

**CAPITAL AREA TECHNICAL COLLEGE
GRAD ACT REPORT**



**Submitted to
Louisiana Board of Regents
Louisiana GRAD Act**

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Student Success (1)

1a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Several policies have been established by LCTCS and by the institution to achieve graduation productivity goals that are consistent with institutional peers.

The following policies have been implemented by LCTCS.

Policy #	Policy Name	Effective Date
1.010	Program Assessment of Effectiveness	3/14/01
1.014	Assessment	11/14/01
1.016	Cross Enrollment	11/14/01
1.018	Academic Honors	12/12/01
1.020	Academic Status	Fall 2003
1.023	Non-Traditional Credit	12/12/01
1.025	Articulation	12/12/01
1.028	Academic Renewal	2/14/02
1.029	Disclosure of Degree Program Transferability	8/14/02
1.036	Cross Enrollment Agreement between Systems Institutions	7/09/03
5.025	Tuition Discounts and Waivers	8/10/05

The following policies have been implemented by Capital Area Technical College.

Policy #	Policy Name	Effective Date
IS1930.101	Academic Renewal	5/15/07
IS1930.102	Academic Status	5/15/07
IS1930.106	Acceptance of Transfer Credit	5/15/07
IS1930.124	Course Substitution/Course Waiver	5/15/07
IS1930.126	Credit by Examination	5/15/07
IS 1930.139	Developmental Education Guidelines	9/13/07
IS1930.171	Non-Traditional Credit	5/15/07
IS1930.173	Placement Exams	9/13/07
SA1930.253	Admission of Dual Enrolled High School Students	9/13/07
SA 1930.254	Requirements for First-Time Freshmen	9/13/07
SA1930.255	Admission of Transfer and Re-Entry Students	9/13/07

The Louisiana Two-Year College Student Success Measure framework has been proposed in order to redefine and improve student success for two-year institutions. The proposed policy will shift the current measure of student success from just graduation rate to measures that are more relevant to the mission of two-year colleges to include completion of awards, completion of an industry-based certification/licensure, transfer to a university, or employment at a quality job wage. This framework is scheduled to be presented for approval to the LCTCS Board of Supervisors at the April 2011 meeting.

Student Success (1)

1b. Increase the percentage of program completers at all levels each year.

CATC has initiated several strategies to increase retention and program completers.

CATC has implemented a mandatory New Student Orientation to prepare new, transfer, and re-entry students to be academically successful. Potential students must attend a one-hour orientation session which focuses on institutional policies, procedures, resources, and student responsibilities.

Credentials are awarded to degree-seeking students upon successful completion of the curriculum requirements in approved programs. Students can earn TCA and CTS certificates, diplomas, and associate degrees in certain programs. The role of academic advising is stressed to instructors as a significant means to improve retention and completion rates. Instructors are urged to schedule courses as part of a sequence leading to a credential and to use degree audit sheets to track a student's academic progress and remaining course requirements.

LCTCS Online provides students with the opportunity to take fully online courses. CATC is currently streamlining the admission process for those students that will select CATC as their home college to take courses through LCTCS Online. In addition, a registration station will be available during the regularly scheduled registration period to increase access to LCTCS Online course opportunities for the on-campus students.

The CATC Baton Rouge campus established a Student Success Center in fall 2010 to provide services to support a successful educational experience for potential, new, and continuing students. The Student Success Center (SSC) provides numerous services, one of which is to provide mentoring/counseling support for students. The counselor is available to review the potential student's COMPASS scores in order to give advice on test retakes, tutoring, or developmental class enrollment; to assist students with career paths using World-of-Work, a Career Assessment Survey to help individuals consider career options that are a good match for them according to their interests, abilities, and job values; and to teach all students how to track their educational progress using a degree audit checklist. The SSC will offer additional resources for students with special needs by housing the Office of Disabilities Services in the SSC. The counselor will oversee the disability services, which include administering exams that require extended time, providing a reader for exams, checking out and using special needs equipment, and overseeing the installation of equipment and programs in specific classrooms. The SSC will house a centralized library/media center for all instructional programs. All departmental media resources (books, magazines, video tapes, CDs, electronic equipment) will be moved into the SSC where the students will be able to access the library/media center during the SSC operating hours. CATC will have access to LOUIS, the Louisiana Library Network system which combines the resources of Louisiana's public and private academic libraries and allows students to access the information via the Internet. The SSC will also conduct additional classes and training sessions throughout the semester that will focus on topics including, but not limited to, organizational skills, time management skills, testing anxiety, and goal setting. The SSC will also offer a College Life course, a three credit-hour course to provide new students with the opportunity to learn about services and strategies that will help them succeed and to increase the probability that the students will make a smooth transition to higher education both socially and academically. The SSC will assist with career planning/interviewing/job placement using the Optimal Resume software which will assist students to prepare for employment by creating resumes and cover letters, developing the appropriate interviewing skills, and holding

interviews via the Internet when necessary. There will be two private interviewing rooms within the SSC equipped with computers, Internet service, and a flat screen TV so that students can arrange remote interviews with prospective employers.

Practical Nursing, CATC's largest and most popular program, established a Mentoring Program for LPN students in fall 2010. Its primary goal is to facilitate the transition into the nursing program and to increase retention and graduation rates. The target population for the program includes incoming nursing students, students taking first semester nursing courses, students repeating a course, students with reported learning issues, and other non-traditional students. Faculty members serve as mentors to provide counseling, advice, and encouragement for student concerns, grade issues, future plans, potential problems in coursework, and student support.

The Council on Occupational Education, the accrediting body for technical colleges, measures completion rates using completion of an award at any level plus employment in positions related to the field of instruction. This affords the institution an opportunity to report a broader measure of student success which aligns with the institution's mission of preparing students for employment. Each year CATC submits program completion data to the COE Commission for comparison with similar COE-accredited institutions. Data reported in the COE Annual Reports illustrates that the CATC completion rate is historically above the COE acceptable range. On the 2010 COE Annual Report, CATC achieved a 76.48% completion rate based on an acceptable range of 59.97% or higher.

