

# **Northshore Technical Community College**



## **GRAD Act Performance Objectives/Elements/Measures**

**2013 Annual Report  
April 5, 2013**

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## Performance Objective: Student Success (1)

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

Northshore Technical Community College (NTCC) exceeded all targeted measures for the Student Success objective. The college projected a 61.3% Year 3 retention rate for the fall 2012 to spring 2013 semesters and actually attained a 69.7% retention rate. NTCC exceeded all completion percent changes targeted for certificate award level, diploma award level and associate award level exit points for the academic year 2011-2012. Additionally, the college exceeded the projected award productivity rate.

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

### *Policies and Procedures Continued*

Northshore Technical Community College (NTCC) follows policies set forth by both the Louisiana Community and Technical College System (LCTCS) and the institution itself. These policies provide student success opportunities and thereby promote student achievement and completion of their chosen program. The LCTCS policies that are in place to help students acquire a degree include amnesty from past attempts in postsecondary education; cross enrollment opportunities for students with schedule conflicts; awarding credit for past experiences and/or certifications; credit for high school courses that meet articulation agreements; and dual enrollment opportunities. In addition to the management board policies and college policies that help students to achieve success in their chosen program NTCC provides open enrollment opportunities into many programs; accepts transfer credit from other accredited colleges; provides developmental education courses for those students not meeting minimum entrance testing requirements; and provides opportunities for course substitution and course waivers.

Complete LCTCS policies can be found at [www.LCTCS.edu](http://www.LCTCS.edu).

Complete NTCC policies and procedures can be found in the NTCC College Catalog and Handbook at [www.NorthshoreCollege.edu](http://www.NorthshoreCollege.edu).

### *Initiatives Continued*

NTCC continues many high school partnership initiatives with St. Tammany Parish School System, Washington Parish School System, Tangipahoa Parish School System, St. Helena Parish School System, Livingston Parish School System, Bogalusa City School System, East Feliciana Parish School System, and East Baton Rouge Parish School System. As a result, students entering NTCC as a postsecondary student after graduation will have dual credit course work on their transcript. Through academic advising, student transcripts are evaluated in order for students to enter at an advanced point in the program curriculum. Student opportunity for dual enrollment is available in many program areas, including Welding, Automotive Technology, Building Trades, Business Office Technology, Information Communication Technology, Drafting and Design Technology, Nurse Assistant, Patient Care Technician, EMT, Culinary Arts & Occupations, Care & Development of Young Children, Veterinary Assistant, and Juvenile Justice.

NTCC administration provides enrollment data to each parish secondary school system following the 14<sup>th</sup> day enrollment census. This information is provided to secondary school superintendents and career and technical education coordinators. This information allows both the secondary school system and NTCC to track program growth, student interest, and to explore the development of new programs. In addition, NTCC administration works closely with School-To-Work Coordinators at high schools to assess eligibility for Tops Tech Early Start funding opportunities. Each spring, NTCC officials work with high school counselors during spring scheduling to assess student interest and determine fall course offerings for the upcoming academic year. The college also provides dual enrollment information to high schools within the

region during career fairs and visits to the college. NTCC houses the College and Career Transitions program. This program has established a consortium of secondary and postsecondary administrators and faculty. The consortium works with NTCC to determine linkage activities, which expands existing and develops new dual enrollment opportunities. Examples of linkage activities include curriculum development, job fairs, career exploration activities, and annual welding and small engine competitions. NTCC faculty and secondary teachers evaluate program/course curriculum. Postsecondary faculty provide guidance to ensure course syllabi are used and course outcomes are met. Postsecondary faculty also make recommendations on textbook selections to ensure quality instruction.

NTCC continues its college-wide completion placement program of technical support and coordination to improve educational and occupational placements through the current instructor-based placement program plan. A college-wide placement coordinator works in conjunction with instructors to improve completer placements. NTCC continues its comprehensive career coaching and student support capability at each campus. Additionally, postsecondary transition coaches work with each student affairs office to employ a program for student career exploration and selection, retention, completion and credentialing—with emphasis on exceeding U.S. Department of Education Final Agreed Upon Performance Levels (FAUPL) for all students including special populations students.

#### Initiatives Implemented

NTCC, along with all other LCTCS colleges, implemented a new student enrollment system. This new system, dubbed Log On Louisiana (LoLA), provides student self-service access to course registration, course grades, program progress reports, and online payment options. Students can now make payments to the college by check, credit/debit card, or utilize disbursement of financial aid Pell funds through their LOLA account. Students and faculty can now utilize a “What If Analysis” tool to track completion of required course work in a program.

In order to better serve our college faculty and students, the organizational structure has been modified to include a Dean of Technical Studies and Dean of Health Sciences. With the implementation of these positions, program curriculum, mission and outcomes are more closely monitored. The deans serve an important role by providing the faculty with the support necessary to produce high-quality training and instruction to our students. NTCC implemented a series of all-inclusive professional development training sessions that focus on developing quality program missions, program outcomes, course syllabi, course outcomes, and rubrics. This training serves a two-fold purpose. It can lead to higher retention, completion, transfer prep, credentialing and placement of all students. The training further prepares the college to meet the requirements for SACS-COC accreditation.

NTCC holds Financial Aid Awareness Day events at each campus providing valuable information leading to student success. These events include sessions on Getting to Know LOLA, Know your Financial Aid Status, Financial Aid in a Nutshell, and a free FAFSA Workshop. Students learn how to complete Federal Student Aid Application, check their financial aid status, and refund amounts.

