Delgado Community College

GRAD Act Performance Objectives/Elements/Measures

2013 Annual Report

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Performance Objective: Student Success (1)

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.

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

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

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

Performance Objective: Articulation and Transfer (2)

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

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

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

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

Performance Objective: Workforce and Economic Development (3)

a) Eliminate academic programs 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

b) Increase use of technology for distance learning to expand educational offering

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

Performance Objective: Institutional Efficiency and Accountability (4)

c) 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 Education Board states and monitor the impact of such increases on the institution.

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:

Performance Objective: Reporting Requirements (5)

Elements (a) through (i)

Performance Objective: Student Success (1)

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

During the 2011-2012 academic year, the Louisiana Community and Technical College System (LCTCS) implemented a strategy encouraging all LCTCS institutions to begin conducting an annual review of their retention and graduation rates as they compare to their SREB peers. In doing so, Student Affairs & Academic Affairs policies were reviewed at the system and college level to ensure that student access and success are considered and supported. A list of these policies can be found at Policies Related to Student Success.

Retention of first-time, full-time, associate degree-seeking students

Even though, the College fell short of the benchmark set for year 3 by 4.6%, Delgado remains committed to increasing the number of fall to fall students retained. In the fall of 2011, the College's first-time, full-time associate degree seeking cohort equaled 2,161 students. Of the 2,161 students, 52.4% were retained to the Fall 2012 semester.

During the Fall 2012 semester, the College began addressing the retention shortfall by enlisting the assistance of faculty. Once the Spring 2013 registration opened, faculty began contacting students in an effort to increase the amount of students who registered early; therefore increasing the fall to spring retention. The faculty also made in-class announcements to their students regarding Spring 2013 registration. Delgado administration believes these efforts helped the Spring 2013 enrollment surpass the Fall 2012 enrollment. We have already begun the process of contacting our continuing students for Summer 2013 and Fall 2013.

Several other retention initiatives are taking place throughout the College. A short description of each of those initiatives is listed below.

Student Services Retention Initiatives

- FASFA Frenzy: a focused attempt to encourage students to complete the FAFSA by the April 1 priority deadline.
- Student Support Services Program (TRIO SSS): a federally funded TRIO program that is designed to increase the retention and graduation rates of eligible students.
- Single Stop: a national not-for-profit organization dedicated to shifting the paradigm of poverty in America and moving families and students toward economic mobility.
- Veterans Priority Registration
- College and Career Success Skills

See Appendix N1 – Figure 1 for additional information regarding the about initiatives

Measure - See Attachment D for baseline, benchmark, and target data

i.1st to 2nd year retention rate	52.4%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2011	2,161
• No. of the above retained at the same institution the following fall semester (Fall 2012)	1,133

Graduation Rates

Year 3 graduation rate data reflects a slight increase over the baseline year. Even though, Delgado has a low graduation rate, it does not mean that our students are not successful. While only 2.6% of the Fall 2008 first-time, full-time, cohort graduated within 150% of normal time, 6.9% graduated within 200% of the normal time and 14.2% are still persisting as of Fall 2012. Of those who dropped out before completing a certificate or associate degree, 5.9% earned a TCA. This would bring our success rate up to 27.2%.

Measure - See Attachment D for baseline, benchmark, and target data

iv. Same institution graduation rate	2.6%
• No. of entering first-time, full-time students in Fall 2007	1,604
• No. of completers within 150% of time	41

Award Productivity

All colleges and universities who signed the GRAD Act agreement were required to add new measures in Year 3. One of the new measures Delgado selected for the Year 3 report is Award Productivity. We are happy to report increases in award productivity over the last four years, an impressive 88% since 2008-2009.

New Measure - See Attachment D for baseline, benchmark, and target data

vi. Award Productivity	**2011-12 Benchmark**	**2011-12 Actual**
Award Productivity	1,602	2,127
Annual Undergrad FTE	14,507.96	14,507.96
Calculated Ratio	0.110	0.147

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

Delgado produces 40% of the Associate of Nursing degrees in the state, and 34% of associate degrees in allied health and 40% of the associate degrees in the Business programs. We are proud to say that 50% of our graduates began in developmental classes, of which two percent began in our ESL program and 30% took more 9 or more hours of developmental classes.

According to Diverse Issues in Higher Education, which ranks the top 100 degree producers of minority degrees, Delgado is listed in the top 100 for awarding degrees to African Americans in 6 program areas. We rank 10th in the nation for awarding General Business degrees, 11th for Family and Consumer Science, 15th for Registered Nursing, 9th for Accounting & Related Services, 27th for Security & Protective Service, 18th for Business Management, Marketing & Related Support Services, and 38th in Health Professions & Related Clinical Science. [1]

[1]*Source: Diverse: Issues In Higher Education analysis of U.S. Department of Education reports submitted by institutions. Rankings are based on the review of 2009-2010 preliminary data. Online "campuses" are seen as a single entity, even though they enroll students globally.*

Measure - See Attachment D for baseline, benchmark, and target data

i. Percent change in program completers	2011-2012 Completers	% change from baseline
• Certificate	744	226.3%
• Diploma	107	78.3%
• Associate Degree	1,235	41.3%
• Post-associate Degree	18	N/A

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

Admission & Enrollment Services Postsecondary Transitional Initiatives (PTIs)

Postsecondary transitional initiatives are Delgado implemented programs designed to inform and support the high school to college transition. Each program is interactive, informative, and innovative and is used to better inform students and their families about college access and career opportunities. Admissions & Enrollment Services implement the following PTIs:

- Delgado on Site (DOS)
- Traditional outreach initiatives
- Navigating New Waters
- Career Showcases
- Planting the Seed

See Appendix N1 – Figure 2 for additional information regarding the about initiatives

Tracking Progress to evaluate partnerships

Three times a year meetings are held with Delgado and the Career Transitions Partnership. These meetings are attended by secondary administrators, instructors, post-secondary administrators, counselors and CTE supervisors. The agenda includes:

- Dissemination of information regarding statewide initiatives
- Provide feedback on existing partnerships
- Alignment of secondary and post-secondary curriculum
- Establishing new Career Pathways
- Increasing the number of students applying for, and receiving financial assistance
- Increasing the number of high school students applying for and attending post-secondary education and training

Region 1 secondary students currently take developmental Math and English at Delgado through dual enrollment once the need is determined by Delgado Placement Testing or by the high school requesting the services. Upon successful completion, students are advised by the secondary counselor to re take the ACT test. The successful completion of these courses taken in the 11th and 12th year of high school raises their ACT scores, in some cases allowing those students to be eligible for enrollment in four year colleges. This can be tracked by reviewing the records of students that transition into Delgado.

Measures - High School Enrollment & Credit Hours

	Fall 2011	Spring 2012
i. No. of High School Students Enrolled	211	230
ii. No. of semester credit hours in which high school students enrolled	687	776
iii. No. of semester credit hours completed by high school students by grade	658	681

Grade A	272	150
Grade B	229	273
Grade C	99	124
Grade D	39	75
Grade F	19	56
Grade P	0	3

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

Overall, passage rates on licensure and certification exams are increasing. It should also be noted that 11 out of 17 programs which require passage of an exam upon graduation to obtain employment, have a 100% passage rate. More information, regarding the programs, exams and accrediting bodies, can be found on the college's website under Programs of Study.