Student Success (1)

1c. Develop partnerships with high schools to prepare students for postsecondary education.

The Success Through Articulation (STArt) agreement provides the framework for issuing articulated credit for high school students. The STArt agreement provides an opportunity for students at approximately 30 high schools to earn high school and technical college credit simultaneously through either dual credit or dual enrollment. Dual credit students remain on their high school campus and are taught by secondary instructors. Qualifying students who are enrolled in specific, pre-approved high school courses submit dual enrollment applications to enroll in articulated CATC courses with similar course competencies. The CATC courses are transcribed for students' future use. Dual enrollment students are enrolled in selected technical college courses and are taught by technical college instructors either at the technical college or at the high school. Feedback reports are given in the form of student grade reports, attendance, and completion of courses. High school principals give feedback regarding their satisfaction with the programs offered to high school students. The following partnerships between local high schools and CATC campuses have been established for dual enrollment.

Students enrolled in Port Hudson Career Academy, an alternative school for Zachary High School, have the opportunity to participate in dual enrollment with either the Baton Rouge campus or the Folkes campus for preparatory career classes. At the Baton Rouge campus, students are enrolled in graphics, childcare, automotive, and welding. At the Folkes campus, students are able to take courses in carpentry and nurse assistant.

In spring 2011 a newly created partnership was formed with Central High School. The partnership emerged from the dual enrollment affiliations with EBR, Baker, and Zachary. Upon receiving a grant, the Central High School counselor contacted the CATC Admissions Officer with a request to enroll at-risk students in technical education programs. Prior to enrollment, these students were taken to CATC to tour the campus, take the ACT Discover, and attend an orientation session. The ACT Discover results were used for career guidance to match the students to the program which best fit them.

Livonia High School and Pointe Coupee Central High School are public schools participating in dual enrollment at the Jumonville campus. False River Academy and Catholic High School of Pointe Coupee are non-public high schools which also participate in dual enrollment. The Jumonville campus began dual enrollment and articulation with Baker High School this year. The Jumonville campus strengthens all of these partnerships through constant communication with the school principals, counselors, teachers and the Pointe Coupee Parish Superintendent. Jumonville continues to strengthen its existing partnerships with the Pointe Coupee Parish School Board/Livonia High School, Advance Baton Rouge/Pointe Coupee Central High School, Catholic High School of Pointe Coupee, and False River Academy. At the request of Livonia High School, Jumonville began offering the Care and Development of Young Children CDA certification in fall 2010.

The Westside campus has dual enrollment with Iberville Parish public high schools, Plaquemine High School (PHS), White Castle High School (WCHS), and East Iberville High School (EIHS). Courses were established on the high school campuses for dual enrollment opportunities. An example of a newly created partnership is the first semester offering of the class, Troubleshooting and Installation of Computers I at PHS. Its success led to a strengthening of the partnership in the second semester by adding the courses Troubleshooting and Installation of Computers II and Operating Systems. Additionally, a Certified Nursing Assistant (CNA) program was added at PHS

and WCHS. All courses are taught on the high school campus by CATC instructors. The addition of the dual enrollment courses at the Westside campus created more students trained in health care and technology. These courses lead to an industry based certification which is important for accountability for high schools. SurveyMonkey will be used to survey the students regarding their dual enrollment experience. Recently, meetings were conducted with the principal at St. John Interparochial School to start dual enrollment for the 2011-12 school year.

A new partnership between the Folkes campus and East Feliciana High School was started in fall 2010 with a carpentry class taught at the high school. East Feliciana High School was formed in the fall 2010 semester through the consolidation of Clinton and Jackson high schools. The partnership was strengthened when a Folkes Carpentry Helper class for at-risk students was started at East Feliciana High School in the spring 2011 semester. The course objectives are to teach carpentry skills, to use the carpentry projects as a venue for building life skills, and to have the instructor serve as a mentor for the students. Students learn basic carpentry skills in order to build projects needed for schools within the East Feliciana School System.

Capital Area Technical College was awarded two *Innovative Award for Career Coaches* grants-- Iberville Parish Schools and Istrouma High School (IHS) in East Baton Rouge Parish. Each award is in the amount of \$15,000 with a \$15,000 match. Iberville Parish School Board provided the \$15,000 match for their award. Combined with the grant award, Career Compass of Louisiana was hired to conduct seminars, one-on-one interviews with high school students, and career assessments to over 1,000 students. CATC provided the match for the IHS grant through in-kind services with staff providing services, meeting space, and a computer-based career assessment. This grant is focused on 9th, 11th, and 12th graders and was originally designed to serve 300 IHS students. However, requests have been made by IHS administration to include 10th graders, bringing the number of students reached to 500.

CATC collaborates with area high schools through campus tours, college fairs, and classroom presentations. The college provides campus tours for various areas. Students are given a guided tour to explore the campus to get a first-hand look at the program offerings. Prior to each tour, a presentation is given to address admission, financial aid, and dual enrollment opportunities. College fairs are conducted on site at most area high schools. Colleges and universities are allowed to set up booths to provide information to parents and students. Classroom presentations are scheduled regularly throughout the school year to area high school students. Presentations are given in ninth grade *Education for Careers* classrooms. Juniors and seniors are usually addressed in general assembly meetings and/or individual classrooms settings.

An inaugural Culinary Day at the CATC campus is scheduled for April 4, 2011. The Louisiana Restaurant Association will provide a New Orleans chef to serve as guest speaker. Approximately 100 students from East Baton Rouge, West Feliciana, Ascension, St. James, and Iberville parish ProStart programs will tour the culinary department, and they will attend an informative session hosted by the program instructors to learn about the culinary program. The students will be divided into smaller groups where they will rotate through information sessions as well as sessions on cooking techniques taught by the high school instructors, CATC staff, and students. Of course, the culminating feature is lunch!