NTCC students and faculty participated in the Salzburg Global Seminar in 2012. The Salzburg Global Seminar addresses key components of the Missions of Northshore Technical Community College and the Louisiana Community and Technical College System. Outcomes directly attributed to this experience include enhanced personal development, increased opportunities with international communities and understanding global economies, cultures, and the role of sustainable development. Students and faculty worked closely with students and faculty from throughout the country. Results from the Salzburg Global Seminar include enhanced curriculum with global considerations, the establishment of the first LCTCS Salzburg Global Fellows Institute, and the delivery of a Mini-Salzburg event at the LCTCS Annual Conference. In addition, corporate sponsors have invested over \$35,000 in sponsorship of this activity.

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

NTCC continues to use results shown on various reports to evaluate and design improvement plans where necessary to ensure program and institutional effectiveness. Reports used, but are not limited to:

- Integrated Postsecondary Education Data System (IPEDS) Student Financial Aid, Completions, Graduation Rates, 12-month enrollment, Fall Enrollment Reports
- Council on Occupational Education (COE) Completion, Placement, and Licensure Annual Report
- Carl Perkins Accountability Annual Report
- Board of Regents Annual Completion Report

After an analysis of the results derived from the reports, Dean of Technical Studies, Dean of Health Occupations, and Campus Administrators meet with individual faculty members to develop improvement plans for enrollment, retention, completion, and placement. One example of report usage is found with the COE Completion, Placement and Licensure (CPL) Report.

NTCC is currently accredited by the Council on Occupational Education (COE). As explained in the COE Handbook of Accreditation (2010), the mission of the Council is to assure “quality and integrity in career and technical education.” Council accreditation assures the public that the college provides quality instruction; maintains adequate and appropriate facilities; operates ethically; has high educational standards; and provides proof of the achievement of learning and program objectives. The achievement of learning and program objectives are validated through student attainment of certificates, diplomas, and degrees, as well as, program licensure and employment in the skill area.

The college is required to submit an annual report to COE. The report identifies if the college meets standards, criteria, and conditions set by the Council. This report includes the completion, placement and licensure counts and percentages for each accredited program. Each year the Council publishes the completion, placement and licensure benchmark rates the college must attain in each program to be considered in compliance. If the college falls below an acceptable benchmark rate in any category (completion, placement or licensure), in any one program, a plan of action must be submitted to COE at the time of annual report submission. The plan must address how the college will increase rates to the acceptable range. Additionally, the college must show appropriate action is taken to address deficiency within 24 months of identified deficiency.

After all completion, placement, and licensure data have been aggregated, results showing programs failing to meet CPL benchmarks are provided to the Dean of Technical Studies, Dean of Health Sciences, and Campus Administrators. Campus Administrators consult with faculty/staff from a program with deficiencies to explain steps to submit a written Program Improvement Plan. This plan must address all areas of deficiency. The program faculty submits a follow-up report of the Program Improvement Plan at the end of the spring semester providing specific data on improvement in areas of deficiency. Campus administrators evaluate progress made to address any deficiencies in a program and evaluate the qualifications and performance of program’s instructional personnel.

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

To ensure student success is accurately reported, the college will continue to provide an in-service degree audit workshop to student affairs officers and lead program faculty. These in-service workshops provide the necessary guidelines to properly award Certificate of Technical Studies (CTS), Technical Diplomas (TD), and Associate of Applied Science (AAS) degrees to students at all levels of attainment during continued enrollment and ultimately to highest level of program completion.

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

Several evaluations comparing NTCC to 35 peer colleges have been reviewed through the use of the National Center for Education Statistics IPEDS Data Feedback Report 2012. NTCC's peer colleges include medium, public, 2-year colleges, in the southeastern states, rural locale and enrollment of a similar size. Included in the comparisons seen on the feedback report are students enrolled by race/ethnicity, headcount enrollment, FTE enrollment, degrees and certificates awarded, tuition/fees charged, net-price of attendance, and financial aid granted. Through the use of this data NTCC was published in the Community College Week as a top associate degree producing college for year 2012.

### 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

#### iii. Fall to Spring Retention Rate (TC) /Fall to Fall (CC)

	Baseline Fall 08	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
Fall to Spring Retention Rate	59.70%	59.90%	59.40%	60.10%	72.30%	61.30%	68.7%	61.30%	61.20%	61.80%
# in Fall Cohort	347		340		375		336			
# retained to Spring	207		202		271		231			

#### iv. Award Productivity

Measure	Baseline 2008-09	Year 1 Benchmark	Year 1 2009- 10 Actual	Year 2 Benchmark	Year 2 2010- 11 Actual	Year 3 Benchmark	Year 3 2011- 12 Actual	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
Award Productivity	0.363					0.360	0.376	0.365	0.370	0.375
Undergrad FTE	1505.8						2043.1			
Awards (duplicated)	547						769			

### Element:

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

#### i. Percent change in program completers

Measure	Baseline 2008-09	Year 1 Benchm ark	Year 1 2009- 10 Actual	Year 2 Benchmark	Year 2 2010-11 Actual	Year 3 Benchmark	Year 3 2011-12 Actual	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
Certificate - 1 yr (Award level 1)		0.70%	27.30%	1.40%	61.90%	2.10%	110.10%	2.80%	3.50%	4.20%
	139	140	177	141	225	142	292	143	144	145
Diploma (Award level 2)		0.60%	46.90%	1.10%	13.70%	1.70%	94.90%	2.20%	2.80%	3.30%
	175	176	257	177	199	178	341	179	180	181
Associate (Award level 3)		14.30%	54.2%	25.00%	114.30%	33.30%	528.60%	40.00%	45.50%	50.00%
	7	8	45	9	15	9	44	10	10	11

### Element:

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

NTCC partners with many high schools including St. Tammany Parish School System, Washington Parish School System, Tangipahoa Parish School System, St. Helena Parish School System, Livingston Parish School System, Bogalusa City School System, East Feliciana Parish School System, and East Baton Rouge Parish School System.