All colleges and universities who signed the Louisiana GRAD Act agreement were required to add new measures in Year 3. Delgado selected Passage Rates for the Practical Nursing and Registered Nursing Exams as 2 of the new measure to report beginning this year. The table below illustrates the passage rates for both the Practical Nurse and Registered Nurse exams. In both measures, we have surpassed the benchmark set for Year 3.

i. Passage rates on licensure/certification exams: See data in Appendix 2 Part 1

New Measures

	Year 3 Benchmark Passage Rate	# of students taking NCLEX	# who met standards for passage	Year 3 Actual Passage Rate	Difference Between Benchmark & Actual
c. Nursing (PN)	83.9%	47	39	83%	-.9
d. Nursing (RN)	89.5%	309	275	89%	-.5

Note: See Attachment D for baseline, benchmark, and target data

ii. Number of students receiving certifications: See data in Appendix 2 Part 2

iii. Number of students assessed and earning WorkKeys certifications: During the 2011-2012 academic year, 19 students took the WorkKeys Assessment. The table below illustrates the certificates awarded by level.

Number of Students who took the WorkKeys Assessment		19
Total Certificates Earned		14
Earned a Bronze Certificate	7	
Earned a Silver Certificate	7	
Total Percentage Receiving Certificates		**73.7%**

iv. Other assessment & outcome measures: Pending identification of other assessment and outcomes, institutions are not required to report on this measure.

Performance Objective: Articulation and Transfer (2)

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.

Delgado Policies Relating to Student Success

Delgado has an open admission policy and our mission is to serve all levels of learners. However, several approved policies are in place, and are designed to facilitate a smooth transition for students who enter Delgado with the ultimate goal of transferring to a 4-year institution. Those policies include Articulation Agreements with Other Institutions (AA-1438.1) and Evaluation of Transfer Credit (AA1442.3). Also, the Delgado Academic Procedures Resource Guide is a collection of policies and procedures regarding advising, academic appeals, academic status, cross enrollment, grade changes, graduation, non-traditional credit, and repeat/delete. Other Delgado policies related to Student Success are also provided.

LCTCS Policies Relating to Student Success

LCTCS also established policies designed to improve graduation rates and student success. These LCTCS policies include but are not limited to policies that guide general admission requirements, academic amnesty, cross enrollment, dropping courses, repeating courses, internal and external articulation, academic renewal, academic probation, academic suspension, programmatic accreditation, and non-traditional credit. Delgado Community College ensures compliance with LCTCS policies within its published institutional policies, and continues to monitor any changes in system policy that may impact institutional policy on student success.

Timeline for Implementation

Academic Year 12-13: Review and revision of policies

During 2012-2013, Delgado performed an ongoing review of its policies and procedures related to student success. This process began with the establishment of a Taskforce on Student Success Policies, which addressed necessary changes in policy, procedure and practice to enhance student success. To date, two essential changes in policy have been completed. First, the Determination of College Catalog for Graduation Requirements (AA-1273.1B) policy was updated to expand the option for students to use any catalog in effect during his/her enrollment for up to five years prior to graduation, providing the degree, certificate, or technical diploma program has not been terminated and all remaining courses are still offered at the College. Secondly, as recommended by the Taskforce, procedural updates were completed for the College's Admissions Requirements for First-Time Freshmen (SA-1422.4C) and Admissions Requirements for Transfer, Re-Admit and Visitor Students (SA-1422.5). These updates resulted in policy language consistent with the Banner student information system terminology, which has eliminated confusion and obstacles for students during the admissions process.

Academic Year 13-14: Implementation of policy changes

In anticipation of the 13-14 academic year, institutional policies published in the *Delgado Community College Catalog* are being reviewed to determine necessary changes and/or updates. Effective with the publication of the 13-14 catalog, any policy changes and updates impacting student success and graduation rates for the academic year will be in place and published accordingly.

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

Delgado maintains articulation agreements with Louisiana Public Senior Colleges, Louisiana Private Senior Colleges, and with out-of-state Senior Colleges, which total twenty-six (26) active agreements with fourteen (14) individual Senior Colleges. These agreements include 2+2 agreements, general articulation agreements, and course equivalency documents for student use in preparing for general transfer of college credits. Processes are in place for identifying and remedying student transfer issues.

Utilizing feedback reports (2-year colleges and technical colleges)

Formal processes have been initiated to identify benchmarks coupled with targeted pairing in all approved articulation agreements. In addition, a process has been established to annually request a review and summary of student performance at partner Senior Colleges. To date, the Delgado has received feedback reports from Southeastern Louisiana University, Nicholls State University, and Northwestern State University. The following links contain feedback information from the 4 year institutions: Southeastern, Nicholls, and Northwestern.

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

Delgado collaborates with 4-year institutions in the Greater New Orleans Area to admit and track students referred by those institutions. Specifically, the College has referral agreements in place with University of New Orleans (UNO) and Southeastern Louisiana University (SELU). Also in the Fall of 2011, Delgado began discussions, primarily with the University of New Orleans and Southern University at New Orleans (SUNO) to address a comprehensive approach to post-secondary education for the Greater New Orleans Area. A summary of these efforts with UNO and SUNO is provided.

Measures

	Fall 2011	Spring 2012
i. Number of students referred by 4-year universities to 2-year colleges and technical colleges, at any time during the reporting year.	39	19
ii. Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.	35	14

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

The Associate of Science and Associate of Arts Louisiana Transfer degree programs are designed to facilitate transfer from LCTCS Associate degree to related Baccalaureate degree programs at public universities in the Louisiana State University System, the Southern University System, and the University of Louisiana System. The program's purpose is to provide rigorous general education coursework coupled with related preparatory instruction in pre-defined discipline specific tracks to allow seamless transition with maximization of credits awarded. When possible, students are to use the transfer degree requirements to satisfy the admission requirements of the university to which they wish to transfer.

Collaboration with Four-Year Institutions

Delgado is an active participate in the Board of Regents' Statewide Articulation and Transfer Council, which meets regularly to discuss ways to improve the student experience when transferring with the Louisiana Transfer Degree. The College has conducted meetings with representatives from UNO to determine the most appropriate courses for students to take while enrolled at Delgado, prior to transfer to UNO. A Transfer Credit Course Guide, designed to assist Delgado students determine what courses will transfer, and how these may be applied toward baccalaureate degrees has been developed and is published on UNO's website. Similar discussions with Southeastern Louisiana University, Northwestern State University of Louisiana, and Southern University at New Orleans have also occurred.

Processes to Remedy Transfer and Articulation Issues

Delgado has participated in establishing various processes to remedy transfer and articulation issues, which are outlined in detail at the following link: Processes to Remedy Transfer and Articulation Issues.

Measures - See Appendix N2 – Tables 3 & 4 for Transfer Degree Enrollment and Completers

i. **Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year.**

	Fall 2011	Spring 2012
AALT Enrollment	170	181
ASLT Enrollment	344	355
AST Enrollment	403	393
Total Transfer Degree Enrollment	917	929

ii. **Number of students completing a transfer degree, AALT, ASLT, or AST, at any time during the most recent reporting year.**

	2011-2012
AALT Completers	3
ASLT Completers	15
AST Completers	16
Total Transfer Degree Completers	34

Performance Objective: Workforce and Economic Development (3)

a) Eliminate academic programs offerings that have low student completion rates as indentified 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.

Eliminating and Modifying Programs at Delgado

On an annual basis, the Office of Curriculum, Assessment and Program Development reviews completion rates as published by the Board of Regents for Louisiana Higher Education, and compare them to recent year completion rates to identify trends and, if necessary, develop intervention strategies to assist programmatic faculty review and revise instructional offerings to best meet identified workforce needs.

