.7%	3.1%	3.6%	4.1%	4.6%
<b>Actual</b>	1.6%	7.4%	6.3%	5.2%			
Fall cohort count	247	203	269	306			
Completers in 150% time	4	15	17	16			

1.a. v. Graduation Productivity: *Not a target measure for South Louisiana Community College*

1.a.vi. Award Productivity

*Baseline, Year 1 & Year 2 actual performance levels are based on combined SLCC & ATC awards and FTE. Target exceeded for reporting year.*

Year	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
<b>Target</b>				0.34	0.36	0.38	0.40
<b>Productivity Ratio - Actual</b>	0.29	0.27	0.31	0.37			
Number of Awards	1,441	1,591	1,893	2,080			
FTE	5,002	5,834	6,164	5,608			

1.a.vii. Statewide graduation rate: *Not a target measure for South Louisiana Community College*

1.a.viii. Percent of freshmen admitted by exception:  
*Not applicable to South Louisiana Community College*

1.a.ix. Median professional school entrance exam score:  
*Not applicable to South Louisiana Community College*

**Performance Objective 1: 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. Targets met for all three degree levels awarded by the merged institution.*

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

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

<b>Certificates</b>	Baseline 2008-09	Actual Year 1 2009-10	Actual Year 2 2010-11	<b>Target Year 3 2011-12</b>	Target Year 4 2012-13	Target Year 5 2013-14	Target Year 6 2014-15
Increase – Target		0.3%	0.6%	<b>38.3%</b>	39.4%	40.3%	41.4%
<i>Increase – Actual</i>		19.8%	37.3%	<b>38.3%</b>			
Awards – Target		642	644	885	892	898	905
<i>Awards – Actual</i>	640	767	879	885			



**Performance Objective 1: Element c.**

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

Measures – Descriptive

*While count high school student count declined during the reporting year as a result of severe restrictions based on Early Start funding qualifications and disbursements, total credit hours enrolled and completed were maintained from the previous reporting year.*

1.c. High School Dual Enrollment 2011- 12

Term	Students Enrolled	Hours Enrolled	Hours Completed
Fall 2011	1,369	6,452	6,196
Spring 2012	1,341	6,313	6,062
Summer 2012	12	51	49
Academic Year Total	2,722	12,816	12,307

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

Institution	Academic Year			
	2008-2009	2009-2010	2010-2011	2011-2012
Former SLCC	1,105	1,385	1,187	1,078
Former ATC	1,315	1,600	2,402	1,644
Academic Year Total	2,420	2,985	3,589	2,722

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

Institution	Academic Year			
	2008-2009	2009-2010	2010-2011	2011-2012
Former SLCC	4,222	5,794	6,142	6,138
Former ATC	8,113	9,131	6,645	5,010
Academic Year Total	12,335	14,925	12,790	12,816

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

Institution	Academic Year			
	2008-2009	2009-2010	2010-2011	2011-2012
Former SLCC	3,735	5,571	5,875	6,047
Former ATC	7,546	8,512	6,645	6,260
Academic Year Total	11,281	14,083	11,936	12,307

**Performance Objective 1: Element d.**

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

Measures - Tracked

*Passage rate on industry based certifications for the reporting year exceeded 93%. Addition of industry based certifications areas sought and achieved resulted in dramatic increase in total number of students receiving certifications in during the reporting year compared to baseline and previous reporting years.*

1.d.i. Passages rates on licensure exams

Institution	Academic Year			
	2008-2009	2009-2010	2010-2011	2011-2012
Former SLCC	75.1%	79.5%	90.0%	<b>91.7%</b>
Former ATC	84.5%	88.7%	93.1%	<b>94.5%</b>
Combined Weighted Average	79.9%	82.2%	91.1%	<b>93.2%</b>

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

Institution	Academic Year			
	2008-2009	2009-2010	2010-2011	2011-2012
Former SLCC	163	358	398	<b>503</b>
Former ATC	98	130	162	<b>1,159</b>
Total	261	488	560	<b>1,662</b>

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

*Counts based on combined SLCC & ATC certificate awards. Increase in total number of certificates awarded and pass rate from previous reporting year.*