	Baseline Data		Year 1		Year 2		Year 3	
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
i. Students Enrolled	1,421	1,224	1,957	1,988	1,773	1,471	1,413	1,121
ii. Semester Credit Hours Enrolled	6,782	6,506	9,722	9,347	8,040	6,676	5,873	5,060
iii. Semester Credit Hours Earned	6,500	5,937	9,383	8,735	7,897	6,468	5,782	4,893

## Element:

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

i. a. Passage rates on licensure exam in NURSING (PN).

	Baseline Data	Year 1	Year 2	Year 3
	2008-2009	2009-2010	2010-2011	2011-2012
Number students who took licensure exam	78	105	47	99
Number students who met the standards for	69	86	41	85
Passage rate	88%	82%	87%	86%

Source: Louisiana State Board of Practical Nurse Examiners

Louisiana NCLEX-PN First Time Writers

Board Meeting October 04, 2012

ii. Number of students receiving certification(s), program and/or discipline related.

Applies to programs in which students can obtain certifications as evidence of a student's knowledge and/or expertise in an area, which may or may not be required for employment. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.

	Year 1	Year 2	Year 3
	2009-2010	2010-2011	2011-2012
Number students who took certification exam	N/A	1,473	1,373
Number students who met the standards for	1,062	1,277	1,222
Passage rate	N/A	86.7%	89.0%

See Attachment B Appendix 2 - IBC spreadsheet for detailed list of certifications by program.

iii. Number of students assessed and earning WorkKeys certificates, in each of the award levels (Bronze, Silver, Gold, Platinum).

	Year 1	Year 2	Year 3
	2009-2010	2010-2011	2011-2012
Number of students who took WorkKeys® assessment	499	440	308
Number of students earned Bronze certificate	83	82	82
Number of students earned Silver certificate	156	204	154
Number of students earned Gold certificate	123	51	20
Number of students earned Platinum certificate	45	0	4
Passage Rate	81.56%	76.59%	84.41%

iv. Other assessments and outcome measures for workforce foundational skills maybe identified to report on workforce foundational skills.

Pending identification of other assessment and outcomes, institutions are not required to report on this measure.



## Performance Objective: Articulation and Transfer (2)

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

#### *Policies Continued*

Northshore Technical Community College (NTCC) is an open-enrollment institution. Refer to the NTCC College Catalog and Handbook for an explanation of student status Admission of First-time Freshmen, Admission of Transfer and Readmit Students for specific requirements of acceptance for college enrollment. Policies of the LCTCS and NTCC support the enrollment of students who are unprepared for admission into four-year universities. These policies provide options for students to enroll in technical programs or a general studies program while, at the same time, enroll in developmental courses and general education courses for transfer into four-year universities at a later date.

Complete LCTCS policies can be found at [www.LCTCS.edu](http://www.LCTCS.edu).

Complete NTCC policies and procedures can be found in the NTCC College Catalog and Handbook at [www.NorthshoreCollege.edu](http://www.NorthshoreCollege.edu).

#### *Initiatives Continued*

Northshore Technical Community College (NTCC) continues its partnership with Southeastern Louisiana University that provides students who do not meet Southeastern's admission requirements an opportunity to transition through NTCC back to Southeastern. This partnership continues through a signed Memorandum of Understanding entitled Connect to Success (CTS). The CTS program provides students with a transparent and systematic outline for successfully completing a baccalaureate degree and/or an associate degree. Students who do not meet Southeastern's admission requirements and are denied admission get referred to NTCC for admission. Once enrolled into the CTS program, students schedule the appropriate developmental courses, as well as general education courses. Students who complete developmental courses plus 18 credit hours of general education with a 2.0 GPA or higher are then able to transfer into Southeastern. The CTS Program has successfully transferred 91 students to Southeastern. .

#### *Accreditation*

NTCC is currently accredited by the Council on Occupational Education (COE) and is seeking to become accredited by the Southern Association of Colleges and Schools (SACS). As such, the articulation and transfer initiatives between NTCC and SACS institutions are more challenging than the transfer process between non-SACS institutions, i.e. technical colleges. At this time, NTCC does not offer the Louisiana Transfer Degree. Most NTCC programs do not offer transfer opportunities for technical courses. Students enrolled in Associate of Applied Sciences (AAS) programs can attain up to 15 credit hours of general education courses that are transferrable to SACS accredited universities and community colleges. Until fall 2011, the five general education courses required for all AAS degree programs were taught by River Parishes Community College and transferred to other SACS accredited universities and community colleges.

After the 2011 Louisiana Legislative Session, Governor Bobby Jindal signed into law ACT 209 which changed the NTCC mission to include the offering of general education courses and transfer degrees. NTCC offered general education courses to students for the first time during the fall 2011 semester. The college is currently completing the necessary process to apply for accreditation through the Southern Association of Colleges and Schools (SACS). Prior to obtaining SACS accreditation, NTCC cannot receive approval by the LCTCS Board and Board of Regents to offer the Louisiana Transfer Degree.

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

Students enrolled through the NTCC/Southeastern partnership also called the Connect to Success Program will be tracked to determine the effectiveness of preparing students for transition to the university. The success of the program will be determined by students retained in the program, students completing necessary requirements and enter Southeastern, students continuing in an NTCC program, or students entering the workforce.

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

With the implementation of the new student enrollment system, LoLA, all LCTCS technical and community colleges will have access to student transcripts from students who attend one of the LCTCS technical and community colleges. As a result, academic advisors will be able to identify previous coursework in a more efficient manner.

NTCC is prepared to utilize the services of the National Student Clearinghouse (NSC). The National Student Clearinghouse provides an opportunity for its college members to follow the progress and success of former students. This membership enables NTCC to track students and determine if the former student transferred or re-enrolled at another institution and whether or not they earned a credential. At this time, NTCC is in the initial testing phase, which consists of file uploads to NSC. The first step in receiving full access to NSC is complete with two files successfully received and processed. With the successful upload of two enrollment files, the college expects NSC account access to utilize Degree Verify, Enrollment Verify, Student Tracker, and Electronic Transcript Exchange services from NSC.

