

CAPITAL AREA TECHNICAL COLLEGE



GRAD Act 2013 Annual Report of Performance Objectives/Elements/Measures and Organizational Data



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STUDENT SUCCESS

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.

Capital Area Technical College has met all of the targeted measures for the Student Success objective.

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.

Capital Area Technical College (CATC) continues to utilize the policies established by the Louisiana Community and Technical College System and continues to use the LTC policies adopted by the institution. These policies and procedures provide academic standards to establish the framework for student success. The institutional policies include, but are not limited to, criteria for admissions, acceptance of transfer credit, academic status, academic progress, placement exams, developmental education coursework, course substitutions and waivers, and credit by examination.

CATC met its targeted measure for fall to spring retention rate. Although the targeted rate has been met in the first three years, student retention is a challenging issue. A Retention Plan was developed to create an educational environment to attract and retain students. The following services are currently available to assist students in achieving their educational goals.

- Provide a safe, student-friendly environment conducive to learning.
- Review placement scores to ensure that students are academically prepared for their chosen program.
- Orientation is required for new, transfer, and readmitted students prior to registering for classes to review student related policies and procedures, financial aid, and campus resources.
- Pell Deferment for tuition and fees is available to qualifying students to assist with their financial needs.
- Book vouchers are available to all Pell deferred students to purchase textbooks and supplies needed.
- Textbook purchases are available to students online and on campus. Arrangements are made for book buy back on campus at the end of each semester.
- Freshman Seminar is a required course in most curriculums and is designed to introduce newly enrolled student to college life and career development, college policies, resources, study skills, electronic learning, and online resources.
- Online classes are available in some programs to offer flexible scheduling options.
- A student technology lab with Internet access is available to all students for completion of assignments.
- TV monitors have been installed throughout the main campus to announce up-to-date information.
- To require all instructors to utilize the electronic learning course management system to improve communication between instructors and students and to increase the use of technology.
- Provide continuous customer service which includes mentoring, advising, technical support, and special accommodations implemented upon request.
- Utilize the Student Success Center to provide students with resources that will help them be successful in pursuing their academic goals (tutoring services, mentoring/counseling services, access to special needs equipment, library/media center).

1.a.iii Fall to Spring Retention Rate (Measures: Targeted)

	Baseline	Actual Year 1	Actual Year 2	Actual Year 3
	2008-09	2009-10	2010-11	2011-12
Targeted Retention %		62.8%	63.3%	63.8%
Actual Retention %	62.3%	69.7%	68.9%	62.0%
# in Fall Cohort	509	509	289	371
Retained following Spring	317	355	199	230

Element b:

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

Capital Area Technical College continuously focuses on strategies to improve completion rates including New Student Orientation, Student Success Center, developmental coursework, and faculty advising.

New Student Orientation, held prior to the start of classes, is mandatory for incoming and transfer students to provide them with information about their responsibilities as a student. It is also designed to prevent obstacles which could hinder their academic progress. Providing students with this knowledge at the beginning of their career path empowers them with the tools they need to be successful. Student Orientation ensures that students are aware of college policies, procedures, financial assistance, and campus resources available to the students.

The Student Success Center was established in fall 2010 to provide academic support services and resources for students. From April 2012 through March 2013, the following services were provided:

- 1,542 enrolled students utilized the Student Success Center and the library/media center to check out books, magazines, videos, and DVD's
- 75 potential students used the Student Success Center services
- 205 students used the Optimal Resume software to prepare for employment by creating resumes, cover letters, and developing the appropriate interviewing skills
- 120 past graduates used Optimal Resume software
- Disability services were provided to 24 students in spring 2012, 18 students in fall 2012, and 14 students in spring 2013
- 4 students checked out specialized disability equipment
- In the 2012-13 academic year, 48 students took the College Life course to learn about services and strategies to help them succeed (taught the Student Success Center Counselor)
- The Student Success Center Counselor provided the following mini job readiness workshops: Resume and Cover Letters (8 workshops), Interviewing Skills/Mock Interviews (2 workshops), and Professional Development/Job Seeking Skills (1 workshop)

Faculty advising is the role of the program instructors who are constantly reminded that retention, completion and placement rates are important measures of the program and of the institution. Credentials are issued at a number of different levels—TCA and CTS certificates, diplomas, and associate degrees. As faculty advisors, instructors are encouraged to schedule students in courses that will achieve exit points most efficiently. During the reporting period, CATC met its targeted measures in the number of certificates and diplomas, and associate degrees awarded.

All applicants who are pursuing a credential of Associate of Applied Science (AAS), Technical Diploma (TD), Certificate of Technical Studies (CTS), or Technical Competency Area (TCA) are required to take a placement exam. Students who do not meet the required placement scores must enroll in Developmental Education (English, Math and and/or Reading). The primary purpose of developmental education is to prepare students for success in their career preparation courses and ultimately, program completion.