	Academic Year			
	2008-2009	2009-2010	2010-11	2011-12
Total WorkKeys® Assessments	689	550	519	630
Platinum Certificates	1	1	0	1
Gold Certificates	75	58	49	55
Silver Certificates	396	251	145	184
Bronze Certificates	217	44	66	89
Total Certificates	499	354	260	329
Pass Rate	72.4%	64.3%	50.0%	52.2%

# **South Louisiana Community College**



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

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**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 Academic Success Center. ([SLCC Catalog](#))

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

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

SLCC participated in the process of creating the statewide programs. SLCC meets periodically with representatives of four-year institutions (primarily University of Louisiana at Lafayette, ULL) providing opportunities to address articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees. A ULL transfer coordinator is

on-site at SLCC on a regularly-scheduled monthly 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 ULL scheduled and conducted meetings with each articulation program area as to ensure that students transferring from SLCC are academically prepared to enter ULL 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, Lafayette.

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

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

SLCC and ULL have conducted meetings regarding transferability. The purpose of these meetings have been to enhance the number and success of transfer students between SLCC and ULL and to improve the academic preparation of incoming first time freshmen. To achieve this purpose SLCC and ULL are working together through the ULL Transfer Task Force committee which began in the Spring of 2011. As a result, a ULL 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 the addition of a ULL transfer advisor regularly meeting with students on SLCC campus
- ULL student privileges
- Common UL/SLCC application process for cross-enrolled students
- Students not meeting ULL admission criteria are advised to attend SLCC to either complete developmental coursework or complete an associate degree then transfer to ULL
- Scholarship opportunities for students in these categories

A key practice adopted resulted in ULL sending letters to all applicants not qualifying for admissions to their institution which advised these individuals that they should consider seeking to enroll at SLCC. To assess the extent to which ULL's advice is successful in re-directing these

applicants to SLCC, ULL and SLCC collaborated to determine how many applicants declined at ULL subsequently enrolled at SLCC. ULL identified 271 Fall 2011 applicants who were ineligible for enrollment at the university that received a letter recommending SLCC as an alternative postsecondary institution. SLCC identified 81 of these 271 individuals (30%) that successfully enrolled at SLCC that same semester. The institutions will continue to track the success of this referral process and consider additional tracking mechanisms that will support the objectives of both institutions.

**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 330% from the previous reporting year. Target set for reporting year was met.*

Program	Baseline 2008-09	Year 1 2009-10	Year 2 2010-11	<b>Year 3 2011-12</b>	Year 4 2012-13	Year 5 2013-14	Year 6 2014-15
<b>Target</b>				<b>250</b>	270	282	300
<b>Academic Year Total</b>	<b>n/a</b>	<b>10</b>	<b>59</b>	<b>254</b>			
AST	n/a	10	12	40			
AALT	n/a	n/a	32	121			
ASLT	n/a	n/a	15	93			

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 increase in future reporting years in proportion to the reported increase in the transfer degree declared majors.*

Program	Academic Year			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Academic Year Total</b>	<b>n/a</b>	<b>0</b>	<b>3</b>	<b>3</b>
AST	n/a	0	0	0
AALT	n/a	n/a	2	3
ASLT	n/a	n/a	1	0

# **South Louisiana Community College**



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

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**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.**

	2009-10	2010-11	2011-12
Programs Eliminated as a result of institutional or BoR review	0	1	2

2011-12: Masonry program terminated.  
Care & Development of Young Children Technical Diploma program terminated.

	2009-10	2010-11	2011-12
Programs Added or Modified to Meet Workforce Needs	1	2	1

2011-12: Alternative Energy & Chemical Process Operations Program approved by Board of Regents (new program).

	2009-10	2010-11	2011-12
Total Program Count	9	9	32
Count of Programs Aligned With Workforce Needs	8	9	32
Percent of Programs Aligned With Workforce Needs	88%	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 transfer degree and general education programs as identified by the Board of Regents. This information is analyzed by the campus Institutional Effectiveness Office to determine the reason for the low completion rate and to identify the need for program continuation or termination.