New procedures are being implemented to improve the registration process for dual credit students. A meeting will be scheduled with local school system representatives to review the enrollment procedures and to discuss ways to improve the efficiency of the dual credit program in an effort to continue to increase the number of students participating in dual enrollment opportunities.

Student Success (1)

1d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Practical Nursing, Barber-Styling, and Cosmetology programs require a licensure examination to obtain employment in the field. Licensure data is reported each year on the COE Annual Report for comparison with similar COE-accredited institutions. On the 2010 COE Annual Report, CATC achieved an 84.51% completion rate based on an acceptable range of 89.07% or higher. This is the first time since CATC has been reporting data to COE that licensure rate failed to meet the acceptable standards.

One class in particular was highly instrumental in causing the licensure passage rate to drop. The CATC Westside campus offered a fast-track Practical Nursing program to meet the needs of the students. CATC had been successful with similar classes at the Baton Rouge and Folkes campuses. It is believed that this program would also have been successful at the Westside campus under normal circumstances. However, in the middle of the spring semester, one of the two instructors retired as a result of a long-term illness. This had a huge impact on causing the class to fall behind. Although a replacement instructor was immediately assigned, it is apparent that the class did not fully recover from the setback as the licensure passage rate for that class was only 53.85% based on an acceptable range of 89.07% or higher.

In compliance with the action required by the Commission due to the overall licensure rate being unacceptably lower than the licensure rates for peer institutions, the program submitted an improvement plan to increase the passage rates. A review process is underway to analyze the progress on the steps that have been taken to improve the triggered rates. A progress report will be submitted to COE in summer 2010.

Several programs at Capital Area Technical College offer students the opportunity to earn industry-based certifications. Industry-based certifications have several advantages: to provide students with a competitive edge as employers generally seek individuals with certifications or experience; to provide tangible, documented evidence of skill proficiency in a specific area; to give individuals a competitive edge over individuals without certifications; to provide assurance that an individual is adequately prepared to enter the job market; to provide individuals with viable workforce skills.

The WorkKeys Certification is a nationally recognized career readiness credential which verifies to employers anywhere in the United States that an individual has attained essential core employability skills in Applied Mathematics, Locating Information, and Reading for Information. These workplace skills are highly important to the majority of jobs in the workplace. Employers may consider certificate level, along with other educational and background information, when making employment decisions. This certification verifies that an individual can handle common tasks vital in today's workplaces such as finding information, reading instructions and directions, and working with figures. Several local employers require WorkKeys certificates for potential employees, one of the largest being Dow Chemical. Dow also uses WorkKeys as a systematic workforce development plan that diagnoses employee skill gaps and provides training to close those gaps. If an employee is hired at DOW without having a WorkKeys certification, they are required to obtain one shortly after employment.

Articulation and Transfer (2)

2a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Several policies have been implemented to increase student success, retention, and graduation rates.

Policy/policies adopted by the management board:

Policy #	Policy Name	Effective Date
1.004	Gen. Admission Policy Statement for First Time Freshmen	10/01/01
1.005	General Admissions Requirements	10/01/01
1.010	Program Assessment of Effectiveness	3/14/01
1.014	Assessment	11/14/01
1.016	Cross Enrollment	11/14/01
1.018	Academic Honors	12/12/01
1.023	Non-Traditional Credit	12/12/01
1.025	Articulation	12/12/01
1.028	Academic Renewal	2/14/02
1.045	LCTCS Online Initial Policy Statement	11/12/08
5.025	Tuition Discounts and Waivers	8/10/05

Subsequent policy/policies adopted by the institution:

Policy #	Policy Name	Effective Date
IS1930.101	Academic Renewal	5/15/07
IS1930.106	Acceptance of Transfer Credit	5/15/07
IS1930.126	Credit by Examination	5/15/07
IS 1930.139	Developmental Education Guidelines	9/13/07
IS1930.171	Non-Traditional Credit	5/15/07
SA1930.253	Admission of Dual Enrolled High School Students	9/13/07
SA 1930.254	Requirements for First-Time Freshmen	9/13/07
SA1930.255	Admission of Transfer and Re-Entry Students	9/13/07

The Louisiana Two-Year College Student Success Measure framework intended to redefine and improve student success at two-year institutions is pending approval. The proposed policy will shift the current measure of student success from just graduation rate to a broader definition of student success to include completion of awards, completion of an industry-based certification/licensure, transfer to a university, or employment at a quality job wage. This policy will be implemented upon approval of the LCTCS Board of Supervisors.

As dual enrollment partnerships continue to strengthen with area high schools, more students will have the opportunity to start their technical college careers while still in high school. For dual enrollment students who choose to pursue a career at CATC after high school graduation, the biggest advantage is that it allows students to accumulate credits prior to enrolling in the college so that they will be able to graduate early, saving time and tuition costs.

As four-year universities and community colleges increase admission standards, CATC is an open enrollment institution prepared to accept those students who fail to meet the admission standards.

Timeline for implementing the policy/policies:

The policies adopted by the management board and the subsequent policies adopted by the institution have been implemented. The Louisiana Two-Year College Student Success Measure will be implemented upon approval of the LCTCS Board of Supervisors.

Articulation and Transfer (2)

2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Examples of new or strengthened feedback reports to the college(s):

The mission of CATC is workforce development to give students job skills for employment readiness. The technical college AAS degree is an occupational associate degree that focuses on career training designed to prepare students for employment upon completion of the AAS program. Each AAS degree focuses on a career preparation diploma with an additional 15 credit hours of transferable general education coursework. Baton Rouge Community College offers general education courses to accommodate CATC students; the courses are taught by BRCC instructors on the CATC campus. The general education courses, posted on the BRCC transcript, count toward the technical college AAS degree as well as toward an associate degree at BRCC should the student decide to pursue further education. Students can transfer these 15 credit hours of general education courses to other community colleges or 4-year universities as well.

CATC is accredited by the Council on Occupational Education which requires tracking of all students on the Annual Completion, Placement and Licensure Report. This report is instrumental in providing feedback on the performance of all students, including associate degree recipients. Completion, placement and licensure percentages are computed individually for each program at each campus and collectively as an institutional average. The institutional average is compared with similar COE-accredited institutions. Each campus is responsible for taking the appropriate actions prearranged by the Commission due to its overall completion rate falling below the acceptable range.