1.b.i Percent change in completers (per award level) (Measures: Targeted)

	Baseline	Actual Year 1	Benchmark Year 2	Actual Year 2	Benchmark Year 3	Actual Year 3
	2008-10	2009-10		2010-11		2011-12
% +/- Award Level 1 Cert.				81.8%		43.9%
# Certificate completers	253	234	255	460	256	364
% +/- Award Level 2 Dip.				10.3%		2.3%
Diploma	350	359	352	386	353	358
% +/- Award Level 3 AAS				-5.6%		33.3%
# Associate Degree	18	21	20	17	21	24

Element c:

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

CATC's continued dual enrollment initiatives with local school systems allow high school students to earn college credits through articulation. In the fall 2012 semester 1,953 high school students were served through dual enrollment. Students who successfully complete dual enrollment courses can jump start their

postsecondary education by applying credits toward earning a technical college credential and consequently saving money on tuition and textbooks. Class rosters are provided to school systems following the 14th day enrollment census to track and evaluate program enrollment.

The Start Agreement articulation matrix continues to be the most prevalent mechanism for high school dual enrollment. Our measures indicate that high school dual enrollment has increased steadily since its inception in 2008. Under this statewide agreement, high school students concurrently receive dual credit for Carnegie Units earned on the high school campus. The courses for which students can obtain postsecondary articulated credit include Computer Electronics, Web Design, Automotive, Welding, Carpentry, Certified Nursing Assistant, Co-Op Marketing, EMT, Medical Terminology, Accounting, Introduction to Business Computer Applications, Business Computer Applications, Technical Drafting, ProStart, Early Childhood Education, and Graphic Arts.

The College & Career Transition Coordinator (CCTC) develops and implements dual enrollment partnerships. The CCTC meets with local school districts to work on funding collaboration, professional development, postsecondary tours, field trips, and career exploration opportunities. The CCTC sponsored the formation of an Internet Café at Plaquemine High School. The students created a business plan, designed a floor plan to convert classroom space to a café setting, ordered supplies, and ran a business called “Cups UP” to sell coffee and snacks to students and faculty. CATC partners with Career Compass to coach high school students in their postsecondary endeavors including assistance in completing college and financial aid applications.

The CATC Public Relations Officer conducts tours on the CATC campus for high school students. The students have an opportunity to visit each program and meet with instructors. She also attends career fairs and expos on the high school campuses throughout the service area. These events provide students with information about the technical programs offered at CATC.

Students from Port Hudson Career Academy and the Central School District are continuing their dual enrollment in various programs at the Baton Rouge campus. Students are enrolled in welding, automotive, childcare, and business. A new partnership with Career Academy was formed to enroll students in a Graphic class.

The Folkes branch campus has an agreement to teach carpentry classes at East Feliciana High School for mainstream and special education students. Port Hudson Career Academy students attended Nurse Assistant and EKG classes at Folkes. The Folkes campus continued articulated coursework with Belaire, Broadmoor, Glen Oaks, Northdale, Northeast, Scotlandville, Tara and Woodlawn high schools in East Baton Rouge Parish as well as East Feliciana High School, West Feliciana High School and Zachary High School.

The Jumonville branch Campus taught child care and development and patient care technician classes at Livonia High School. Jumonville Campus dually enrolled students from Catholic High School, False River Academy (welding), Livonia High School (Nurse Assistant) and Pointe Coupee Central High School (Nurse Assistant and business), and Baker High School.

Through dual enrollment partnerships, the Westside branch campus teaches courses to high school students in West Baton Rouge (25 students) and Iberville (480 students) parishes. Dual enrollment opportunities are available in Certified Nurse Assistant, Business, Welding, Industrial Maintenance Technology, and Graphics and provide students the opportunity to earn Industry Based Certifications.

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

Student and instructor performance is evaluated regularly. Student performance is evaluated in each course using written and performance tests, quizzes, assignments, observation, and class participation. Students are evaluated on technical knowledge and on skill performance. Grades and transcripts are accessible to students by accessing LoLA online tool. Students evaluate instructors each semester using a standardized survey.

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

CATC tracks and monitors data for institutional and programmatic accrediting agencies. Instructors are constantly reminded of the importance of reporting enrollment, completion, placement, and licensure data. The results are used as indicators for measures of student success and triggers for areas of concern. Professional development on student advising, awarding credentials, and degree audit will continue to be provided to faculty. CATC has recently joined National Student Clearinghouse, a database that allows for education verification and student educational outcomes research. This will allow CATC to track students who have left the institution and are continuing education at another institution, as well as show their degree levels achieved.