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

From the success of the Solutions to Expanding College Student Access and Providing Relevant Workforce Training rapid response program, Northshore Technical Community College (NTCC) and Southeastern Louisiana University have now entered into a Memorandum of Understanding called the Connect to Success program. The Connect to Success program provides students that do not meet Southeastern's entrance requirements an opportunity to enroll in developmental and general education courses that will be seamlessly transferred to Southeastern once all requirements are met.

Students seeking an Associate of Applied Science (AAS) at technical colleges are held to the same general education placement standards as other associate degrees, e.g. Associate of Science (AS), taught at community colleges and four-year universities. Students seeking an AAS must first achieve the appropriate placement test scores prior to being admitted into general education courses. By increasing placement test score requirements for admission into general education courses, NTCC should positively affect retention of students from the College to community colleges or four-year universities.

Currently, transfer data from four-year universities and community colleges to NTCC is tracked through students submitting transcripts from attended universities and community colleges. General education courses and other coursework from community colleges and universities listed on the Board of Regents Articulation and Transfer Matrix are accepted automatically into the bachelor and associate degrees of those universities and community colleges appearing on the matrix. Coursework of institutions not appearing on the matrix is accepted into a bachelor or associate degree only by evaluation of course syllabus and faculty credentials. Credits that do not match course descriptions or syllabi from the college to NTCC are granted through successful completion of challenge exams.

NTCC is participating in an articulation agreement with Northwestern State University (NSU) to allow students who successfully complete an AAS Degree in Criminal Justice to transfer to NSU with junior status in the NSU Criminal Justice BA degree program. The Student Affairs Office will monitor the number of graduates who complete the AAS Criminal Justice program and will monitor the number of graduates who actually enroll in the NSU Criminal Justice BA program. The Criminal Justice Program Coordinator will work closely with the NSU Criminal Justice Department Chair to determine how many of the transfer students graduate from the Bachelor's program, as well as, monitor the number of students who exit prior to graduation from NSU. The coordinator will determine the challenges facing the students who exit prior to graduation and take actions that will assist students to resolve these challenges as they enroll in the Bachelor's Degree Program at NSU.

**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.  
No data required.

**Element:**

- b) Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.  
No data required.

**Element:**

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

	Year 1	Year 2	Year 3
	2009-2010	2010-2011	2011-2012
Students enrolled	0	12	216

**Element:**

- d) Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.  
No data required.

## **Performance Objective: Workforce and Economic Development (3)**

### **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.**

Northshore Technical Community College (NTCC) exceeded the targeted measure for the Workforce and Economic Development objective. The college projected an enrollment of 1,000 for Year 3; this target was met with an enrollment of 1,065. At this time the college only utilizes 100% distance education courses; therefore a zero enrollment is projected for 50%-99% distance education enrollment.

### **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.**

NTCC utilizes the program low-completion report received from the Board of Regents. This report lists programs that do not meet the three-year average requirement to be considered viable for workforce needs. College administrators evaluate listed programs to determine if programs are in high-demand areas, which may justify modifications of the program, or if programs need to be closed. The college then provides a written response to the Board of Regents (BOR). The BOR then reviews the responses and determines whether or not the college must close a program or allow the program to continue for a probationary period based on workforce demand.

Each program has an Occupational Advisory Committee made of members from business and industry in the program field of study. Twice annually, during the fall and spring semesters, each training program is evaluated during Occupational Advisory Committee meetings where business actions on reasonable expectations for successful completion of the program, program content are reviewed by committee members to ensure training objectives are in alignment with business and industry needs and are used throughout training, program length is reviewed by committee members to ensure that entry level wages are directly related to the length of training and the tuition cost of training, program objectives are reviewed to ensure the needs of regional employers are met, program equipment and materials are reviewed to ensure similarity to those used in business and industry, and verifiable range of remuneration that can reasonably be expected by completers who enter a chosen field upon completion of the program.

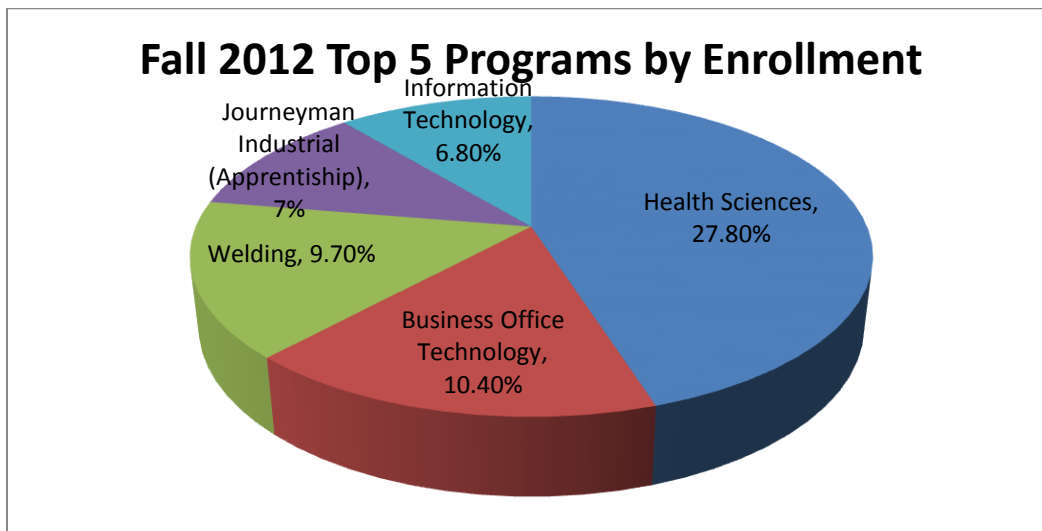
As seen in the data reported, NTCC eliminated one program. Although, since the last GRAD Act reporting year NTCC eliminated eight program exit points. The Air Conditioning and Refrigeration curriculum was modified to more easily meet the needs of industry in the service area resulting in the closure of three exit points and the addition of two exit points. The curriculum change eliminated the Certificate of Technical Studies Helper II, HACR Energy Systems Technician, and Residential exit points; and created the Certificate of Technical Studies Commercial A/C and Commercial Refrigeration. Additionally, the Certificate of Technical Studies exit points in Electronic Health Records, Billing and Coding Specialist, ICT: Report Developer, and ICT: Documentation Specialist, and the Technical Diploma in ICT: Computer Programmer were eliminated.