Each campus conducts follow-up activities on an annual basis. An employer survey questionnaire is mailed to employers of former students to verify placement and to evaluate students' skills and performance—technical knowledge, work attitude, overall training, and job preparation. The feedback is compiled into a follow-up report by program area.

Processes in place to identify and remedy student transfer issues:

Practical Nursing graduates at CATC can transfer to the Associate of Science in Nursing at Baton Rouge Community College (BRCC). BRCC has agreed to reserve 10 slots for CATC graduates. The COE Annual Completion, Placement and Licensure Report will be used to identify students who pursue the associate degree.

Examples of utilization of feedback reports (2-year colleges and technical colleges):

CATC plans to participate in the National Student Clearinghouse which enables its members to track the progress of former students who transfer to a community college or university. The adoption of the data system will improve the ability of colleges to share information on student performance.

Articulation and Transfer (2)

2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Examples of the agreements with Louisiana institutions:

Capital Area Technical College (CATC) and Baton Rouge Community College (BRCC) work together to redirect students to a suitable program and/or institution. CATC and BRCC have an approved MOU by which CATC students can enroll in BRCCs general education courses which are transferrable to community colleges and universities. BRCC creates a designated class section for the CATC students and they provide a SACS credentialed instructor.

Processes in place to identify and refer these students:

When a CATC diploma graduate wishes to pursue an Associate of Applied Science degree that is not offered at CATC, the student is referred to another technical college who offers the associate degree. Likewise, other technical colleges refer their diploma graduates to CATCs associate degree programs.

When an applicant requests a program that is not offered by CATC, the applicant is referred to the closest LCTCS institution that offers the program. For example, an applicant requesting Process Technology is referred to Baton Rouge Community College. When an applicant requests Patient Care Technician, the applicant is referred to the branch campuses at Jackson or New Roads.

CATC will accept students who fail to qualify for admission into any community college or 4-year university. CATC has an open admissions policy. The COMPASS or ASSET placement test is administered to applicants to measure their aptitude and to determine program eligibility. Students who do not meet the program's standard cut-off scores in reading, mathematics, or language are enrolled in developmental education courses to improve their proficiency in the basic skills areas and in program-specific courses within the curriculum.

2.c.i. Number of students enrolled.

Baseline Data: 0

Current Year Data: 0

Workforce and Economic Development (3)

3a. Eliminate academic program offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

a description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs: CATC programs are reviewed annually to evaluate program effectiveness. The COE Annual report is used to identify low completion rates for each program. Completion and placement rates are monitored during the academic year and are discussed at faculty meetings and with specific program instructors as necessary. Instructors receive constant feedback from their program advisory committees regarding workforce needs. The leadership team works with local Workforce Investment Boards, local businesses, Chambers of Commerce, and the institutional advisory committee to identify current strategic workforce needs and to ensure that the campus program offerings are meeting those needs. Program Instructors are required to make periodic industry visits to ensure program alignment with current workforce needs.

In response to the Board of Regents' review to evaluate AAS programs with low completion rates, CATC Baton Rouge has decided to close the Automotive AAS program (Automotive Technology Diploma will remain active). Documentation was submitted to continue the Drafting Design and Technology AAS, Care and Development of Young Children AAS, and Occupational Education AAS. A Board of Regents review has placed the Drafting, Care and Development of Young Children, and Occupational Education AAS programs on Conditional Maintain status. These programs will be reevaluated in two years for progress on completion data.

a description of the institution's collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs: The CATC leadership team works with the local Workforce Investment Boards (WIB) and WIA program administrators to review the regional workforce needs. The Chief Workforce Development Officer reviews the Louisiana Workforce Commission (LWC) Labor Market Information and LED Forecast for the region as well as maintains relationships with regional and local business and industry organizations to assess workforce trends. All programs are reviewed on an annual basis by the Louisiana Workforce Commission to identify top demand occupations based on Labor Market Information. When programs are not identified as top demand occupations, the Chief Workforce Development Officer, Chief Academic Officer, and the Regional Director work closely with the WIB and LWC to ensure program offerings meet the needs for the area and the school is credited as a WIA eligible training provider for the top demand occupations.

CATC monitors the workforce needs for the region through partnerships with the local Workforce Investment Boards, Chambers of Commerce, and business and industry councils. As needs are identified, programs are reviewed for their responsiveness to the current market. If the programs do not meet those needs, customized courses are developed based on industry needs assessments. Courses are developed in the non-credit Workforce division to expedite response to the specific needs of a particular industry sector.

The Port Allen campus offers a fast-track/skills non-credit welding class for skills upgrade. A non-credit Heavy Equipment Operator program was implemented in fall 2009 through a partnership

with Louisiana Machinery. The program is based on the National Center for Construction Research (NCCER) curriculum in which students receive certification for modules completed.

A partnership with East Baton Rouge Parish Head Start and the Care and Development of Young Children program at the CATC main campus provides four full-time instructors who supervise the preschool and toddler labs. This enables the Baton Rouge instructors to spend more time in the field meeting with employers to search for employment opportunities, meet resource people, and secure practicum sites. Students gain exposure to a practical work environment under the supervision of Head Start employees.

The Westside campus has been meeting with Dow Chemical to initiate potential programs such as Industrial Maintenance (Electrical), Industrial Instrumentation, and Computer Numerical Controls machine tools. SNF/Flopam has approached the campus to provide training for their new employees. The Westside staff, Workforce Development staff, and the Chamber visited technical colleges across the state to interview instructors and tour industry craft facilities.

The Jumonville campus dean works with the local WIA office, local businesses, the Greater Pointe Coupee Chamber of Commerce and the local member of the WIB Board for current and strategic workforce needs. The Jumonville campus recently partnered with the Pointe Coupee Parish School Board to initiate CDA certification training for school board employees and partnered with Jacobs Field Services North America, Inc. to expand the welding program. The Jumonville campus is currently working with local community groups and Better Access Community Health (BACH) to see how the CDA certification training can be expanded to include Pointe Coupee Central High School to align with the planned Early Childhood Development Center.