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

CATC uses various reporting mechanisms to measure program outcomes. Results from reports such as Grad Act, COE Annual Report, IPEDS, Carl Perkins Accountability Report, and higher education publications are indicators of institutional effectiveness. *Community College Week* ranked Capital Area Technical College as 18th in the Fastest Growing Colleges in the Nation, 21st in the Top 100 Degree Producers of 1-year certificates, and 63rd in Top 100 Degree Producers of 2-Year Certificates.

In 2012 a feasibility study to merge CATC and BRCC in order to more adequately address the educational needs of students and the economic and workforce development needs of the greater Baton Rouge area was conducted. The legislation for the merger will be voted on in the 2013 legislative session. The proposed merger will go into effect on or after July 1, 2013. It is anticipated that the use of external feedback report will increase as a result of the merger.

Measures (Descriptive)

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

Term	2008-09	2009-10	2010-11	2011-12
Summer	-	-	-	
Fall	863	1,632	1,567	1,953
Spring	1,069	1,377	1,508	1,505
AY Total	1,932	3,009	3,075	3,458

1.c.ii Number of semester credit hours in which high school student enroll by semester

Term	2008-09	2009-10	2010-11	2011-12
Summer	-	-	-	
Fall	3,312	6,221	7,304	7,339
Spring	5,734	5,236	6,332	5,929
AY Total	9,046	11,457	13,636	13,268

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	2008-09	2009-10	2010-11	2011-12
Summer	-	-	-	
Fall	3,228	6,081	5,349	5,852
Spring	5,560	5,001	5,383	5,509
AY Total	8,788	11,082	10,732	11,361

Element d:

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

Practical Nursing is the only licensure program for which a targeted rate will be measured for the purposes of this report. Licensure certification results are tracked and reported by the Louisiana State Board of Practical Nurse Examiners. Exam results are based on the number of graduates who pass the licensure exam on their first attempt.

Practical Nursing graduates are candidates for licensure and are required to pass the NCLEX-PN exam, which measures the competencies needed to practice as an entry-level nurse. Passing the exam demonstrates that the nursing graduate is ready to launch his/her nursing career. To focus on the NCLEX – PN preparation, the Practical Nursing program utilizes HESI practice exams and materials. The instructors feel that the HESI materials will better prepare students for successful licensure results. Once exam results are obtained, nursing instructors focus remediation on those areas until graduation. Once boards are taken, they review NCLEX failure reports to detect trends for troublesome areas and re-examine teaching methods for these topics.

In an effort to increase retention and licensure pass rates, the Westside branch requires nursing students to have online access to HealthCenter21, a program that affords students the opportunity to receive additional training in Medical Math, Medical Terminology, Pharmacology, and other courses through eLearning. Students can work at their own pace and in their own environment to receive instruction from an additional source. The HC21 license is available to each student for one year and over 60 subject areas are available to students. HealthCenter21 is also provided to high school CNA students to bring more technology into the program. At \$60 per student, this system is cost effective as opposed to hiring another instructor, yet provides the students with yet another avenue for instructional services.

CATC offers several industry-based certifications (IBC) for which tracked rates will be measured. These include Culinary ServSafe, Heating Ventilation and A/C, HVAC EPA, NCCER Welding, Phlebotomy, WorkKeys, Pharmacy Technician, and Medical Assistant. Prior to the Grad Act, these IBC's were not being tracked by the college. In March 2011 CATC was notified that IBC's needed to be tracked for GRAD Act reporting. Instructors were notified at that time to begin tracking these certifications.

The number of students reported for WorkKeys certifications is low for this reporting year. In the previous years, WorkKeys testing was administered in Freshman Orientation. The WorkKeys assessment was moved to JOBS 2450, Job Seeking Skills. Although Job Seeking Skills is a culminating course resulting in fewer assessments taken, a miscommunication among the faculty was a detrimental factor resulting in the test being given to only a few students. This issue has been addressed to resolve this situation.

Measures (Targeted)

1.d.i.c Passage rates on licensure exam

	2011-12
# Students Took	61
# Students Passed	43
Pass Rate	70.5%

Measures (Tracked)

1.d.ii Number of students receiving Industry Based Certifications

This data is reported in Attachment B - Appendix 2 - IBC list of certifications by program.

1.d.iii Number of students assessed and earning WorkKeys certificates

WorkKeys Levels	2009-10	2010-11	2011-12
Bronze	171	39	2
Silver	201	211	3
Gold	43	179	2
Platinum	1	19	0
Total	416	448	7

ARTICULATION AND TRANSFER

Element a:

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

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

CATC is an open enrollment institution. The admissions procedures are defined in CATC Policy SA-254 Requirements for First-Time Freshmen and SA-255 Admission of Transfer and Re-Entry Students. College admission standards require that the applicant have either a high school diploma/GED or has attained ability to benefit scores on the institution's placement exam. A high school diploma or GED is required for the Practical Nursing, Patient Care Technician, Pharmacy Technician, and Medical Assistant. No additional admission standards have been implemented during the reporting year.