During the reporting year, four programs were eliminated. All four programs were ones Delgado inherited from the merger of the Louisiana Technical College Region 1, and they were all single purpose certificates. After a program review was conducted, it was determined that the requirements for the certificates were included in another certificate program in which a student could obtain the necessary skills to seek employment.

For additional information regarding eliminated/modified programs, see Appendix N3 – Measures 1 & 2.

New Programs at Delgado

Delgado Community College added one new program for the reporting year. The new program is the Certificate of Technical Studies in Kitchen & Bath Design (KBD), and it prepares individuals for entry level and advanced positions in the Kitchen & Bath Design Industry. The program provides students with the knowledge, skills, and attributes necessary for working in this specialized design area. Course content includes presentation standards (hand-drafting techniques), computer-aided drafting, construction and mechanical systems, basics of kitchen and bath design, materials of construction, lighting, and business practices for the kitchen and bathroom industry. The C.T.S. in Kitchen and Bath Design is a candidate for accredited status from the National Kitchen & Bath Association (NKBA). The goal of the program is to provide students with competencies necessary to enter the workforce in entry-level and advanced positions in Kitchen and Bath Design and to pursue National Kitchen and Bath Design Certification.

Measures – See Appendix N3 – Measures 1, 2, and 3 for additional information

i.	**No. of programs eliminated**	4
ii.	**No. of programs modified or added**	4
iii.	**No. of program offerings**	80
	No. of programs aligned with workforce and economic development needs	61
	Calculated percent	76.25%

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

As of the 2011-12 academic year, the College offered six programs in which students could complete entirely through distance education. The six programs are reflected in the Programs offered through 100% Distance Education by Award Level table.

The 2011-12 academic year was the 5th year of Delgado's SACS Quality Enhancement Plan (QEP) five year plan on distance learning. The QEP titled: Improving Distance Learning in a Climate of Recovery, Regeneration, and Transformation. The objectives of the QEP are to:

- Improve faculty preparedness in distance delivery (29 faculty have completed the Fielding Graduate University's Teaching in the Virtual Classroom-TVC)
- Improve instructional design (21 courses have received QM recognition)
- Improve retention and success of online students (developed an online readiness module for online students - participants demonstrate a 77% success in online classes)
- Improve student learning outcomes in distance-delivered courses (currently assessing data for comparison).

Faculty Development

Using information from the QEP and instructional competencies identified by the College for the online environment, the College developed a comprehensive [competency based] Faculty Development curriculum consisting of various courses funded by a Board of Regents Grant. Sixteen faculty members completed the first year of the Faculty Development curriculum titled eProfessor. The original design of this program called for 2 years, the 2nd year involves alignment with QM standards of one of the courses taught by the faculty participant. Fifteen of the 2011-12 participants continued in Fall 2012.

Efficiencies realized through distance education

Using several of the electronic tools mentioned below (24/7 help desk, Elluminate, and EMAS) Delgado is able to efficiently and effectively serve students. The 24/7 help desk provides telephone, online chat, and a web accessed knowledge base allowing the College to serve its student population in an efficient manner. All distance learning courses offered at Delgado are an extension of the curriculum offered on campus and are consistent with its educational mission. To support and compliment distance learning the College maintains a host of tools to facilitate its learning-centered mission. Those tools include:

- Online Databases – Delgado libraries
- Blackboard Learning Management and Community Systems
- Elluminate (now Blackboard Collaborate)
- Tegrity
- Softchalk™
- ShareStream

Measures

i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education	2008-2009	2009-2010	2010-2011	2011-2012
100% online courses	722	710	812	893

50% - 99% online courses	175	221	287	316

ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education	2008-2009	2009-2010	2010-2011	2011-2012
100% online course	14,543	17,300	18,833	20,159
50 – 99% online courses	2,555	3,341	4,344	4,999

iii. Number of programs offered during the reporting year through 100% distance education by award level - See Appendix N3: Table 2 – Distance Education: Program Offerings

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.

Of the 1,101 students completing in 2008-2009, more than 76% of those students receiving an associate degree were employed according to the placement data received from the Louisiana Workforce Commission. The data also illustrates 74% of students who earned a certificate and 93% of students who earned a diploma in 2008-2009 were employed. However, this does not mean that the students were employed in their field of study, just that they were employed.

Top 10 Programs with the Highest Average Wage for the 1st Quarter After Completion

Programs with the Highest Average Wage	1st Quarter Wages After Completing
Emergency Medical Technology/Technician (EMT Paramedic)	$11,968
Occupational Safety and Health Technology/Technician	$11,857
Electrical/Electronics Maintenance and Repair Technology, Other	$9,236
Nuclear Medical Technology/Technologist	$9,047
Radiologic Technology/Science - Radiographer	$8,598
Medical Radiologic Technology/Science - Radiation Therapist	$8,216
Web Page, Digital/Multimedia and Information Resources Design	$7,779
Architectural Engineering Technology/Technician	$6,769
Civil Engineering Technology/Technician	$6,500

Based on the 2010-2011 Completers report to the La Board of Regents

Measures

Table 4 of Appendix N3, illustrates the employed completers by degree level in greater detail. And, Table 5 of Appendix N3 includes Average Salary of Completers.

Performance Objective: Institutional Efficiency and Accountability (4)

c) 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 Education Board states and monitor the impact of such increases on the institution.

Delgado Community College has shown great progress toward increasing the non-resident tuition as compared to the SREB averages since the approval of the six year plan by the LCTCS board in 2010. In fact, the 2012-2013 annual mandatory tuition and fees for non-resident students surpassed the projected college and SREB amounts. Currently, the non-resident tuition and fee average of the SREB peer institutions is $7,904.

Baseline, Actual and Projected Increases for Non-Resident Tuition

	2009-2010 (Baseline)	2010-2011 Actual	2011-2012 Actual	2012-2013 Actual	2013-2014 Projected	2014-2015 Projected	2015-2016 Projected
Tuition	$5,082	$5,892	$6,190	$8,647	$6,831	$7,173	$7,531
% Inc.	n/a	15.9%	5.1%	39.7%	5.0%	5.0%	5.0%

Measures

Academic Year	Non-resident Tuition/Fee Amount	SREB Peer Non-Resident Tuition/Fee Amount*	Difference from Peer Amount	Percent Difference from Peer Amount
2009-2010 (Baseline)	$5,082	$7,444	-$2,362	-46.48%
2010-2011	$5,892	$7,444	-$1,552	-26.34%
2011-2012	$6,190	$7,528	-$1,338	-21.62%
2012-2013	$8,647	$7,904	$743	8.59%

***Source: 2008-09 SREB Data Exchange Table 101 and 2010-11 SREB Data Exchange Table 136**

See Appendix N4 for SREB Table 101 and SREB Table 136

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 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 not required to report on this element.

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

The Board of Regents Policy 2.13, Program Accreditation, provides a master list of approved academic program accrediting agencies and related Regents' accreditation requirements is available **here**.

In essence, the policy states that:

- A program that is eligible for accreditation by an agency that is considered ***mandatory*** must be accredited for continued program approval.
- The Board of Regents encourages institutions to obtain accreditation of programs that are eligible for accreditation by an agency that it ***recommends,*** but the accreditation is not essential for continued program approval.
- Accrediting agencies that are not considered mandatory or recommended by the Board of regents are considered ***optional,*** and the Board of Regents encourages institutions with eligible programs to evaluate the importance of those accreditations to its students.

The BoR accreditation designations of mandatory, recommended or optional were made at the recommendation of the CAO (Chief Academic Officers) group that met when the policy was being developed. Sometimes a program is not yet eligible for accreditation, e.g., in the case of some new programs which must graduate a student or class before it may complete the application process.