The following information highlights community partnerships with the Folkes campus and local businesses and agencies in identifying and meeting their workforce needs. In spring 2008, Folkes initiated an ongoing partnership with the East Feliciana Chamber of Commerce to form a workforce consortium to identify workforce needs and training needs. Area businesses donated equipment, materials, funds, and labor to improve facilities at the Folkes campus. Anvil Attachments, a local manufacturer, is implementing the Lean Manufacturing quality control process. Anvil evaluates its manufacturing process needs, and Folkes welding students fabricate these items in the Folkes welding shop.

a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region:

Two programs were eliminated in the 2009-10 academic year. Building Technology at the Folkes main campus and Masonry at Dixon Correctional Institute were closed due to low enrollment.

The following programs were closed at individual campuses but remain active at other campus sites within the institution. Practical Nursing and Phlebotomy were closed at Jumonville; ICT Network Specialist CTS LAN Administrator was closed at Hunt Correctional Center; Automotive Technology was closed at Louisiana State Penitentiary; Horticulture/Landscape was closed at Dixon Correctional Institute; and Carpentry was closed at the Folkes main campus.

During the 2009-10 academic year the existing programs Patient Care Technician and Carpentry were added at the Folkes main campus (Carpentry was later closed in April 2010 due to low enrollment and budget). In June 2009 Graphics Communications (100303) was replaced with Graphics (100307) to align with PrintEd requirements. The Journeyman Industrial program was added at the Baton Rouge campus to accommodate the needs of the apprenticeship students.

Utilizing the Louisiana Workforce Commission Top Demand Occupations forecast, 20 of the 22 CATC programs are aligned with workforce needs. Upholstery, which was not listed as a top demand occupation, is a successful and vital program at Louisiana Correctional Institute for Women. On the 2010 COE Annual Report the program achieved a 100% completion rate and an 86.67% placement rate. Although not listed by the Workforce Commission as a top demand program, the Barber-Styling program fulfills a significant need of the local population. Ample employment opportunities exist for those who complete the program as indicated by a 100% placement rate and a 100% licensure passage rate reported on the 2010 COE Annual Report.

Data Summary:

- i. Number of programs eliminated: 2

Baseline Data:

Current Year Data:

- ii. Number of programs modified or added: 1

Baseline Data:

Current Year Data:

- iii. Percent of programs aligned with workforce and economic development needs:
90.9%

Baseline Data:

Current Year Data:

Workforce and Economic Development (3)

3b. Increase use of technology for distance learning to expand educational offerings.

description of current initiatives to improve technology for distance learning; such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes.

Efforts continue to strengthen the infrastructure at CATC campuses to support enhanced distance education opportunities. When making equipment and infrastructure purchases, consideration is given to the recommendations provided by business and industry partners to assure that the process of updating infrastructure is viable.

A comprehensive three-year Title III LAN/WAN grant to expand the efficiency and security of network infrastructure throughout the region was implemented. During the first year, Phase I of the plan was to configure and install compressed video capability for the Jumonville campus. Also, during year one, a "Smart Classroom" was implemented at the Westside campus. Web Content filters were installed at all campuses during the second phase of the grant, giving all CATC campuses the ability to control and restrict websites that were detrimental and harmful to campus computers and campus bandwidth allowing for more network resources to be utilized to its fullest potential. Year three included the implementation of more "Smart Classrooms" using Smart Boards and other innovative technologies.

To allow increased bandwidth between campus computers, the internal network, and the Internet, upgraded Cat 6 data lines are being installed when a data line needs to be run or replaced.

The main network rack at the CATC Baton Rouge campus has been completely replaced with 10/100/1000 Gigabit switches designed to help fully utilize increased bandwidth needs for learning and education.

CATC utilizes the VBrick system, an IP address-based video/audio recording system used to record lectures, PowerPoint presentations and videos in a classroom environment. The recordings are captured by an IP video capturing appliance transported and then stored on VOD (Video on Demand) Servers that can then be accessed by students through username and password for online viewing immediately or at a later date after the recording session is completed.

Some of the funds generated from the student technology fee appropriated for distance learning include iPrism web filtering renewal, Cat6 for VBrick installation, software installation of VBrick servers, mobile media center, and appliance maintenance renewal subscription.

description of current initiatives to create and expand educational offerings by distance education

Many instructors use Joule, a Moodle-based electronic learning management system, to create hybrid courses (blending face-to-face instruction with online components). Joule has several features that allow instructors to download documents, post announcements and assignments, create online tests, link resources, monitor discussion forums, and post grades. The Distance Learning Coordinator provides weekly hands-on training for Joule. Instructors are asked to complete surveys so that training can be customized to focus on their needs. The Distance Learning Coordinator also provides just-in-time support for those instructors that are unable to

attend regularly scheduled meetings. Weekly e-mail tips are disseminated to the faculty to provide added Joule support. In addition, instructors have access to a Joule Instructor Resource course, which is a repository for Joule tutorials and guides. Instructors can also participate in Joule School, an online course created by LCTCS Online, which provides tutorials to help instructors with the basics of using Joule.

CATC staff participates in Joule training to share new techniques and skills with instructors. The Distance Learning Coordinator along with approximately ten CATC representatives attended MoodleMoot training during the 2011 LCTCS Annual Conference. The training provided opportunities to learn more about the various tools that are available in Joule. Additionally, conference topics focused on using such tools to meet teaching and learning needs within an instructor's Joule course. MoodleMoot also offered instructors training on the visual and navigational design of their Joule courses to make the course more appealing and functional for the students.