As part of the admissions process, applicants are required to take the Compass test to determine program readiness. CATC Policy IS-173 Placement Exams defines requirements and procedures. Policy IS-139 Developmental Education Guidelines describes the course structure as well as enrollment/completion of courses (reading, mathematics, or language). Developmental coursework improves students' success in the occupational programs.

CATC is accredited by the Council on Occupational Education and does not offer transferrable coursework. As such, CATC does not participate in the Louisiana Transfer Degree program. Students who express interest in a transferrable program are referred to Baton Rouge Community College.

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

CATC uses various reporting instruments to measure program outcomes. Results from reports such as Grad Act, COE Annual Report, IPEDS, Carl Perkins Accountability Report, and BoR Low Completer review are indicators of institutional effectiveness. Student performance is measured by evaluating skills and knowledge of required competencies. The outcome of student achievement is evidenced by successful enrollment, retention, completion, and placement rates.

Measures: The data measures in this element do not apply to technical colleges.

Element b:

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

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

Until recently, CATC had no resources for tracking student enrollment and degree data once they leave the institution. Since the implementation of the Banner ERP system in fall 2012, CATC has recently become a member of National Student Clearinghouse. This database provides the means to track graduates as well as students who transfer to another institution.

The CATC accrediting body, Council on Occupational Education, requires that the institution track all degree-seeking students who leave a program. This data is instrumental in providing feedback on the performance of program effectiveness. Instructors track former students to report whether they are seeking employment, have obtained employment, or if they are continuing their education.

Measures: The data measures in this element do not apply to technical colleges.

Element c:

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

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

Effective April 1, 2013, external feedback reports from National Student Clearinghouse will be used to track former students who transfer to other institutions.

CATC is accredited by COE and offers non-transferrable programs. Therefore, no referral agreements have been developed between CATC and BRCC, which is accredited by SACS. Although no formal referral agreements exist, when a prospective student inquires about a program that is not offered by CATC, the individual is referred to the closest LCTCS institution that offers the program. For example, an applicant inquiring about a Paralegal program would be referred to BRCC.

Students who are pursuing the Associate of Applied Science degree require 15 credit hours of general education coursework. CATC and BRCC have an approved MOU by which CATC students can enroll in BRCC's transferrable general education courses. BRCC has continued to provide designated class sections for the CATC students' general education requirements. CATC students may transfer these general education courses to other community colleges or universities. Students who choose to graduate from CATC with the technical diploma, but lack one or more general education courses to complete their AAS degree are routinely referred to BRCC for enrollment.

With the impending merger of CATC and BRCC in July 2013, numerous opportunities for articulation and transfer will evolve. Faculty from both sides will soon begin meeting to discuss how to integrate coursework from similar programs.

A referral process exists among the technical colleges. If a CATC diploma graduate wishes to pursue an associate degree that is not currently offered by the institution, the student is referred to another technical college which offers the degree. Other technical colleges reciprocate by sending students to CATC's associate degree programs.

While CATC does not have a referral agreement with four year universities, the number of students who transferred into our institution from a four-year university were identified by using the Banner system. By looking at transcripts of those students who transferred into CATC from four year universities, it was determined that there were 31 students during the reporting year.

Each campus performs annual follow-up activities with employers of former students. An employer survey questionnaire is mailed to employers of former students to evaluate students' skills and performance. The feedback is compiled into a follow-up report by program area. The results are shared with administration and with the instructors.

Measures (Descriptive)

2.c.i Number of students referred by 4-year universities to 2-year colleges and technical colleges, at any time during the reporting year.

N/A

2.c.ii Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.

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WORKFORCE AND ECONOMIC DEVELOPMENT

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

Capital Area Technical College (CATC) had no targeted measures for this objective. The newly selected targeted measures will become effective on next year's report.

Element a:

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 and Louisiana Economic Development.

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.

Instructional programs are reviewed annually to evaluate program effectiveness. CATC submits an annual report to its accrediting agency, the Council on Occupational Education (COE), which includes completion rates for each program. The administrative staff reviews the results of this report. The importance of meeting the targeted completion rates are discussed at faculty meetings and with specific program instructors as needed. Each program is required to meet the benchmarks established by COE (Completion 60%, Placement 70%, Licensure Pass Rate 70%). On the most recent annual report, several programs were triggered for not meeting the COE acceptable range for completion. Triggered programs at each campus location are required to submit a Program Improvement Plan to address strategies to raise completion rates. COE requires that each triggered program comply with the minimum performance benchmarks within 24 months. Triggered programs that fail to show improvement within this timeframe will be dropped from accreditation unless the institution can demonstrate good cause.