New Measure - See Attachment D for baseline, benchmark, and target data

	2011-2012
# Mandatory or Recommended Programs	43
# of Programs Discipline Accredited	33
Calculated Rate	76.7%

Performance Objective: Reporting Requirements (5)

a) Number of students by classification

Undergraduate Headcount (Fall 2012)	18093
Undergraduate Budgeted FTE (2012-13)	13459.43

b) Number of instructional staff members

Headcount (Fall 2012)	874
FTE (Fall 2012)	664.95

c) Average number of students per instructor

Average undergraduate class size (Fall 2012)	18.28

d) Average number of students per instructor

Ratio of FTE students to FTE instructional faculty (Fall 2012)	20.24

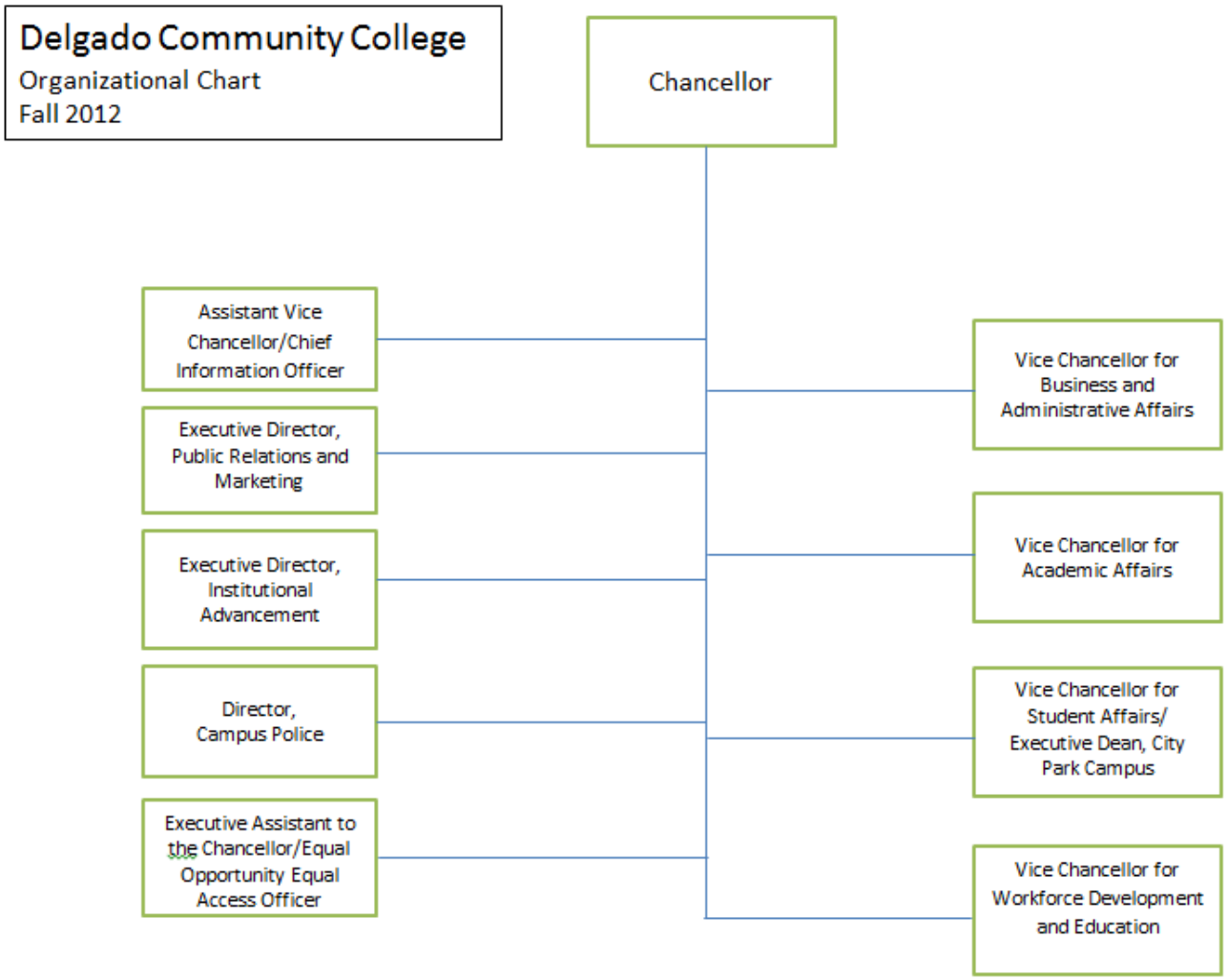
e) Number of non-instructional staff members in academic colleges and departments

Number of non-instructional staff members (Fall 2012)	22
FTE non-instructional staff members (Fall 2012)	22

f) Number of staff in administrative areas

Number of executive/managerial staff (Fall 2012)	24
FTE executive/managerial staff (Fall 2012)	24

g) Organization chart



h)

Job Title	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for Fall 2010	SALARY CHANGES Since 6/30/2010 Reported for Fall 2011	SALARY CHANGES Since 6/30/2011 Reported for Fall 2012
CHANCELLOR	$185,000.00		$170,000 Interim Chancellor appointed; therefore decrease in salary of $15,000.	$185,000 Chancellor hired in Summer 2012.
VICE CHANCELLOR BUSINESS & ADMINISTRATIVE AFFAIRS	$138,562.84			$145,491 Merit Increase
VICE CHANCELLOR WORKFORCE DEVELOPMENT & EDUCATION	$124,643.48			$130,875 Merit Increase
VICE CHANCELLOR LEARNING & STUDENT DEVELOPMENT	$128,068.00	$128,068.00	$125,000 Interim VC appointed; therefore decrease in salary of $3,068	$134,472 merit increase and change in personnel.
ASST. VICE CHANCELLOR/CHIEF INFORMATION OFFICER	$116,341.68			$122,159 Merit Increase
EXECUTIVE DIRECTOR PUBLIC RELATIONS & MARKETING	$76,546.70	$77,047 $500 increase for Master's Degree	$77,047.00	$80,899.35 Merit Increase
DIRECTOR CAMPUS POLICE	$72,784.92			$76,424.25 Merit Increase
EXECUTIVE DIRECTOR RESOURCE DEVELOPMENT & ALUMNI	$94,434.60			$99,156.75 Merit Increase
PROVOST/ASST. VICE CHANCELLOR STUDENT AFFAIRS	$118,078.22			$123,982 Merit Increase

i) A cost performance analysis

i. Total operating budget by function, amount, and percent of total

Expenditures by Function:	Amount	% of Total
Instruction	$ 43,759,395	51.8%
Research	$ -	0.0%
Public Service	$ -	0.0%
Academic Support**	$ 9,369,270	11.1%
Student Services	$ 4,953,803	5.9%
Institutional Services	$ 12,493,854	14.8%
Scholarships/Fellowships	$ 2,272,448	2.7%
Plant Operations/Maintenance	$ 9,415,179	11.1%
Total E&G Expenditures	$ 82,263,948	97.3%
Hospital	$ -	0.0%
Transfers out of agency	$ -	0.0%
Athletics	$ 801,571	0.9%
Other	$ 1,446,372	1.7%
Total Expenditures	$ 84,511,891	100.0%