Several CATC staff members have created courses for LCTCS online. These online courses are developed to enhance and improve student access to vocational and technical education. CATC is currently one of the home campuses for LCTCS online. Students in various programs at CATC are currently enrolled in the LCTCS online course offerings.

description of any efficiencies realized through distance education

Through the use of distance learning, CATC is able to offer Occupational Education classes to technical college instructors statewide. With CATC being the only technical college offering the Occupational Education curriculum, distance education is an efficient method of delivering instruction. Other advantages of distance learning are convenience—no commuting or traffic; flexibility—students can work on the course any time of the day or night; and accessibility—students can access the course from anywhere.

Data

3.b.i Number of course sections with 50% to 99% instruction through distance education:

Baseline Data: 5

Current Year Data: 2

Number of course sections with 100% instruction through distance education:

Baseline Data: 0

Current Year Data: 0

3.b.ii. Number of students enrolled in courses with 50% to 99% instruction through distance education:

Baseline Data: 88

Current Year Data: 31

Number of students enrolled in courses with 100% instruction through distance education:

Baseline Data: 0

Current Year Data: 0

3.b.ii. Number of programs offered through 100% distance education:

Baseline Data: 0

Current Year Data: 0

Workforce and Economic Development (3)

3d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Capital Area Technical College's (CATC) mission is to prepare students for employment upon acquiring sufficient employability skills. Placement of students is a collective effort among personnel to assist students in finding related employment. The instructors maintain contact with prospective employers in the area. Students pursuing a credential take a Job Seeking Skills course to assist in making immediate and future decisions concerning job choices and educational growth. These skills include creating resumes, evaluating job offers, and outlining information essential to finding, applying for, and terminating a job. The Baton Rouge campus hosts an Annual Job Fair. Although the campuses do not guarantee placement, students who pursue their course of study until completion and show ability to become a worthwhile employee are reasonably assured of employment opportunities.

The institution strives to achieve success in providing career placement for its students. CATC submits placement data each year to the Council on Occupational Education (COE) for comparison with similar COE-accredited institutions. Completion data reported in the COE Annual Reports is historically above the acceptable range. On the 2010 COE Annual Report, CATC achieved a 66.14% placement rate based on an acceptable range of 65.69% or higher.

CATC is accredited by the Council on Occupational Education (COE) while community colleges and universities are accredited by Southern Association of Colleges and Schools (SACS). Because SACS accredited institutions do not accept transfer credit from COE accredited institutions, this makes transferring to higher institutions more challenging. Although the technical college AAS degree focuses on career preparation, students are able to transfer the 15 credit hours of general education courses to community colleges and universities to pursue further education.

Data

3.d.i. Percent of completers found employed. N/A

Baseline Data: N/A

Current Year Data: 2009/2010 – 76.48% reported employed (COE Report)

3.d.ii. Increasing the performance of associated degree recipients who transfer.

Baseline Data: 0

Current Year Data: 0

Institutional Efficiency and Accountability (4)

4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Educational Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

annual plan for increasing non-resident tuition amounts:

The LCTCS Board approved a College Nonresident Tuition Increase Plan to increase nonresident tuition amounts. For FY 2010-2011, the LCTCS Board approved nonresident increases for all colleges for the first year of the six-year plan. The plan includes nonresident increases for the next five years of the six-year plan. In the sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions. The approved schedule is shown in the table below which outlines the timeline for this increase.

impact on enrollment and revenue:

Capital Area Technical College (CATC) enrolls very few nonresident students. The majority of CATC campuses are not located near state borders. Only one of the CATC campuses is located on the Louisiana-Mississippi border. Therefore, the impact of nonresident tuition increases on enrollment and revenue is expected to be minimal.

Data

4.c.i. Tuition and fees charged to non-resident students.

Baseline Data: \$1,848

Current Year Data: \$1,848

Note: FY 2012 - \$2,967 (60.5% increase)

Timeline for Implementing Tuition Increases:

LCTCS College Proposed Plans for Increasing Nonresident Tuition								
LOUISIANA COMMUNITY & TECHNICAL COLLEGES		Year 1 Current Annual Non-Resident Tuition & Fees for 12 SCH's per semester	Recommended Year 2	Recommended Year 3	Recommended Year 4	Recommended Year 5	Recommended Year 6	SREB Non- Resident Target of \$7,444
Acadiana Technical College	Tuition	\$1,939	\$2,380	\$3,025	\$3,969	\$5,367	\$7,444	
	% annual Inc.		22.7%	27.1%	31.2%	35.2%	38.7%	
Baton Rouge Community College	Tuition	\$5,631	\$6,122	\$6,452	\$6,782	\$7,112	\$7,444	
	% annual Inc.		8.7%	5.4%	5.1%	4.9%	4.7%	
Bossier Parish Community College	Tuition	\$4,746	\$5,460	\$6,138	\$6,890	\$7,724	\$7,444	
	% annual Inc.		15.0%	12.4%	12.3%	12.1%	12.0%	
Capital Area Technical College	Tuition	\$1,848	\$2,967	\$4,086	\$5,205	\$6,324	\$7,444	
	% annual Inc.		60.6%	37.7%	27.4%	21.5%	17.7%	
Central Louisiana Technical College	Tuition	\$1,944	\$3,044	\$4,144	\$5,244	\$6,344	\$7,444	
	% annual Inc.		56.6%	36.1%	26.5%	21.0%	17.3%	
Delgado Community College	Tuition	\$5,892	\$6,207	\$6,522	\$6,837	\$7,152	\$7,444	
	% annual Inc.		5.3%	5.1%	4.8%	4.6%	4.4%	
Elaine P Nunez Community College	Tuition	\$4,948	\$5,447	\$5,946	\$6,446	\$6,945	\$7,444	
	% annual Inc.		10.1%	9.2%	8.4%	7.7%	7.2%	
Louisiana Delta Community College	Tuition	\$4,396	\$4,836	\$5,488	\$6,140	\$6,792	\$7,444	
	% annual Inc.		10.0%	13.5%	11.9%	10.6%	9.6%	
L.E. Fletcher Tech. Comm. College	Tuition	\$4,104	\$4,772	\$5,440	\$6,108	\$6,776	\$7,444	
	% annual Inc.		16.3%	14.0%	12.3%	10.9%	9.9%	
Northeast Louisiana Technical College	Tuition	\$1,888	\$2,999	\$4,110	\$5,221	\$6,332	\$7,444	
	% annual Inc.		58.8%	37.0%	27.0%	21.3%	17.6%	
Northshore Technical College	Tuition	\$1,933	\$3,035	\$4,137	\$5,239	\$6,342	\$7,444	
	% annual Inc.		57.0%	36.3%	26.6%	21.1%	17.4%	
Northwest Louisiana Technical College	Tuition	\$1,852	\$3,010	\$4,118	\$5,226	\$6,334	\$7,444	
	% annual Inc.		62.5%	36.8%	26.9%	21.2%	17.5%	
River Parishes Community College	Tuition	\$5,414	\$5,770	\$6,149	\$6,554	\$6,985	\$7,444	
	% annual Inc.		6.6%	6.6%	6.6%	6.6%	6.6%	
South Louisiana Community College	Tuition	\$4,580	\$5,038	\$5,542	\$6,096	\$6,736	\$7,444	
	% annual Inc.		10.0%	10.0%	10.0%	10.5%	10.5%	
SOWELA Tech. Community College	Tuition	\$3,914	\$4,391	\$5,104	\$5,861	\$6,590	\$7,444	
	% annual Inc.		12.2%	16.2%	14.8%	12.4%	13.0%	
South Central LA Technical College	Tuition	\$1,928	\$3,031	\$4,134	\$5,237	\$6,340	\$7,444	
	% annual Inc.		57.2%	36.4%	26.7%	21.1%	17.4%	