### **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.**

As seen in the data reported NTCC modified one program. Although, since the last GRAD Act reporting year, NTCC requested and was approved to offer eight additional program exit points to meet industry demand. Included in the new program offerings are an Associate of General Studies with a Certificate of

General Studies exit point, Paralegal Studies Certificate of Technical Studies, Automotive Associate of Applied Science, and Technical Studies Associate of Applied Science. As mentioned above, the Air Conditioning and Refrigeration curriculum was modified creating the Certificate of Technical Studies Commercial A/C and Commercial Refrigeration exit points. Additionally, NTCC was approved an additional exit point in Electric Line Technician Certificate of Technical Studies. Evidence of all program closures and additions can be found on the Board of Regents CRINCVTRP5 report.

Following the 14<sup>th</sup> day enrollment census, student/program enrollment data is examined to determine the top five programs by enrollment. Next, the college evaluates top demand occupations by parish and region and aligns the data with enrollment by program. This process ensures the programs offered by NTCC are relevant and meeting workforce demand. These top enrollment programs are consistent with top demanded jobs as seen on the Louisiana Workforce Commission website at [www.laworks.net](http://www.laworks.net). The following chart shows the top five programs by enrollment for NTCC. The top five programs provide training in health occupations, business, welding, information technology, and apprenticeship programs. During the fall 2012 semester, over 61% of NTCC's student enrollment by program area provided training in high-demand occupational fields as seen on the Top Demand Occupations Revised 2011 for Regional Labor Market Area 2. See the Louisiana Workforce Commission website link, [http://www.laworks.net/LaborMarketInfo/LMI\\_OccTopDemand.asp?years=20082018](http://www.laworks.net/LaborMarketInfo/LMI_OccTopDemand.asp?years=20082018), for a complete listing of the top demand occupations.



NTCC's Workforce Division provides many opportunities for credit and non-credit training in high-demand areas, as reported in the Louisiana Workforce Commission's database. Over 300 short term and long term non-credit courses are offered online. Most of the courses lead to industry based credentials. The Workforce Division led several incumbent worker training programs, including Shell IWTP IV, Gulf Cranes IWTP II, and Mechanical Construction Co IWTP. The workforce division led several rapid response grants that included training for AHIMA Certified Coding Associate Prep course and Nurse Assistant course, as well as an adult education expansion within the NTCC service area. Additionally, the Workforce Division led Work Readiness/Soft Skills Training courses that provided instruction in rational decision making, effective communication, time management, teamwork, conflict resolution, workplace mentors, and managing finances.

## **Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

A study completed by the Board of Regents (BOR) utilizing both BOR and Louisiana Workforce Commission data has been completed. This study provides a baseline report examining the employment of all Louisiana postsecondary completers, as well as, NTCC completers. The design of the study is to determine personal economic value of public higher education in the state of Louisiana, retention of postsecondary completers in the workforce, impact residency status has on retention, wage earnings six months and eighteen months following graduation, and impact on earnings by level of education. Please note the employment rates and salaries on the Employment Outcomes Report are derived from employment found for completers in Louisiana. Because NTCC's service area borders four Mississippi counties, any completers working outside of the state of Louisiana will not be recognized in the percentages shown on this report.

NTCC utilizes other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report. NTCC collects follow-up information of students through many avenues. Students formally exiting the college can provide employment data when completing a Student Withdrawal from College form or a College Exit/Job Placement form. Employment follow-up letters and emails are sent to former students requesting the completion of an employment survey. Faculty and staff contact former students through telephone and email to collect employment data. Any collected employment data is entered into the college student enrollment system. An aggregate total of employment data by program is compiled and reported to COE on the annual Completion, Placement, and Licensure (CPL) Report.

NTCC is awarded WIA funds through the Louisiana Workforce Commission and the Workforce Investment Board. NTCC's YouthBuild Bogalusa Program, ranked 3<sup>rd</sup> in the Nation, receives WIA funding to administer a Building Technology Specialist training program which aligns with current workforce needs. This program also provides developmental studies courses to prepare YouthBuild Bogalusa students to acquire a GED. NTCC's nationally recognized Models for Change program receives funding to provide college course enrollment opportunities for at-risk youth, who are adjudicated.

The college utilizes the Louisiana Workforce Commission's data on high-demand workforce needs when determining use of Carl Perkins funding. The state's high-demand occupations are studied when preparing the college's LAP.

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

NTCC provides student access to online courses through the college's Moodle Moot access and through LCTCS Online. Students enrolled in online courses have computer lab access at many locations throughout the college. Each campus provides access internet ready computer workstations in areas such as career services, and open labs. Students can also access online courses using wi-fi connections available at all campus locations. To further strengthen this initiative, NTCC will participate in a Moodle 2 upgrade during the summer of 2013.

With the implementation of the new Banner student enrollment system, students can seamlessly enroll in online courses. The courses are identified with an online delivery method through the course number lookup query when students are selecting courses for enrollment. Students access the online courses through one login access portal, LOLA.