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

Institution: Delgado Community College (158662)
User ID: P1586621

Part F

Part F – Net Price Calculation for Group 3

The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

		2011-12	YOUR PRIOR YEAR DATA 2010-11	YOUR PRIOR YEAR DATA 2009-10
	Components of cost of attendance			
01.	Published tuition and required fees (lower of in-district or in-state)	3,330	2,955	2,466
02.	Books and supplies	1,200	1,200	1,200
03.	**Room and board and other expenses by living arrangement**			
	03b. Off-campus (with family)	3,435	3,398	3,398
	03c. Off-campus (not with family)	11,761	11,634	11,634
04.	**Number of Group 3 students by living arrangement**			
	04b. Off-campus (with family)	755	880	793
	04c. Off-campus (not with family)	1,167	974	774
	04d. Unknown	80	77	38
05.	**Weighted average for room and board and other expenses by living arrangement (excluding unknown values)** See instructions for the formula for this calculation	8,490	7,725	7,466
06.	**Total cost of attendance** This value is calculated using the following formula: [F01+F02+F05]	13,020	11,880	11,132
07.	**Average amount of grant or scholarship aid awarded to Group 3 students from the following sources: the federal government, state/local government, and the institution**	5,644	5,847	4,978
08.	**Average institutional net price for Group 3 students** This value is calculated using the following formula: [F06-F07]	7,376	6,033	6,154

As required by the Higher Education Opportunity Act of 2008, these amounts will be posted on the U.S. Department of Education's College Navigator website and used in the U.S. Department of Education's College Affordability and Transparency Lists.

Institution: Delgado Community College (158662)
User ID: P1586621

Part G

Part G – Net Price Calculation for Group 4

The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

			2011-12	YOUR PRIOR YEAR DATA 2010-11	YOUR PRIOR YEAR DATA 2009-10
	Components of cost of attendance				
01.	Published tuition and required fees (lower of in-district or in-state)		3,330	2,955	2,466
02.	Books and supplies		1,200	1,200	1,200
03.	**Room and board and other expenses by living arrangement**				
	03b.	Off-campus (with family)	3,435	3,398	3,398
	03c.	Off-campus (not with family)	11,761	11,634	11,634
04.	**Number of Group 4 students by living arrangement**				
	04b.	Off-campus (with family)	792	919	823
	04c.	Off-campus (not with family)	1,216	1,031	810
	04d.	Unknown	78	78	39
05.	**Weighted average for room and board and other expenses by living arrangement (excluding unknown values)** See instructions for the formula for this calculation		8,477	7,753	7,483
06.	**Total cost of attendance by income level** This value is calculated using the following formula: [G01+G02+G05]		13,007	11,908	11,149
07.	**Average amount of grant or scholarship aid awarded to Group 4 students from the following sources: the federal government, state/local government, and the institution**		5,349	5,511	4,694
	07a.	**$0-30,000**	6,057	6,280	5,315
	07b.	**$30,001-48,000**	4,913	5,168	4,705
	07c.	**$48,001-75,000**	2,090	2,072	2,051
	07d.	**$75,001-110,000**	622	490	605
	07e.	**$110,001 and more**	788	324	482
08.	**Average institutional net price for Group 4 students** This value is calculated using the following formula: [G06-G07]				
	08a.	**$0-30,000**	6,950	5,628	5,834
	08b.	**$30,001-48,000**	8,094	6,740	6,444
	08c.	**$48,001-75,000**	10,917	9,836	9,098
	08d.	**$75,001-110,000**	12,385	11,418	10,544
	08e.	**$110,001 and more**	12,219	11,584	10,667

As required by the Higher Education Opportunity Act of 2008, these amounts will be posted on the U.S. Department of Education's College Navigator website.

iii. Average time to degree for completion of academic programs	5.9
iv. Average cost per degree awarded	$2,274
v. Average cost per non-completer	$2,274
vi. All expenditures of the institution	$150,919,023

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Delgado Community College

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2012-13	6	6	100.0%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	2012-13 (Graduates do not need to take certification exam to gain employment)	12 program completers. There are 3 different certification exams a grad can take: Physics = 9 Abdomen = 4 OB/GYN = 2	 Physics = 9 Abdomen = 4 OB/GYN = 2	 100.0% 100.0% 100.0%
Dietetics Technician	National Registration Exam for Techicians	Commission on Dietetic Registration of the American Dietetics Association	2012-13	3	2	66.7%
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2012-13			patrice
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2012-13	EMT Basic = 67 EMT Paramedic = 11	EMT Basic = 49 EMT Paramedic = 11	73.1% 100.0%
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors	2012-13	9	7	77.8%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Managament Association	2012-13	7	7	100.0%
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)	2012-13	8	8	100.0%
Medical Coding	American Health Information Management Association (AHIMA) Certified Coding Association (CCA)	Certified Coding Association	2012-13 (Exam is not required for employment)	11	10	90.9%
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners	2012-13	7	7	100.0%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	107	105	98.1%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	2012-13	7	7	100.0%
Ophthalmic Medical Assisting	Joint Commission on Allied Health Personal in Ophthalmology	Joint Commission on Allied Health Personal in Ophthalmology	2012-13 (Exam is not required for employment)	2	2	100.0%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	2012-13	17	17	100.0%
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)	2012-13	22	21	95.5%
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners	2012-13	6	6	100.0%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2012-13	30	30	100.0%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)	2012-13	27	23	85.2%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2012-13	28	28	100.0%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	2012-13	13	13	100.0%

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate = # students to met standards for passge/# students who took exam
March 1, 2013

Appendix #2 to Attachment B

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

2-year Colleges and Technical Colleges

Institution: Delgado Community College

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence	2012-13	0
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2012-13	0
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2012-13	patrice
Child Development -- 190709	CDA	LA Pathways Assn.	2012-13	patrice
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology	2012-13	16
Culinary -- 120503	Certified Culinarian	American Culinary Federation	2012-13	vance
Drafting -- 15.1301	CD	American Design Drafting Assn.	2012-13	0
Electrician -- 46.0302	State License	Louiaiana State Licensing Board for Contractors	2012-13	0
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry	2012-13	0
ETC 1 Emergency Telecommunicator (Emergency 911 Dispatcher)			2012-13	0
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd	2012-13	0
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	2012-13	0
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)	2012-13	0
Horticulture	Lands Horticulture	Louisiana Ag & Forestry	2012-13	5
National Restaurant Association	Servsafe	National Restaurant Association	2012-13	9
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	20012-13	104
Nursing - PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2012	30
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospi	2012	349
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	2012-13	0
Real Estate	Salesperson	Louisiana Real Estate Commission	2011-12	9
Welding			2012-13	16
WorkKeys (all areas, levels)	workkeys	ACT	2012-13	14

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

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

Updated by DCC on 3/26/2013

Notes:

WorkKeys: Certificates awarded from June 2012 - March 2013

Appendix N1
Narrative 1 – Student Success

Figure 1 - Student Services Retention Initiatives

- FASFA Frenzy: A major key to student retention is financial aid – a process that starts long before the first day of class. For many students the process is arduous and important steps are often overlooked, delaying the processing of funds which negatively impacts students' ability to secure classes and purchase their books at the start of the semester.

  In an effort to further support the College's ongoing retention efforts we implemented a new initiative, ***FAFSA Frenzy***. It is a focused attempt to encourage students to complete the FAFSA by the **April 1** priority deadline while also communicating two other equally important deadlines: *document submission* (May 1) and *secure classes (August 10)* deadlines. Our goal is a 10% increase in the number of students who complete the FAFSA application by the April 1 deadline over last spring.