SLCC's (former ATC's) technical programs have completed the COE Annual Report each December. The 2011 report focused on individual program performances rather than institutional performance. In order to maintain program compliance, COE's policy applied the following minimum percentages to each program:

- Completion Rate – 60%
- Placement Rate – 70%
- Licensure Exam Pass Rate – 70%

A number of programs were triggered for not meeting these minimum percentages. The Council allows a two year time-line to bring triggered programs into compliance. Institutions that fail to bring all triggered programs into compliance will face loss of accreditation. Steps were taken to make every effort to improve the areas of concern (completion, placement, and/or licensure) for triggered programs. For example, during the reporting year a Program Improvement Workshop was conducted and all faculty members of triggered programs were required to participate.

**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 pursued the initiation of a new program to meet current workforce needs of the state and region. SLCC formally petitioned and received approval from the Board of Regents to begin work on the development of an Associate of Science in Nursing (ADN) degree program. This program was proposed to address the chronic shortage of nurses in the Lafayette and Acadiana region workforce. Efforts to move forward with the development and offering of this degree program continue. Additionally, the college began development of an Alternative Energy and Chemical Process Technology (Technical Diploma) program at the Acadian Campus based on Board of Regents approval in 2011.

Twice annually, all occupational programs host advisory committee meetings which include representatives from business and industry. These individuals evaluate the curriculum for each program and determine its relevance to business and industry. Feedback from advisory committee members is used to ensure courses and programs are aligned with the 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.

The college employed a variety of methods are used to address low completer technical programs. In summary, the process to address low completer programs includes the following:

1. Annual evaluations of program completers are conducted for reporting to COE.
2. An analysis of COE completer data occurs for each program at each campus.
3. Administrators meet with program faculty to determine causes for low completers and develop plans to improve completion rates.
4. Administrators and faculty monitor completers throughout the year.
5. BoR and Advisory Committees also monitor completers annually.
6. Programs are either:
  - a. Closed
  - b. Consolidated
  - c. Modified
  - d. Justified and allowed to continue to operate with monitoring

**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.

SLCC transfer degree programs currently approved by the WIB include Emergency Medical Technology Paramedic, Industrial Technology, Care and Development of Young Children, Criminal Justice, and General Studies. All technical (former ATC) programs are WIB-approved.

**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

Number of Course Sections	2008-09	2009-10	2010-11	2011-12
College Total	175	207	197	<b>192</b>
50% - 99% Distance Education	115	145	135	<b>132</b>
100% Distance Education	60	62	62	<b>60</b>

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
<b>Actuals College Total</b>	<b>1,686</b>	<b>2,573</b>	<b>2,426</b>	<b>2,472</b>			
50% - 99% Distance Education	899	1,650	1,527	<b>1,510</b>			
100% Distance Education	787	923	899	<b>962</b>			
<i>Targets - College Total</i>				<b>425</b>	450	475	500
<i>50% - 99% Distance Education</i>				<b>86</b>	90	95	100
<i>100% Distance Education</i>				<b>339</b>	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
College Total	0	0	0	<b>0</b>
50% - 99% Distance Education	0	0	0	<b>0</b>
100% Distance Education	0	0	0	<b>0</b>

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

SLCC has adopted use of the Tandberg video conferencing system with conferencing equipment installed in SLCC classrooms at the Lafayette, New Iberia and Franklin. 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. During the reporting year expansion of the system continued with the addition of Tandberg units at technical campuses, allowing the additional video conferencing course sections to be offered at additional SLCC locations.

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

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

**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.

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

**Performance Objective 3:**

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

The Board of Regents’ 2011 Employment Outcomes Report reported statewide employment rates by degree level eighteen months after degree completion for the 2008-09 baseline year. SLCC’s Associate degree employment rate for the same period was comparable to the state average (72.0% vs. 72.5%, respectively) and its Certificate degree employment rates exceeded the state average by a 13.9 percentage points (70.3% vs. 56.4%, respectively).

Transfer Program Completers Found Employed – 2008-09 Baseline Year

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

Technical programs annually report placement rates to the Council on Occupational Education (COE). The data reported to COE reflects placement in jobs related to the field of study as reported by the student. This information is eventually captured in LWC data but is often behind in reporting employment status.