CATC responds to the Board of Regents low-completer review. In January 2013, four AAS programs were flagged for not meeting the 3-year average number of completers. After reviewing the efficiencies to justify each program, CATC submitted continuation appeals for all four programs. A probable cause for low completion could be the limited access to the general education courses. With the proposed merger of CATC and BRCC, it is anticipated that this issue will be resolved and that there will be an increase in the number of diploma majors matriculating into the AAS program. The merger will also resolve some financial aid and dual enrollment issues by enabling students to enroll in both technical programs and the general education coursework required for the AAS degree. It is also anticipated that this merger will bring a heightened awareness to BRCC students seeking alternative educational options. Feedback on the continuation of these programs is pending; however, these programs will be monitored for progress on completion.

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.

Numerous approaches are used to ensure that the training programs are meeting the workforce needs of the area. CATC administration works with the Louisiana Workforce Commission's local Workforce Investment Board industry organizations to assess workforce trends. Programs are reviewed annually by the Louisiana Workforce Commission to identify top demand occupations based on Labor Market Information.

Program advisory committee meetings, composed of members from business and industry, are held twice each year. The advisory committee reviews the program and recommends requirements for program content, program objectives, equipment, and the level of skills and/or proficiency required for completion. The feedback helps to ensure that the program content is aligned with workforce needs. Instructors in technical programs make visits to industry to gain insight into the workforce needs of the community. The Chief Workforce Development Officer monitors the non-credit needs

for the region through partnerships with local business and industry. Coursework is developed in the non-credit division to satisfy the response to specific industry needs.

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

The Workforce Investment Board reviews the institution’s programs on an annual basis to determine if the program meets the completion and placement requirements. An approval status identifies that the program is aligned with current workforce needs. Programs that do not meet minimum completion requirements are not funded by WIA. This provides an additional performance measure to identify programs with low completers.

Activities throughout the year include meetings with Workforce Investment Board members and the chamber of commerce, communication with local WIA offices, and meetings with industry partners. As needs are identified, programs are reviewed for their responsiveness to the current market. Customized non-credit, short term courses are developed by the Workforce division to expedite response to the specific needs of a particular industry sector. Just recently, CATC and BRCC’s workforce division collaborated to offer a short-term pilot program called the North Baton Rouge Industrial Training Initiative in which 46 graduates received training and certification in the areas of NCCER pipefitting, welding, and electrical.

Programs Eliminated, Modified, or Added.

Programs Eliminated: One program was eliminated as a result of budget cuts. The Outdoor Power Equipment Technology program was closed at the Hunt Correction Center when the instructor resigned. The following programs were closed at branch campuses, but remain active at other locations within the institution: Business Office Technology program closed at the Folkes branch campus and Horticulture closed at Louisiana Correctional Institute for Women.

Programs Modified: The following programs have undergone curriculum revisions to comply with BoR requirements to reduce AAS degrees to 60 credit hours, to comply with PELL ratio, and to align curriculums with workforce needs: Care and Development of Young Children, Machine Tool Technology, Patient Care Technician, and Welding.

Program Added: No programs were added during the reporting period.

Measures (Descriptive)

3.a.i Number of programs eliminated as a result of institutional or Board of Regents review.

	2009-10	2010-11	2011-12	2012-13
Number of Programs Eliminated	2	1	0	1

3.a.ii Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publication forecasts.

	2009-10	2010-11	2011-12	2012-13
# Programs Modified or Added	5	2	9	4

3.a.iii Percent of programs aligned with workforce and economic development needs as identified by Regents utilizing LWC or LED published forecasts.

	2009-10	2010-11	2011-12	2012-13
# of Program Offerings	25	24	25	24
# Aligned with Workforce Needs	25	24	25	24
Percent of Programs Aligned	100%	100%	100%	100%

Element b:

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

Although no CATC programs are offered fully online, LCTCS Online provides students with the opportunity to take online courses. Distance education provides flexible options designed to improve student access to technical courses. This agreement allows CATC to offer numerous classes that are a part of technical college degrees, and as a result, reduces scheduling conflicts. For the 2012-2013 academic year, CATC offered 49 LCTCS Online sections with a total enrollment of 269 students. Several CATC staff members create and teach LCTCS Online courses.

CATC uses distance learning to teach Occupational Education courses to technical college instructors throughout the state. Distance education is an efficient delivery method for instructors to complete the Occupational Education AAS degree in order to fulfill their educational requirements for employment.

Many instructors use Joule, a Moodle-based electronic learning management system, to create hybrid courses (blending face-to-face instruction with online components). Instructors use Moodle to post announcements, assignments and documents, create online tests, link resources, communicate with students, and post grades. The Information Technology department has moved toward a "paperless" environment by having their students to submit all work online through Joule.

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

CATC has an infrastructure in place to support current distance learning opportunities and is equipped to handle future expansion. CATC uses student technology fees, Carl Perkins Grants, and state general funds to improve technology on the campuses. This includes computer labs, software, wireless Internet, VBrick for recording lectures, compressed video, projectors, and Smartboards.