- Student Support Services Program (TRIO SSS): a federally funded TRIO program that is designed to increase the retention and graduation rates of eligible students at Delgado Community College. The Student Support Services Program was funded by the U.S. Department of Education in 2010 for $220,000.00 a year for five years. The program is funded to serve first-generation, low-income, and/or disabled college students a year. At least two-thirds of the students must be first-generation and low-income and one-third of the students with disabilities must be low-income and disabled. All of the students participating in the program must have an academic need. These students lack the academic preparation necessary for college level work. More than half of the students need at least one or more developmental course. As a result, there is need for these students to participate in a program such as the Student Support Services Program to ensure their academic success for college completion.

  Students in the program receive assistance with basic study skills, such as how to take notes, study for exams, and manage time effectively. Other program services are: Student Grant Aid, personal counseling, career counseling, financial literacy, academic advising, and tutorial services in math, English, and science. Student Support Services students participate in group activities, workshops, events, and academic award receptions designed to enhance their educational experience.

  Persistence, good academic standing, graduation and transfer are major objectives for the program. In the 2011-2012 Annual Performance Report submitted to the U.S. Department of Education, 155 (110%) students were served by the project in which 59% of the students served persisted from Fall 2011 to Fall 2012; and 94% of the students were in good academic standing.

- Single Stop: a national not-for -profit organization dedicated to shifting the paradigm of poverty in America and moving families and students toward economic mobility. Single Stop works to achieve this by coordinated access to critical benefits and supportive services including food stamps, health insurance, tax credits, financial counseling, and legal services.

  Single Stop opened at Delgado Community College in January 2012 and started with free income tax assistance for all students and their family. The tax site completed over 600 tax returns which was the largest amount for any first year tax site. Single Stop served 989

students in the first year, 882 students were screened for benefits and 142 confirmed at least one new benefit, of the confirmed benefits 110 student received food stamps and 29 received health insurance. Also, 258 students received free legal counseling. Financial counseling started towards the end of the year and was able to serve 7 students. For the first year the total value of cash and non-cash benefits was $606,091.

Single Stop helps students address many issues including housing, utility and rental assistance, family law, expungements, credit history & credit score, etc. All of which play a critical role in the student's ability to remain enrolled. All of these areas are related to if a student can focus on school and having a successful educational journey. Single Stop believes in retention and helping students have a successful educational journey here at Delgado Community College

- Veterans Priority Registration: In an attempt to aid students who are military Veterans, the Office of Veterans Affairs piloted a Veterans Priority Registration prior to the Fall 2012 semester. Veterans were invited to attend a session in which we made available Representatives from a number of student services and academic departments were on-hand to assist with them with scheduling classes, meeting with an advisor, completing the financial aid application and resolving any potential registration problems.

  The college hosted two sessions, one at the City Park Campus and the other at the West Bank Campus. The City Park Campus had 150 attendees and the West Bank Campus had 64 attendees.

- College and Career Success Skills: Following an advising model, piloted in Spring 2009, which relied on student initiated advising and registration visits, it was determined a more intrusive advising method was needed for the College's large population of students enrolled in developmental education classes.

  Advisors were assigned sections of CCSS 107 to provide information and services to students throughout the semester. However, when it was time for students complete the last step in the CCSS 107 course (report for early registration) a problem occurred. The students were not reporting for early registration. Therefore, in Fall 2012, a coordinated retention effort between the Office of Advising and Testing (OAT) and the CCSS 107 classes was undertaken with the stated goal of providing on-site advising and registration opportunities for all CCSS students within the first two weeks of the registration period.

  The new process was developed and tested on the City Park Campus. All sections reported to the OAT within the first two weeks of the registration period. The West Bank Campus and the Slidell Campus duplicated the process at their respective locations. In all, 734 students were seen during the first two weeks of registration at the three sites through this initiative.

Figure 2 –Post-Secondary Transitional Initiatives (PTIs)

- **Delgado on Site (DOS)** is a strategic and interactive from high school to college transition program that is designed to help students make a successful transition to Delgado Community College. Students complete a series of sessions such as college readiness, career exploration, goal setting, and financial aid assessment and submission in order to become better informed about higher education in general and particularly, Delgado Community College. Freshman

Connection (on-campus placement assessment) is the culminating event for the DOS program. DOS is implemented in the following parishes: Orleans, Jefferson, and St. Tammany. Assessment of the DOS program is ongoing and encompasses both qualitative and quantitative assessment strategies.

- **Traditional outreach initiatives** include attending college fairs at local high schools, community events in Orleans and surrounding parishes, and private and program specific visits to high schools and community-based entities.

- **Navigating New Waters** is designed to provide parents and high school students with Delgado specific information such as tuition, academic programs, and enrollment steps. In addition, parents and students learn Delgado's process for TOPS, financial aid and scholarships. This program is a collaborative effort between Admissions & Enrollment Services and Delgado's Financial Aid Department.

- **Career Showcases** introduce students to and inform students about specific majors at Delgado Community College.

- **Planting the Seed** provide middle school students an introduction to college, particularly Delgado Community College. Students participate in a college tour and learn more about Delgado's dual enrollment program.

Table 1 - Retention and Graduation Rates for 2011-2012

i.1st to 2nd year retention rate	52.4%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2011	2,161
• No. of the above retained as the same institution the following fall semester (Fall 2012)	1,133
iv. Same institution graduation rate	2.6%
• No. of entering first-time, full-time students in Fall 2008	1,604
• No. of completers within 150% of time	41

(see Attachment D for baseline, benchmark, and target data)

Table 2 – Award Productivity – 4 year comparison

vi. Award Productivity	2008-09	2009-10	2010-11	2011-12
Diploma	44	51	71	112
Certificate	207	250	240	744
Associate Degree	881	1020	1,116	1,253
Post-Associate Degree	0	0	25	18

Table 3 – Program Completers

i. Percent change in program completers	2011-2012 Completers	% change from baseline
• Certificate	744	226.3%
• Diploma	107	78.3%
• Associate Degree	1,235	41.3%
• Post-associate Degree	18	

(see Attachment D for baseline, benchmark, and target data)

Appendix N2
Narrative 2 – Articulation and Transfer

Table 1 – 4-year Institution Referred Students and Enrolled Students

	2008-2009	2009-2010	2010-2011	2011-2012
Referred	132	89	32	58
Enrolled	89	60	27	49

Table 2 – Number of Students Referred & Enrolled in Fall 2011 and Spring 2012

	Fall 2011	Spring 2012
i. Number of students referred by 4-year universities to 2-year colleges and technical colleges, at any time during the reporting year.	39	19
ii. Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.	35	14

Table 3 – Enrollment in Transfer Degree Programs

i. **Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year.**

	Fall 2011	Spring 2012
AALT Enrollment	170	181
ASLT Enrollment	344	355
AST Enrollment	403	393
Total Transfer Degree Enrollment	917	929

Table 4 – Completers of Transfer Degree Programs

ii. **Number of students completing a transfer degree, AALT, ASLT, or AST, at any time during the most recent reporting year.**

	2011-2012
AALT Completers	3
ASLT Completers	15
AST Completers	16
Total Transfer Degree Completers	34

Appendix N3
Narrative 3 – Workforce and Economic Development

Measure 1 – Eliminated Programs

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

The College eliminated four (4) instructional programs as a result of internal institutional program review:

- Certificate of Technical Studies in Culinary Arts: Production Cook (CIP Code: 12.0503)
- Certificate of Technical Studies in Auto Tech: Electrical Technician (CIP Code: 47.0604)
- Certificate of Technical Studies in Auto Tech: Engine Perform Technician (CIP Code: 47.0604)
- Certificate of Technical Studies in Auto Tech: Power Train Technician (CIP Code: 47.0604)

Measure 2 – Modified/Revised Programs

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 publications.