Section 5:

2009-10 Organizational Data

Section 5

**Submitted to
The Louisiana Board of Regents
In Partial Fulfillment of the Requirements of
Act 741
Louisiana GRAD Act
Capital Area Technical College**

a. Number of students by classification

- **Headcount, undergraduate students and graduate/professional school students**

Undergraduate headcount	3,971
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	2,482.0
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- b. Number of instructional staff members**
- Number and FTE instructional faculty**

Total Headcount Faculty	121
FTE Faculty	86.5

- c. **Average class student-to-instructor ratio**
- **Average undergraduate class size at the institution**

Average undergraduate class size	9.4
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- d. **Average number of students per instructor**
- **Ratio of FTE students to FTE instructional faculty**

Average number of students per instructor	28.7
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- e. **Number of non-instructional staff members in academic colleges and departments**
- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

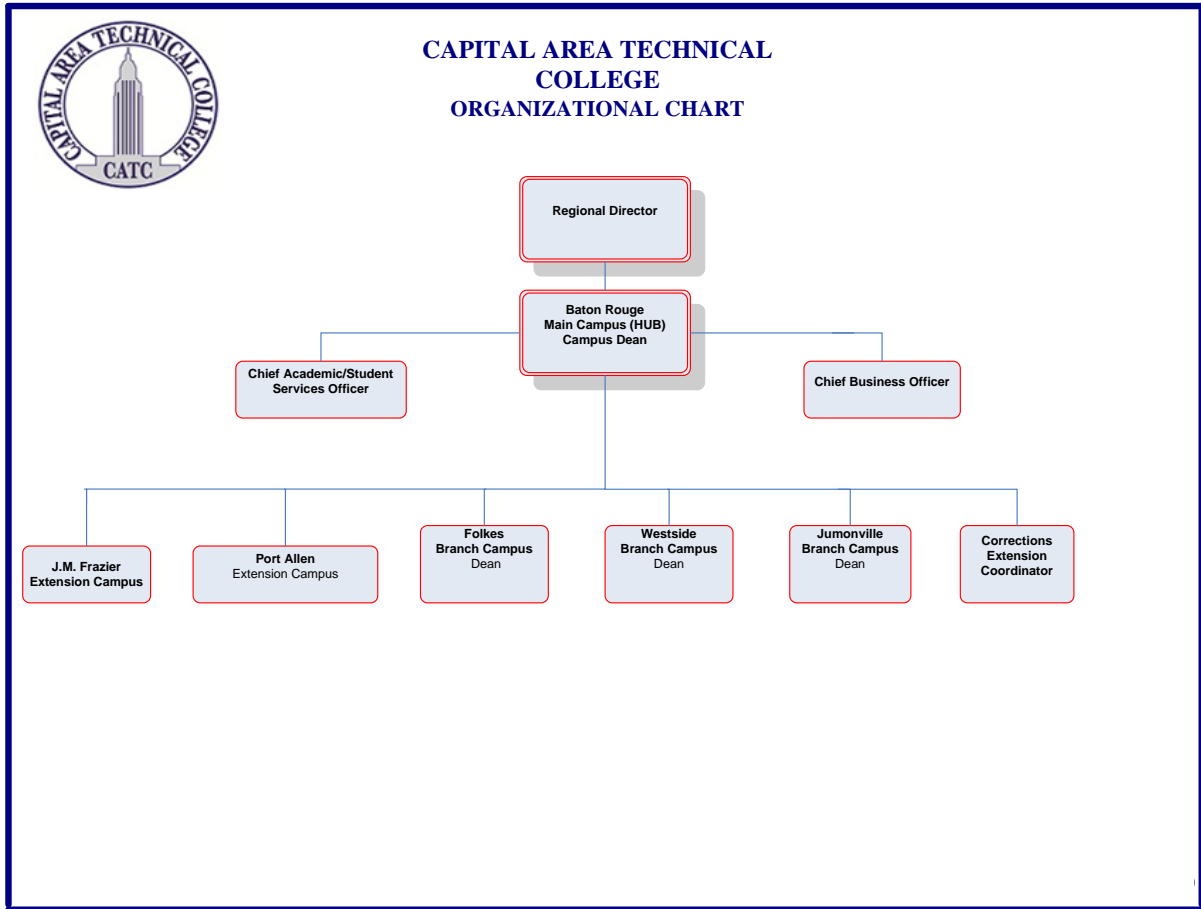
Number of non-instructional staff	FTE non-instructional staff
11	11