Training on the development and delivery of online courses is provided to college faculty. The E-Learning Coordinator provides training workshops to faculty on the use of Moodle Moot course development. These workshops are held at the Sullivan Campus, Hammond Area Campus and Florida Parishes Campus during academic calendar breaks throughout the year. Additionally, faculty have opportunities for training to develop online courses during LCTCS annual conferences.

**Element:**

- 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.

	Year 1	Year 2	Year 3
	2009-10	2010-11	2011-12
i. Number of programs eliminated	2	4	1
ii. Number of programs modified or added	3	5	1
iii. Percent of programs aligned with workforce and economic development needs:			
Programs Offered	26	25	24
Programs Aligned with workforce and economic development needs	26	25	24
% Programs aligned with workforce needs	100%	100%	100%

**Element:**

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

i. Number of course sections with 50% and with 100% instruction through distance education:	Baseline Data	Year 1	Year 2	Year 3
	2008-09	2009-10	2010-11	2011-12
Course Sections Offered 50% to 99%	2	0	0	0
Course Sections Offered 100%	19	14	69	114

ii. Number of students enrolled in course with 50% and with 100% instruction through distance education:	Baseline Data	Year 1	Year 2	Year 3
	2008-09	2009-10	2010-11	2011-12
# Student Enrolled in Sections Offered 50% to 99%	33	0	0	0
# Student Enrolled in Sections Offered 100%	241	210	819	1065

iii. Number of programs offered through 100% distance education:	Baseline Data	Year 1	Year 2	Year 3
	2008-09	2009-10	2010-11	2011-12
<b>Award Level</b>				
AAS	0	0	1	1
TD	0	0	1	1
CTS	0	0	2	2

**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.

- i. Percent of completers found employed\*.  
\*The 2011 Employment Outcomes Report may be found on the Board of Regents’ website on the Data/Publications page.
- ii. Increasing the performance of associated degree recipients who transfer.  
See Elements 2.b and 2.d.



## Performance Objective: Institutional Efficiency and Accountability (4)

### Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.

Northshore Technical Community College (NTCC) continues its partnership with Southeastern Louisiana University that provides students who do not meet Southeastern’s admission requirements an opportunity to transition through NTCC back to Southeastern. This partnership continues through a signed Memorandum of Understanding entitled Connect to Success (CTS) program. The CTS program provides students with a transparent and systematic outline for successfully completing a baccalaureate degree and/or an associate degree. Students who do not meet Southeastern’s admission requirements and are denied admission get referred to NTCC for admission. Once enrolled through the CTS program, students schedule the appropriate developmental courses, as well as general education courses. Students who complete developmental courses plus 18 credit hours of general education with a 2.0 GPA or higher are then able to transfer into Southeastern. To date, 91 students have transferred to Southeastern after successfully completing developmental education coursework and the required 18 credit hours of general education coursework. The CTS program has continued to expand through the partnership with Southeastern. NTCC will now provide the same CTS program courses at Southeastern’s St. Tammany Center in Mandeville, LA. In addition, this location and facility will also provide Delgado Community College students at their Covington, LA location a seamless transition to NTCC.

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

During the 2011 fiscal year, the annual tuition and fees for a full-time NTCC nonresident student was \$1,933. NTCC nonresident student tuition and fees increased to \$3,045 for the 2012 fiscal year. Nonresident student tuition and fees increase again for the 2013 fiscal year to \$4,145. When comparing NTCC out-of-state tuition and fees to its SREB peers for fiscal year 2013, NTCC’s out-of-state tuition and fees are approaching the SREB peer average of \$4,484. As illustrated in the chart below, NTCC will continue to increase nonresident student tuition and fees until the SREB average of \$7,444 is met.

Fiscal Year	Tuition and Fee Amount	Percent Increase
2013	\$4,137	36.3%
2014	\$5,239	26.6%
2015	\$6,342	21.1%
2016	\$7,444	17.4%

An analysis of fall census date student enrollment was made to determine a trend in out-of-state student enrollment. As seen from the table below, out-of-state student enrollment has declined from fall 2010 to fall 2011 and declined again from fall 2011 to fall 2012. Since fall 2010 a 33% overall decrease in out-of-state student enrollment has occurred. This decrease is not significant enough to have an impact on revenue as out-of-state and in-state tuition has increased each year.

	Fall 2010	Fall 2011	Fall 2012
Student Count	94	80	63
Credit Hours Enrolled	1083.5	988	836
% Decrease		-15%	-33%
SCH Decrease		-95.5	-247.5
Student Count Decrease		-14	-31



**Element:**

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. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

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

	Year 1	Year 2	Year 3
	FY 2011	FY 2012	FY 2013
NTCC non-resident tuition/fee amount	\$1,933	\$3,045	\$4,145
SREB Targeted Measure	\$7,444	\$7,444	\$7,444
Difference	(\$5,511)	(\$4,399)	(\$3,299)

**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:

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

i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited. Baseline: January 1, 2013 (reported in Year 3)

	Year 1
	Jan-13
Number of programs with mandatory or recommended policy code	14
Number of above programs that are currently discipline accredited	8
Calculated rate	57.1%

## Performance Objective: Reporting Requirements (5)

### Elements:

a) Number of students by classification.

- 3,111 - Headcount, undergraduate students enrolled in fall 2012.
- 3,353 - Headcount, undergraduate students enrolled in fall 2011.
- 3,531 - Headcount, undergraduate students enrolled in fall 2010.
- 3,830 - Headcount, undergraduate students enrolled in fall 2009.

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS).

Reference Board of Regents summary report SSPSLOAD.