LCTCS has provided all campuses at CATC with new Cisco gigabit switches which have greatly improved our internal network communications by allowing faster data throughput and VLAN segmentation of our network. These improvements allow faster media content delivery to students.

Measures (Tracked)

3.b.i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education, reported separately for 50% to 99% and 100%.

Course Sections	2009-10	2010-11	2011-12	2012-13
50% - 99%	5	2	0	15
100%	0	0	60	53

3.b.ii. Number of students enrolled the reporting year with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%.

Students Enrolled	2009-10	2010-11	2011-12	2012-13
50% - 99%	88	31	0	472
100%	0	0	411	312

3.b.iii. Number of programs offered during the reporting year through 100% distance education by award level.

Programs Offered	2009-10	2010-11	2011-12	2012-13
50% - 99%	0	0	0	0
100%	0	0	0	0

Element d:

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

CATC continues to focus its mission on workforce training. The institution strives to achieve success in providing career placement for its students. Employability skills are integrated into each program to provide students with the ability to seek and obtain employment and advance in their careers. A viable measure of program effectiveness is the job placement rate reported each year to COE. The COE guidelines mentioned earlier regarding completion and triggered programs also apply to placement.

Because SACS accredited institutions do not accept transfer credit from COE accredited institutions, this makes the articulation of transfer credit to higher institutions more challenging. While the non-transferrable diploma coursework focuses on career preparation, students are able to transfer the 15 credit hours of AAS general education courses to community colleges and universities to pursue higher degrees. Most students receiving marketable skills in CATC programs seek immediate employment rather than transfer to higher institutions. Many students choose to attend our institution because of the hands-on training that they receive. The merger of CATC and BRCC will provide opportunities for students to apply transfer credit to earn higher academic degrees.

LCTCS recently signed an articulation agreement with University of Pheonix to bridge the gap between two and four-year degree programs, putting students on a path toward advanced degree completion and career success. Through this agreement, University of Pheonix and LCTCS will work with Louisiana community and technical colleges, area businesses, and academic leaders to identify workforce needs and develop specialized curriculum and specific career pathways to address workforce skills gaps. Students will have the opportunity to earn an associate degree at any LCTCS member college campus and then seamlessly transition to a bachelor's degree program at University of Pheonix.

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

CATC has a Plan for Placement Services involving a collective effort among personnel to assist students in finding jobs related to their field of study. A designated staff member at each campus is responsible for overseeing that the placement data is processed each semester. The instructors are ultimately responsible for collecting and submitting completion and placement data. A staff member at each campus is in charge of entering the placement data in Banner. Each campus is responsible for maintaining placement data throughout the reporting period in order to generate the COE Annual Report. Follow-up letters are sent to employers of former students to assess their job skills.

Measures (Tracked)

3.d.i. Percent of completers found employed

Institutional Data	2008-09	2009-10	2010-11	2011-12
Percent of completers found employed	71.33%	76.48%	71.75%	73.25%

Source: COE Annual Completion, Placement, Licensure Report

INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element c:

Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

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

The College Nonresident Tuition Increase Plan was approved by the LCTCS Board in February 2011. Following the six-year plan, Capital Area Technical College (CATC) is continuing its progress to steadily increase nonresident tuition amounts over the next five years. In the sixth and final year of the plan, the nonresident tuition for CATC will reach the SREB peer-institution average of \$7,444. The approved schedule shown in the table below outlines the timeline for this increase.

CATC continues to enroll a small number of nonresident students. The majority of CATC campuses are not located near state borders. Only the Folkes branch campus, one of the smaller campuses, is located near a state border. For the 2012-13 academic year, CATC had a total of 18 non-resident students. Therefore, the impact of nonresident tuition increases on enrollment and revenue continues to be minimal.

Measures (Tracked)

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



	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
CATC Nonresident Fee	\$ 1,848	\$ 2,967	\$ 4,086	\$ 5,205	\$ 6,324	\$ 7,444
SREB Peer Nonresident Fee	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444
Difference from Peer Amount	\$ 5,596	\$ 4,477	\$ 3,358	\$ 2,239	\$ 1,120	\$ 0
% Difference from Peer Amount	75%	60%	45%	30%	15%	0%

Element d:

Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

The Board of Regents shall continue to develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are only required to report on the following measure:

Measures (Targeted)

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

Program Accreditation	2012-13
# Programs with M or R accreditation	13
# of above programs currently accredited	6
Calculated Rate	46.2%

CATC Program Accreditation Status					
Deg	Program	BoR	Accrediting Agency	Last Accred	Next Accred
TD	Culinary Arts	R	ACF	2010	June 2013
AAS	Drafting	M	ATMAE	Exp. Nov. 2012	see below
TD	A/C Refrigeration BR	M	HVAC Excellence	2008	2014
TD	A/C Refrigeration Hunt	M	HVAC Excellence	2012	2017
TD	Automotive Technology	M	NATEF	2009	2014
TD	Collision Repair Tech.	M	See below	N/A	
CTS	Pharmacy Technician	M	See below	N/A	
TD	Practical Nursing	R	See below	N/A	
AAS	Business Office Admin.	M	See below	N/A	

M = Mandatory

R = Recommended

Drafting and Design Technology

Due to budget constraints, the Drafting program at CATC has recently been reduced to a one-instructor department. The Drafting program has had a history of poor student placement. As a result, this program has been flagged for further program outcome review. As we transition through these difficult times, CATC has decided not to pursue ATMAE reaccreditation for Drafting in 2013.