Economic conditions are also an important factor to consider when reporting placement. As economic recession provides for instability in the job market, student employment is reflective of market conditions. Historically, as the economy worsens individuals turn to technical colleges for training or re-training or search for new careers after a layoff. Enrollment in technical colleges is typically higher as a result. When the economy is healthy and jobs are plentiful, technical college enrollment is down as individuals will forgo training to participate in economic and employment opportunities. During the reporting year SLCC’s technical programs were able to place over 74% of students. COE requires a minimum placement rate of 70%.

Performance of Associate Degree Recipients Who Transfer to 4-Year Universities

Please refer to Elements 2.b. and 2.d.

# **South Louisiana Community College**



## **GRAD Act Performance Objectives Institutional Efficiency and Accountability**

### **2013 Annual Report**

Revised May 31, 2013

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<b>Performance Objective 4: Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.....</b>	<b>1</b>
<b>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. ....</b>	<b>1</b>
<b>Performance Objective 4: Element d. Designate centers of excellence as defined by the Board of Regents. ....</b>	<b>2</b>

**Performance Objective 4:**

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

This element is not applicable to South Louisiana Community College.

**Performance Objective 4:**

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

This element is not applicable to South Louisiana Community College.

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

Schedule of total tuition and fees charged to non-resident students in a given academic year:

	Baseline 2009-10	Year 2 2010-11	<b>Year 3 2011-12</b>	Year 4 2012-13	Year 5 2013-14	Year 6 2014-15
SLCC Non-Resident Fee	\$ 4,580	\$ 5,038	<b>\$ 5,542</b>	\$ 6,096	\$ 6,736	\$ 7,444
SREB Peer Non-Resident Fee	\$ 7,444	\$ 7,444	<b>\$ 7,444</b>	\$ 7,444	\$ 7,444	\$ 7,444
Difference From Peer Amount	\$ 2,864	\$ 2,406	<b>\$ 1,902</b>	\$ 1,348	\$ 708	\$ 0
% Difference From Peer Amount	38.5%	32.3%	<b>25.6%</b>	18.1%	9.5%	0.0%



Impact on Enrollment and Revenue

Increases in nonresident fees did not negatively impact enrollment of nonresidents during the reporting year. Nonresident enrollment as a percentage of total enrollment actually increased from the baseline year. Additional revenues generated averaged \$154 per nonresident student or \$20,328 in total.

	Baseline 2009-10	Year 2 2010-11	Year 3 2010-11
Enrollment Headcount (unduplicated)	6,410	6,581	<b>6,166</b>
Non-Resident Headcount (unduplicated)	90	116	<b>132</b>
% Non-Resident Enrollment	1.4%	1.8%	<b>2.1%</b>
Total Non-Resident Fees	\$ 123,283	\$ 179,183	<b>\$ 224,287</b>
Average Fee / Non-Resident	\$1,370	\$1,545	<b>\$1,699</b>

**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, 32 discipline programs offered by South Louisiana Community College were identified as having either mandatory or recommended accreditation status. During the reporting year, 20 of these programs maintained discipline accreditation, meeting the target set for this objective. South Louisiana Community College has focused on retaining existing accreditations as they become subject to renewal and has begun the process of seeking accreditation in four additional disciplines during the coming academic year.

Measure - Targeted

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

	<b>Actual Year 3 01/2013</b>	Target Year 4 01/2014	Target Year 5 01/2015	Target Year 6 01/2016
Accreditation Rate - Target	<b>62.5%</b>	65.0%	67.5%	70.0%
Accreditation Rate - Actual	<b>62.5%</b>			
Total Programs	<b>32</b>			
Accredited Programs	<b>20</b>			

# **South Louisiana Community College**



## **GRAD Act Performance Objectives Organizational Data 2013 Annual Report**

Revised May 31, 2013

**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 2012
Undergraduate	7,458
Graduate/Professional	0
<b>Total Student Headcount</b>	<b>7,458</b>

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

Student Level	2011-12
Undergraduate	5,370
Graduate/Professional	0
<b>Total Annual Budgeted FTE</b>	<b>5,370</b>