- 1,916.9 - Budgeted FTE (full-time equivalent) undergraduate students, fall 2012.
- 2,060.2 - Budgeted FTE (full-time equivalent) undergraduate students, fall 2011.
- 2,236.8 - Budgeted FTE (full-time equivalent) undergraduate students, fall 2010.
- 1,974.3 - Budgeted FTE (full-time equivalent) undergraduate students, fall 2009

Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

b) Number of instructional staff members.

- 151 - Number instructional faculty for fall 2012.
- 92.4 - FTE instructional faculty for fall 2012.
- 152 - Number instructional faculty for fall 2011.
- 112.6 - FTE instructional faculty for fall 2011.
- 113 - Number instructional faculty for fall 2010.
- 86.7 - FTE instructional faculty for fall 2010.
- 139 - Number instructional faculty for fall 2009.
- 101.7 - FTE instructional faculty for fall 2009.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

c) Average class student-to-instructor ratio.

- 6.6 - Average undergraduate class size at the institution fall 2012.
- 8,571 – Undergraduate headcount fall 2012.
- 1299 – Undergraduate level sections fall 2012.

- 9.9 - Average undergraduate class size at the institution fall 2011.
- 9,716 – Undergraduate headcount fall 2011.
- 985 – Undergraduate level sections fall 2011.

- 9.7 - Average undergraduate class size at the institution fall 2010.
- 11,699 – Undergraduate headcount fall 2010.
- 1,202 – Undergraduate level sections fall 2010.

- 9.5 - Average undergraduate class size at the institution fall 2009.
- 12,685 – Undergraduate headcount fall 2009.
- 1341 – Undergraduate level sections fall 2009.

Source: Fall credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

d) Average number of students per instructor.

- 20.7 - Ratio of FTE students to FTE instructional faculty fall 2012.
- 18.3 - Ratio of FTE students to FTE instructional faculty fall 2011.
- 25.8 – Ratio of FTE students to FTE instructional faculty fall 2010.
- 19.4 – Ratio of FTE students to FTE instructional faculty fall 2009.

Source: Data submitted by the institutions to the Student Credit Hour (SCH) Reporting System and Employee Salary (EMPSAL) Data System.

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

- 18 - Number of non-instructional staff members, fall 2012.
- 18 - FTE non-instructional staff members, fall 2012.
- 15 - Number of non-instructional staff members, fall 2011.
- 14 - FTE non-instructional staff members, fall 2011.
- 12 - Number of non-instructional staff members, fall 2010.
- 11.8 - FTE non-instructional staff members, fall 2010.
- 12 - Number of non-instructional staff members, fall 2009.
- 12 - FTE non-instructional staff members, fall 2009.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

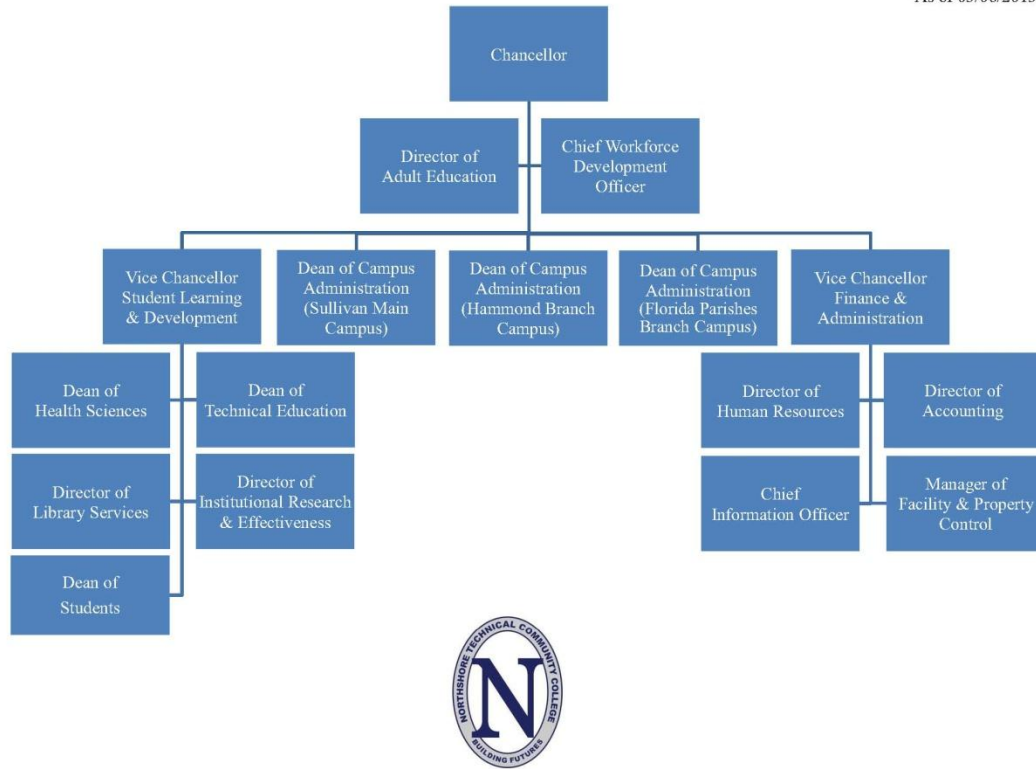
f) Number of staff in administrative areas.