Collision Repair Technology (Corrections Program Only)

Collision Repair Technology is a corrections program located at Dixon Correctional Institute. The program is not accredited. One of the big obstacles of accreditation is the cost factor. There is an old paint booth at the facility that belongs to DCI, but it is not up to NATEF specifications. A new paint booth with a cost between 60K and 100K would need to be purchased. This is a major purchase and funding of this nature is simply not available. The program instructor is certified in all areas through ASE. The ASE certifications are offered to all Collision Repair students. CATC has no immediate plans to pursue program accreditation for Collision Repair Technology.

Pharmacy Technician (Board Approved)

The Pharmacy Technician program is currently approved by the Louisiana Board of Pharmacy. This Board regulates the profession and practice of pharmacy in the interest of the health, safety, and welfare of the citizens of the state of Louisiana. This Board also regulates the professional practice of its licensees to ensure their compliance with the laws and rules governing the practice of pharmacy.

Practical Nursing (Board Approved)

The Practical Nursing program is currently approved by the Louisiana State Board of Nursing. The Board regulates the program to assure that persons practicing as licensed practical nurses are qualified.

Business Office Administration (AAS)

Business Office Technology (Diploma courses taught by CATC instructors)

Business Office Administration (15 credit hours of gen educ. courses taught by Univ. or CC)

The Business program is accredited by the Council on Occupational Education (COE) and is in compliance with COE policies and standards. The general education courses are not taught by CATC faculty; they are outsourced to Baton Rouge Community College or credit is awarded for previous college coursework. Accreditation for this program will be addressed after the CATC/BRCC merger is approved.

SECTION 5

a. Number of students by classification

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

Undergraduate headcount	3,890
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	2353
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b. Number of instructional staff members

- **Number and FTE instructional faculty**

Total Headcount Faculty	115
FTE Faculty	77.7

c. Average class student-to-instructor ratio

- **Average undergraduate class size at the institution**

Average undergraduate class size	8.0
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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	30.3
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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)**

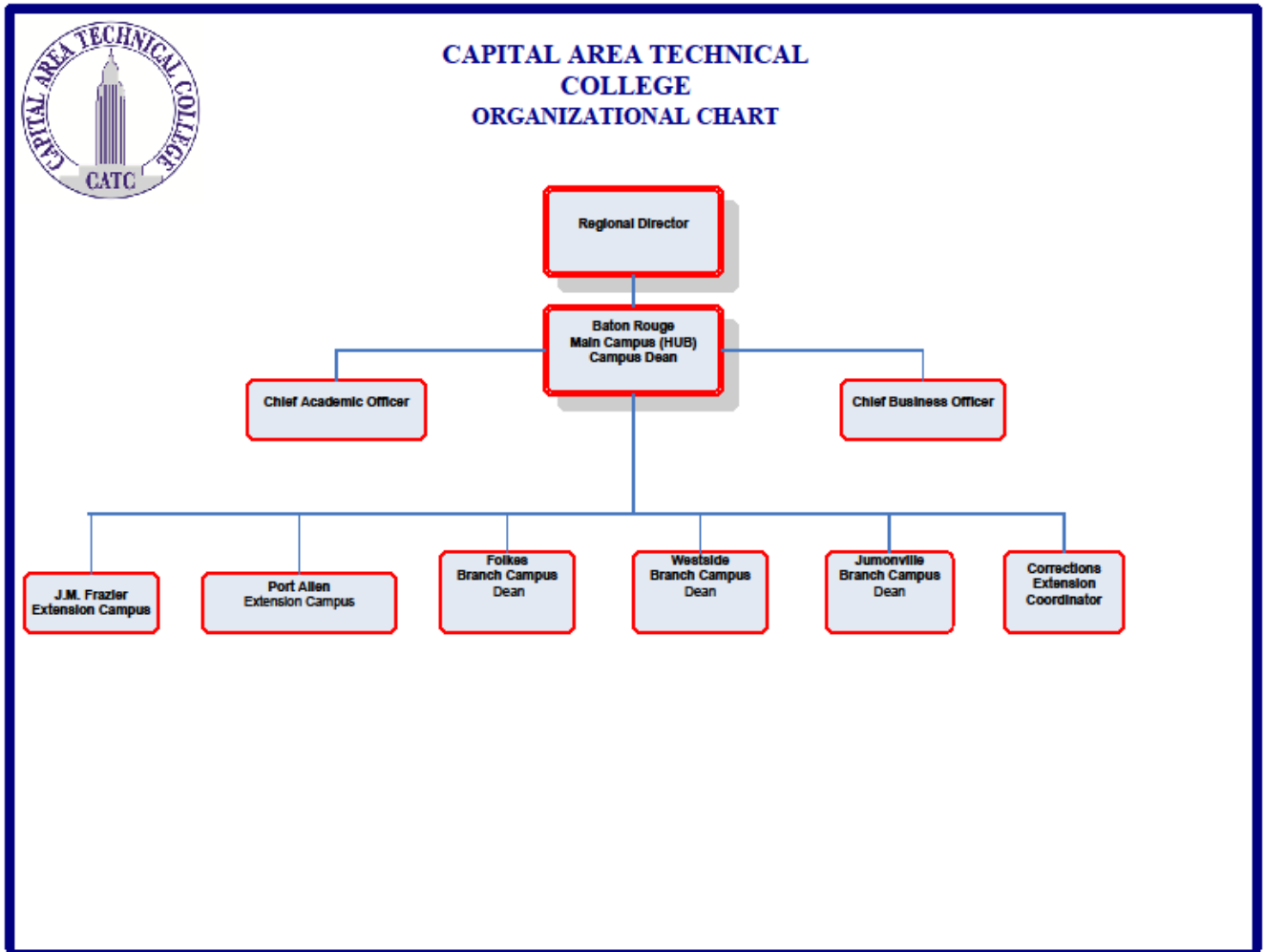
Number of non-instructional staff	FTE non-instructional staff	Department
5	5	Administration
1	1	Academics
1	1	Fiscal Affairs
1	1	Workforce Development