5.b.i. Headcount, instructional faculty

	Fall 2012
<b>Faculty Headcount</b>	<b>306</b>

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

	Fall 2012
<b>Faculty FTE</b>	<b>194.0</b>

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

	<b>Fall 2012</b>
Course sections - total	2,526
Enrollment headcount (duplicated)	23,515
<b>Average Undergrad Class Size</b>	<b>9.3</b>

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

	<b>Fall 2012</b>
FTE – Students	5,370
FTE – Instructional Faculty	194
<b>Avg. number of students/instructor</b>	<b>27.7</b>

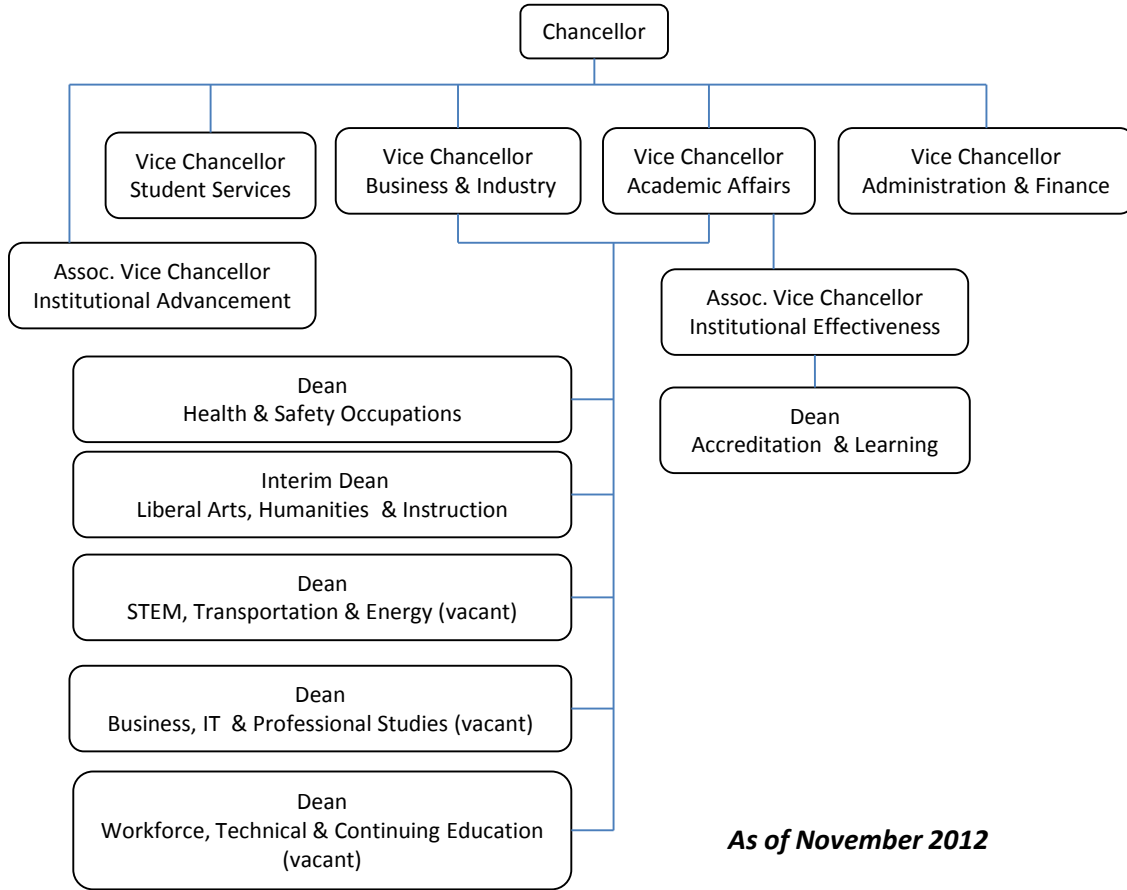
5.e. Non-instructional staff members by academic college – Fall 2012

<b>Unit</b>	<b>Headcount</b>	<b>FTE</b>
Allied Health	1	1.0
Instruction / Arts & Humanities	1	1.0
<b>Institution Totals</b>	<b>2</b>	<b>2.0</b>

5.f. Executive/managerial staff as reported in the ESDS in areas other than the academic colleges/schools, reported by division – Fall 2012

<b>Unit</b>	<b>Headcount</b>	<b>FTE</b>
Chancellor’s Office	1	1.0
Academic Affairs	1	1.0
Business & Industry	1	1.0
Administration & Finance	5	5.0
Student Services	2	2.0
Institutional Advancement	2	2.0
Institutional Effectiveness	2	2.0
<b>Institution Totals</b>	<b>14</b>	<b>14.0</b>

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.