EEO Category equal = "1"

- f. **Number and FTE of staff in administrative areas**
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Number of staff	FTE staff
7	7

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2009)



- h. **Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008**
- **A chart listing the title, fall 2009 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.**

POSITION	TOTAL BASE SALARY FALL 2009	SALARY CHANGES SINCE 6/30/2008
Regional Director	\$101,069.00	0
Chief Academic Officer/Student Services	\$ 84,118.00	0
Chief Business Officer	\$ 74,360.00	0
Corrections Extension Coordinator	\$ 72,800.00	0
Folkes Branch Campus Dean	\$ 62,400.00	0
Jumonville Branch Campus Dean	\$ 67,193.00	0
Westside Branch Campus Dean	\$ 66,786.00	0

2010-11 Organizational Data

Section 5

**Submitted to
The Louisiana Board of Regents
In Partial Fulfillment of the Requirements of
Act 741
Louisiana GRAD Act
Capital Area Technical College**

a. **Number of students by classification**

- **Headcount, undergraduate students and graduate/professional school students**

Undergraduate headcount	3,902
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	2,610.0
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- b. Number of instructional staff members**
- Number and FTE instructional faculty**

Total Headcount Faculty	125
FTE Faculty	84.0

- c. **Average class student-to-instructor ratio**
- **Average undergraduate class size at the institution**

Average undergraduate class size	10.0
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- d. **Average number of students per instructor**
- **Ratio of FTE students to FTE instructional faculty**

Average number of students per instructor	31.0
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- e. **Number of non-instructional staff members in academic colleges and departments**
- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

Number of non-instructional staff	FTE non-instructional staff
7	7

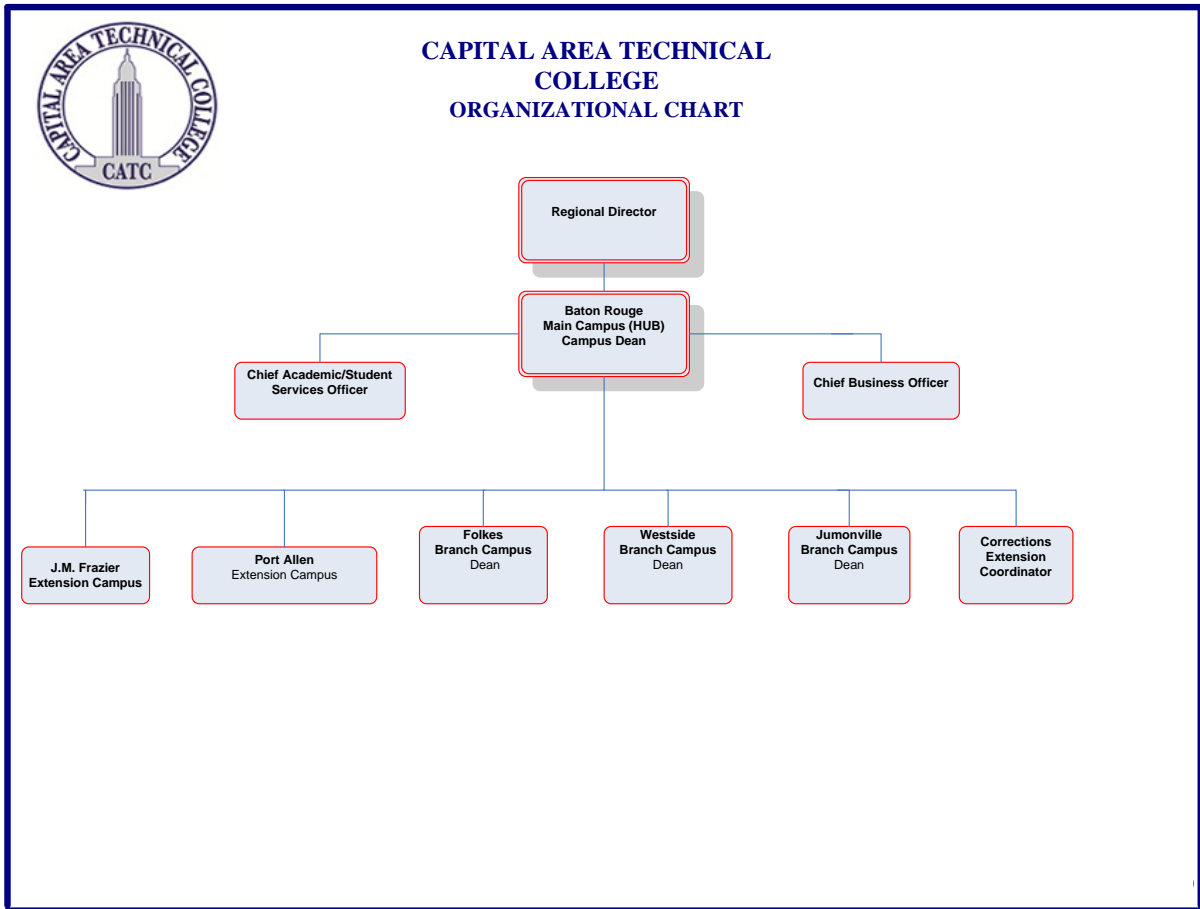
EEO Category equal = "1"

f. Number and FTE of staff in administrative areas

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Number of staff	FTE staff
7	7

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2010)



- h. **Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2009**
- **A chart listing the title, fall 2010 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2009.**

POSITION	TOTAL BASE SALARY FALL 2010	SALARY CHANGES SINCE 6/30/2009
Regional Director	\$101,069.00	0
Chief Academic Officer/Student Services	\$ 84,118.00	0
Chief Business Officer	\$ 74,360.00	0
Chief Workforce Development Officer	\$ 54,600.00	0
Corrections Extension Coordinator	\$ 72,800.00	0
Folkes Branch Campus Dean	\$ 62,400.00	0
Jumonville Branch Campus Dean	\$ 67,193.00	0