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	Department
5	5	Administration
1	1	Academics
1	1	Fiscal Affairs
1	1	Workforce Development

- 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.

CAPITAL AREA TECHNICAL COLLEGE			
POSITION	TOTAL BASE SALARY, FALL 2009	SALARY CHANGES SINCE 6/30/2008	CHANGES SINCE FALL '11 - FALL '12
Regional Director	\$101,069.00	0	0
Chief Academic Officer/Student Services	\$84,118.00	\$70,000.00 Previous CAO retired Spring '11, new CAO hired at lesser salary.	0
Chief Business Officer	\$74,360.00	0	\$70,000.00 Previous CBO resigned Spring '12, new CBO hired at lesser salary.
Corrections Extension Coordinator	\$72,800.00	0	0
Folkes/Jumonville Branch Campus Dean	\$62,400.00	0	This position was expanded to include the administrative duties of the Jumonville Branch Campus. The salary for this position remains the same.
Jumonville Branch Campus Dean	\$67,193.00	0	Due to budget constraints, this stand-alone position was eliminated and the administrative duties were assigned to the Folkes Branch Campus Dean.
Westside Branch Campus Dean	\$66,786.00	0	0
Chief Workforce Development Officer	\$54,600.00	0	0

i. A cost performance analysis

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

CAPITAL AREA TECHNICAL COLLEGE		
Expenditures by Function:	Amount	% of Total
Instruction	\$5,530,966	55.6%
Research	\$0	0.0%
Public Service	\$0	0.0%
Academic Support**	\$309,439	3.1%
Student Services	\$488,929	4.9%
Institutional Services	\$1,965,828	19.8%
Scholarships/Fellowships	\$0	0.0%
Plant Operations/Maintenance	\$1,319,481	13.3%
Total E&G Expenditures:	\$9,614,643	96.6%
Hospital	\$0	0.0%
Transfers out of agency	\$336,716	3.4%
Athletics	\$0	0.0%
Other	\$0	0.0%
Total Expenditures	\$9,951,359	100.0%

3.i.ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education

CAPITAL AREA TECHNICAL COLLEGE	
Annual Cost of Attendance (In State)	
Tuition	\$984.00
Fees	\$520.00
Books & Supplies	\$1,200.00
Room & Board	\$8,326.00
Transportation/Personal/ Miscellaneous	\$3,435.00
Total	\$14,465.00

3.i.iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

This information is not available for the technical colleges on the Board of Regents website. There is only information for 4-year universities and 2-year colleges.

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

	State Dollars Per FTE
Average Cost Per Degree by Degree Level	\$3,731.56

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

	State Dollars Per FTE
Average Cost Per Non -Completer by Degree Program Entered	\$3,731.56

3.i.vi. All expenditures of the institution for that year.

	Total Expenses Deductions – Current Year Total
All expenditures of CATC for 11-12	\$9,951,359