Three (3) instructional programs were modified:

- Certificate of Technical Studies in Medical Coding was modified to Certificate of Applied Science in Medical Coding (CIP Code: 51.0707)
- Associate of Science in Dietetics Technician was modified to Associate of Applied Science in Dietetics Technician (CIP Code: 51.3103)
- Associate of Science in Accounting was modified to Associate of Applied Science in Accounting (CIP Code: 52.0302)

One (1) instructional program was added:

- Certificate of Technical Studies in Kitchen and Bath Design (CIP Code: 50.0408)

Measure 3 – Programs aligned with workforce and economic development needs

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

- Number of program offering, regardless of award level, in the reporting year = 80
- Number of programs aligned with workforce and economic development needs, as identified by institution using LWC or LED published forecasts = 61
- Calculated percent = 76.25%

Table 1 – Distance Education: Course Offerings and Student Enrollment

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%.

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

	2008-2009	2009-2010	2010-2011	2011-2012
i. No. of 100% online courses	722	710	812	893
i. No. of 50% - 99% online courses	175	221	287	316
ii. No. of students in 100% online course	14,543	17,300	18,833	20,159
ii. No. of students in 50 – 99% online courses	2,555	3,341	4,344	4,999

Table 2 – Distance Education: Program Offerings

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

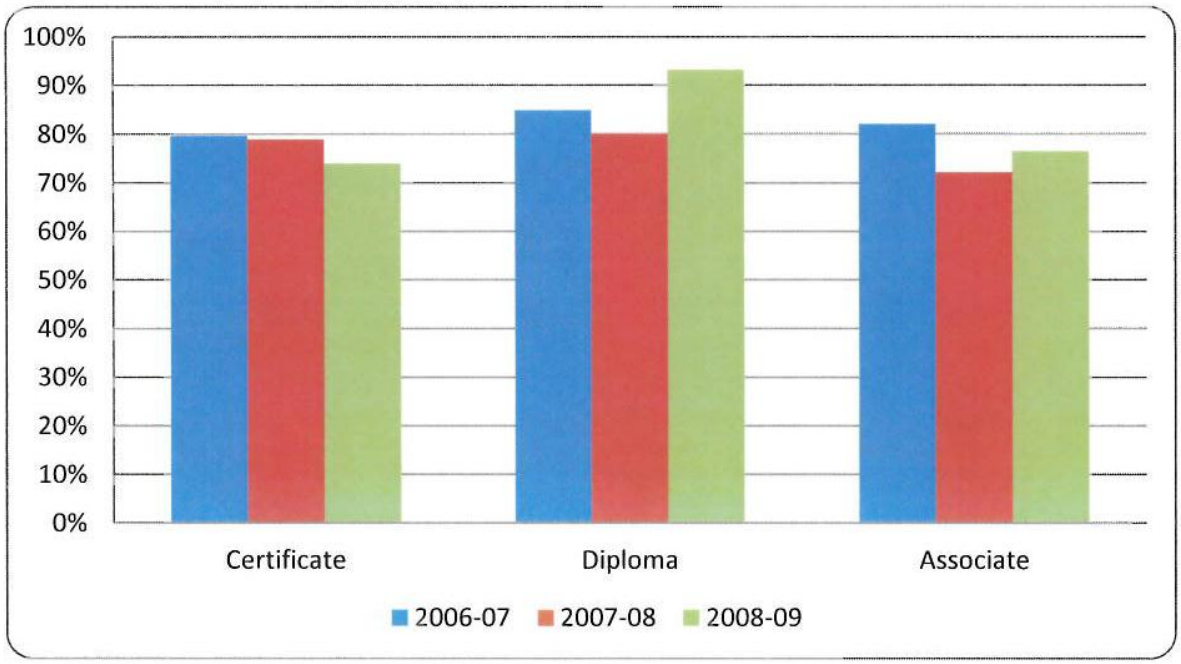
Program	Degree Level	2008-2009	2009-2010	2010-2011	2011-2012
Accounting	AAS	✓	✓	✓	✓
Business Administration	AS	✓	✓	✓	✓
Criminal Justice	AA		✓	✓	✓
General Studies	AGS	✓	✓	✓	✓
Business & Management	AAS	Spring 09	✓	✓	✓
General Studies	CGS		✓	✓	✓

Table 4 – Employed Completers

i. Percent of completers found employed.

Employment Rate by Degree Level
Eighteen Months after Graduation
For All Completers

Max Degree Level	*Number of Completers*			*Percent Employed*		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Certificate	108	147	181	79.6%	78.9%	74.0%
Diploma	33	40	44	84.8%	80.0%	93.2%
Associate	930	832	876	82.0%	72.2%	76.5%



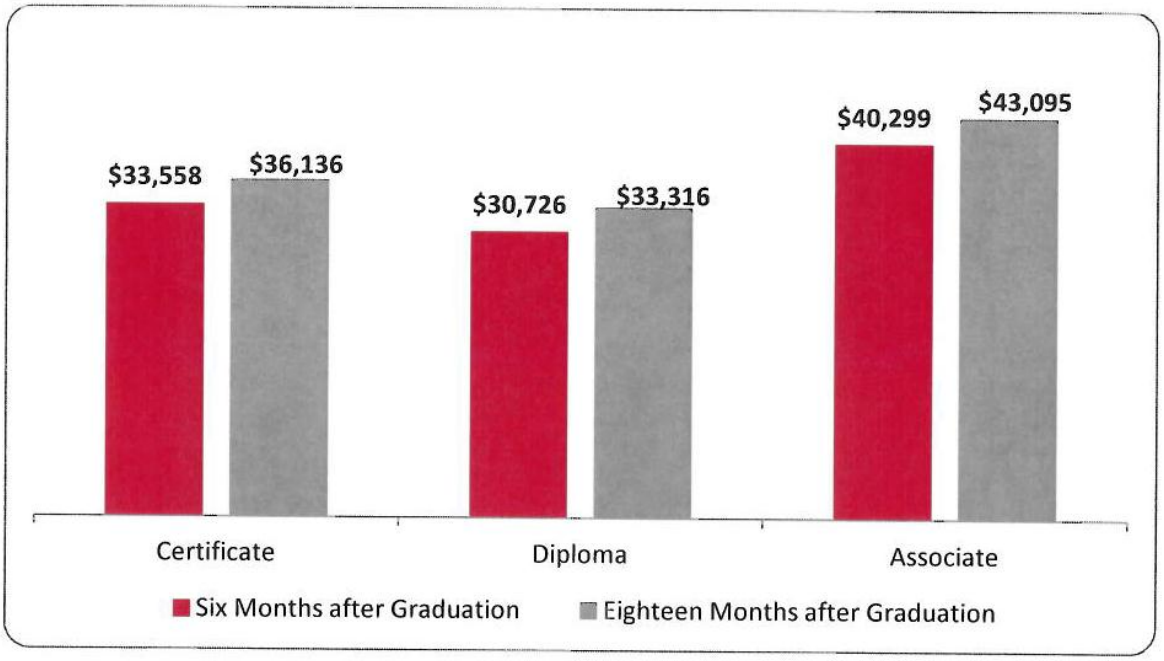
Source: Louisiana Employment Outcomes Report – November 2011