*As of November 2012*

5.h.i. Salaries of all personnel indentified in Subparagraph (G) and the date, amount, and type of all increases in salary received since June 30, 2008 – Salaries listed are from Nov. 2012 Report

<b>Position Title</b>	<b>TOTAL BASE SALARY Reported Fall 2009</b>	<b>SALARY CHANGES SINCE 6/30/2008 Reported Fall 2010</b>	<b>SALARY CHANGES Since 6/30/2010 Reported Fall 2011</b>	<b>SALARY CHANGES Since 6/30/2011 Reported Fall 2012</b>
Chancellor	\$ 151,649	\$ 151,649	No change	February, 2012 \$156,000 New hire. Additional responsibilities due to SLCC/ATC merger.
Vice Chancellor Academic Affairs	\$ 105,604			May, 2012 \$102,000 New hire.
Vice Chancellor Administration & Finance	\$ 97,936			March, 2012 \$112,350 Additional responsibilities due to SLCC/ATC merger.
Vice Chancellor Business & Industry (created April 2012)				\$100,000
Vice Chancellor Student Services (created April 2012)				\$103,000
Associate Vice Chancellor, Institutional Advancement (created May 2012)				\$87,319
Associate Vice Chancellor, Institutional Effectiveness (created May 2012)				\$80,000
Dean, Health & Safety (created April 2012)				\$76,215
Dean, Liberal Arts, Humanities and Instruction (created December 2012)				\$46,588 Interim Appointment
Dean, Accreditation & Learning (created May 2012)				\$ 67,500

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.

<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% Total</b>
Instruction	\$14,895,508	52.6%
Academic Support	\$1,529,864	5.4%
Student Services	\$2,756,665	9.8%
Institutional Services	\$3,995,436	14.0%
Scholarships/Fellowships	\$501,897	1.8%
Plant Operations/Maintenance	\$3,542,270	12.5%
<b>Total E &amp; G Expenditures</b>	<b>\$27,145,640</b>	<b>96.0%</b>
Transfers out of Agency	\$1,124,485	4.0%
<b>Total Expenditures</b>	<b>\$28,270,125</b>	<b>100.0%</b>

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

<b>Tuition and Fees</b>	<b>2009 - 2010</b>	<b>2010 - 2011</b>	<b>2011 - 2012</b>
In-State	\$2,142	\$2,428	\$2,662
Out-of-State	\$3,366	\$4,390	\$4,836
Books and Supplies	\$1,250	\$1,400	\$1,500
<b>Off-Campus</b>			
Room and Board	\$14,800	\$14,800	\$14,822
Other Expenses	\$3,600	\$4,000	\$4,200
<b>Off-Campus with Family</b>			
Other Expenses	\$7,000	\$7,500	\$11,309

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

Full-Time First-Time Freshman - Associate Degree: 3.7 years

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

\$1,990

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

\$1,990

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

\$50,332,112

**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%	0	0	0%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	90%	548	503	92%
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	90%	123	114	93%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	0%	30	26	87%

*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 1, 2013



**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	18	0
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.	2	9
Cosmetology -- 120401	Cometology	Louisiana State Board of Cosmetology	7	11
Culinary -- 120503	SERVSAFE	American Culinary Federation	9	29
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry	0	5
EMT Basic	NREMT-B	State Database	293	363
EMT Paramedic	NREMT-P	State Database	109	140
Fork Lift	Forklift	Workforce Dept.	0	0
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	0	40
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHR)	0	15
Nursing-PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	41	114
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals	80	396
Patient Care Tech	CPCT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	0	9
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	9	16
WorkKeys (all areas, levels)	workkeys	ACT	448	329
<i>Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with √ on Appendix #1</i> <i>Baseline Year = most recent year data published by entity that grants licensure/certification</i>				

2-27-12