- 18 - Number of executive/managerial staff, fall 2012.
- 18 - FTE executive/managerial staff, fall 2012.
- 15 - Number of executive/managerial staff, fall 2011.
- 14 - FTE executive/managerial staff, fall 2011.
- 12 - Number of executive/managerial staff, fall 2010.
- 11.8 - FTE of executive/managerial staff, fall 2010.
- 12 - Number of executive/managerial staff, fall 2009.
- 12 - FTE executive/managerial staff, fall 2009.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

- 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 03/06/2013



h) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases

<b>Position</b>	<b>Total Base Salary, Fall 2009</b>	<b>Total Salary, Fall 2010</b>	<b>Total Salary, Fall 2011</b>	<b>Total Salary, Fall 2012*</b>	<b>Salary Changes Since 6/30/2008</b>
Regional Director/ Appointing Authority/ Chancellor	\$98,788	\$98,788	\$137,000	\$137,000	Previous salary was \$90,949.82. On July 1, 2008 received an 8.6% merit increase. On 8/22/2011 position was updated to Chancellor. The expanded duties resulted in an increased salary.
Campus Dean – Florida Parishes	\$89,352.87	\$89,352.87	\$89,352.87	\$89,352.87	Previous salary was \$85,916.22. On July 1, 2008 received a 4% merit increase.
Assistant Dean/Student Affairs Officer – Florida Parishes Campus	\$49,399.92	\$49,399.92	\$52,610.00	\$52,610.00	Previous salary was \$47,499.92. On July 1, 2008 received a 4% merit increase. On 10/31/2011 an increase was given for additional duties.
Assistant Dean/ Chief Academic and Student Affairs Officer/ Hammond Area (Campus Dean/ Dean of Students)	\$72,799.79	\$72,799.79	\$76,000.00	\$76,000.00	Previous salary was \$69,999.80. On July 1, 2008 received a 4% merit increase. On 8/22/2011 position was updated to Campus Dean/ Dean of Students. The expanded duties resulted in an increased salary.
Associate Dean/ Sullivan Campus	\$67,600	\$54,080	\$67,600.00	\$67,600.00	Previous salary was \$65,000. On July 1, 2008 received a 4% increase. On September 13, 2010, Associate Dean reduced working hours from 40 hours per week to 32 hours per week and received a reduced salary. On 7/11/2011 Associate Deans hours were increased to 40 hours therefore received a pay increase.
Assistant Dean/ Associate Academic Affairs Officer/ Sullivan Campus	\$65,000	\$65,000	\$65,000.00	\$65,000.00	Previous salary was \$57,760.82. On July 1, 2008 received a 4% merit increase. On August 4, 2008 received a 12.5% increase for new position.
Chief Business Officer – Sullivan Campus (Vice Chancellor of Finance and Administration)	\$76,454.25	\$76,454.25	\$105,000	\$105,000	Previous salary was \$73,513.70. On July 1, 2008 received a 4% merit increase. On 8/22/2011 Position was updated to Vice Chancellor of Finance and Administration. The expanded duties resulted in an increased salary.
Director of Institutional Research & Effectiveness – Sullivan Campus	\$60,071.25	\$60,071.25	\$75,000.00	\$75,000.00	Previous salary was \$57,760.82. On July 1, 2008 received a 4% merit increase. On 8/22/2011 position was updated to Director of Institutional Research and Effectiveness. The expanded duties resulted in an increased salary.

<b>Position</b>	<b>Total Base Salary, Fall 2009</b>	<b>Total Salary, Fall 2010</b>	<b>Total Salary, Fall 2011</b>	<b>Total Salary, Fall 2012*</b>	<b>Salary Changes Since 6/30/2008</b>
Chief Workforce Development Officer – Hammond Area Campus	\$60,224.03	\$60,224.03	\$60,224.03	\$60,224.03	Previous salary was \$57,907.72. On July 1, 2008 received a 4% merit increase.
Director of Human Resources – Sullivan Campus	\$51,114.70	\$58,000.00	\$58,000.00	\$58,000.00	Previous salary was \$47,258.41. On July 1, 2008 received a 4% merit increase. On September 1, 2008 received an additional adjustment of 4%. On October 25, 2010, a new Director of Human Resources was hired which increased the salary.
Accounting Manager – Sullivan Campus  (Director of Accounting)	\$51,114.70	\$51,114.70	\$58,000.00	\$58,000.00	Previous salary was \$47,258.41. On July 1, 2008 received a 4% merit increase. On September 1, 2008 received an additional adjustment of 4%. On 7/22/2011 position was updated to Director of Accounting. The expanded duties resulted in an increased salary.
Chief Information Technology Officer – Sullivan Campus	\$64,115.90	\$64,115.90	\$64,115.90	\$64,115.90	Previous salary was \$61,650.00. On July 1, 2008 received a 4% merit increase.
Vice Chancellor of Student Learning and Development) –Sullivan Campus			\$80,000.00	\$80,000.00	New position created and filled on 12/12/2011 for Vice Chancellor of Student Learning and Development.
Dean of Health Sciences				\$71,000.00	New position created and filled on 8/20/2012 for Dean of Health Sciences.

\*Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, Nov 2012.

i) A cost performance analysis

- 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. As reported on Form BOR-1 during the Operational Budget Process.

<b>Expenditures by Function:</b>	Amount	% of Total
Instruction	\$ 5,124,940	54.9%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 234,752	2.5%
Student Services	\$ 698,683	7.5%
Institutional Services	\$ 2,243,385	24.0%
Scholarships/Fellowships	\$ -	0.0%
Plant Operations/Maintenance	\$ 795,213	8.5%
<b>Total E&amp;G Expenditures</b>	<b>\$ 9,096,973</b>	<b>97.4%</b>
Hospital	\$ -	0.0%
Transfers out of agency	\$ 241,650	2.6%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$ 9,338,623</b>	<b>100.0%</b>

- ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.”

\$14,907 Cost of Attendance for a Louisiana resident, living off campus, not with parents for the reporting year 2011-2012.

- iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges. Utilizing Board of Regents’ Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is >= 10 for the following levels:

No data to report. Number of graduates <10.

- iv. Average cost per degree awarded in the most recent academic year

\$3,673 Average cost per degree awarded 2011-2012 academic year.

- v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

\$3,673 Average cost per non-completer 2011-2012 academic year.

- vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.

\$20,423,736.00 Total expenditures 2011-2012 academic year.