Table 5 – Average Salary of Completers

Average Calculated Salary by Degree Level
For All Employed Completers

Max Degree Level	*Six Months after Graduation*			*Eighteen Months after Graduation*		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Certificate	$29,881	$37,254	$32,502	$36,783	$37,286	$34,725
Diploma	$26,687	$32,920	$31,983	$34,228	$31,930	$33,776
Associate	$42,001	$41,107	$37,534	$46,123	$43,167	$39,583

Average Calculated Salary by Degree Level
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)



Appendix N4
Narrative 4 – Institutional Efficiency and Accountability

2008-09 SREB Data Exchange Table 101 and 2011-12 SREB Data Exchange Table 136

Table 101

Median Annual Tuition and Required Fees
Full-Time Out-of-State Undergraduate Students
Public Two-Year Colleges and Technical Institutes or Colleges, 2008-09

	Two-Year					Technical Institute or College			
	with Bach-elor's	1	2	3	All	1	2	size unknown	All
SREB states	$8,322	$7,530	$7,526	$6,330	7,444	$2,847	$2,475	$1,395	$2,250
Alabama		5,085	4,830	4,830	4,830	4,830	4,875		4,830
Arkansas		4,190	4,502	4,240	4,250				
Delaware			6,194	6,194	6,194				
Florida	8,213	8,438	8,522	8,357	8,436				
Georgia	8,322	7,824	8,080	7,581	7,826	2,838	2,835	2,835	2,835
Kentucky		11,700	11,700	11,700	11,700	11,700		11,700	11,700
Louisiana	5,984	4,982	4,662	4,086	4,520	2,842	2,872	1,395	1,395
Maryland		8,443	7,170	7,034	7,380				
Mississippi		3,700	3,587	4,600	3,650				
North Carolina		7,553	7,545	7,536	7,547				
Oklahoma	9,143	7,047	7,394	6,243	6,551	3,600	2,250		2,250
South Carolina	14,576	6,912	5,372	9,731	6,912				
Tennessee		10,297	10,267	10,277	10,275				
Texas		3,685	3,450	3,120	3,450				
Virginia*		7,839	7,839	7,839	7,839				
West Virginia	6,766		8,110	6,912	6,912				

*In Virginia community colleges, mandatory fees for 2008-09 vary from no fee up to $551 per academic year, and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply. In Technical Institutes and Colleges in Georgia, degree program students are charged slightly higher fees than those shown above that reflect charges to students in certificate or diploma programs.

December 2009

Table 136

Median Annual Tuition and Required Fees
Full-Time Out-of-State Undergraduate Students
Public Two-Year Colleges and Technical Institutes or Colleges, 2011-12

	Two-Year					Technical Institute or College			
	with Bach-elor's	1	2	3	All	1	2	Size Un-known	All
SREB states	$10,013	$7,914	$7,920	$7,632	7,904	$4,776	$2,700		$4,221
Alabama		7,215	7,155	7,200	7,155	7,200	7,230		7,200
Arkansas		5,099	4,510	4,800	4,755				
Delaware		7,200	7,200	7,200	7,200				
Florida	11,082	11,220	11,267	10,994	11,219				
Georgia	11,054	10,298	10,347	10,215	10,395	4,780			4,780
Kentucky		13,950	13,950	13,950	13,950	13,950		13,950	13,950
Louisiana		6,156	5,460	5,142	5,460	3,044			3,044
Maryland		9,230	7,512	8,134	8,071				
Mississippi		4,134	4,272	4,895	4,318				
North Carolina		7,967	7,958	7,940	7,955				
Oklahoma	9,199	8,280	6,495	7,020	7,308	4,455	2,700		2,700
South Carolina		7,660	6,218	11,358	7,638				
Tennessee		13,651	13,634		13,635				
Texas	4,350	4,628	4,332	4,281	4,336				
Virginia*		9,318	9,318	9,318	9,318				
West Virginia	8,169		7,254	8,027	7,894				

*In Virginia community colleges, mandatory fees for 2008-09 vary from no fee up to $551 per academic year, and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply.

January 2013

Attachment D

Attachment D 4-year university, 2-year college, technical college Year 3

Louisiana Community and Technical College System
Institution: Delgado Community College
February 15, 2013

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
1. Student Success												
a. *i.* Targeted	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	*56.8%*	*56.4%*	*56.4%*	*56.7%*	*55.2%*	*57.0%*	*52.4%*	*57.3%*	*57.6%*	*58.9%*
	Actual Baseline Data:	*# in Fall 08 Cohort*	*1803*		*2028*		*2263*		*2161*			
		# retained to Fall 09	*1025*		*1143*		*1250*		*1133*			
iv. Targeted	Same Institution Graduation Rate	2008 Grad Rate Survey	*2.1%*	*2.1%*	*2.1%*	*2.5%*	*2.4%*	*2.8%*	*2.6%*	*3.1%*	*3.4%*	*3.7%*
	Actual Baseline Data:	*Fall revised cohort (total)*	*1242*		*1242*		*1490*		*1604*			
		completers <=150% of time	*26*		*26*		*36*		*41*			
vi. Targeted	Award Productivity	2008-09 AY						*0.110*	*0.147*	*0.116*	*0.117*	*0.118*
	Actual Baseline Data:	*2008-09 undergrad FTE*										
		awards (duplicated)										
b. *i.* Targeted	Percent Change in program completers											
	Certificate - 1 yr			*30.0%*	*28.5%*	*33.0%*	*4.8%*	*36.0%*	*226.3%*	*39.0%*	*42.0%*	*45.0%*
		2008-09 AY	*228*	*296*	*293*	*303*	*239*	*310*	*744*	*317*	*324*	*331*
	Diploma			*30.0%*	*30.0%*	*33.0%*	*22.4%*	*36.0%*	*78.3%*	*39.0%*	*42.0%*	*45.0%*
		2008-09 AY	*60*	*78*	*78*	*80*	*71*	*82*	*107*	*83*	*85*	*87*
	Associate			*20.0%*	*14.9%*	*22.0%*	*25.7%*	*24.0%*	*41.3%*	*26.0%*	*28.0%*	*30.0%*
			874	*1049*	*1005*	*1066*	*1099*	*1084*	*1235*	*1101*	*1119*	*1136*
d. *i. c.* Targeted	*Passage rate on licensure exam in Nursing (PN)*	2008 Calendar YR						*83.9%*	*85.71%*	*84.1%*	*84.3%*	*84.5%*
	Actual Baseline Data:	*# of students taking NCLEX*										
		# who met standards for passage										
i. d. Targeted	*Passage rate on licensure exam in Nursing (RN)*	2008 Calendar YR						*89.50%*	*98.13%*	*89.70%*	*89.90%*	*90.10%*
	Actual Baseline Data:	*# of students taking NCLEX*										
		# who met standards for passage										
2. Articulation & Transfer												
d. *i.* Targeted	Number of students enrolled in a transfer degree program	2010-11 AY (unduplicated)						*596*	*596*	*600*	*605*	*610*
3. Workforce & Economic Development												
b. *ii.* Targeted	Number of students enrolled in distance education courses											
	# enrolled in courses w/ 50% -99% distance ed	2008-09 AY						*4999*	*4999*	*5025*	*5050*	*5075*
	# enrolled in courses w/ 100% distance ed	2008-09 AY						*20159*	*20159*	*20175*	*20200*	*20225*
4. Institutional Efficiency & Accountability												
d. *i.* Targeted	*Percent of eligible programs that are discipline accredited*	January 1, 2013						*76.70%*	*76.70%*	*76.70%*	*76.70%*	*76.70%*
	Actual Baseline Data:	*# programs (mandated)*										
		# discipline accredited										

***** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review***

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