ACADIANA TECHNICAL COLLEGE

GRAD Act Performance Objectives
Student Success

2012 Annual Report
April 1, 2012

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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. 3

b) Increase the percentage of program completers at all levels each year. 4

c) Develop partnerships with high schools to prepare students for postsecondary education..... 5

d) Increase passage rates on licensure and certification exams and workforce foundational skills. ... 6

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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.

Narrative

Policies adopted by LCTCS and followed by Acadiana Technical College (ATC) during 2011 and 2012 will assist in addressing completers: (Note: These policies can be accessed at www.lctcs.edu)

1. Policy # 1.101 – 1.120 – Adult Education Policies (includes 20 policies to address LCTCS' new role in the Adult Education arena)
2. Policy# 5.03 - Electronic Content

In addition to LCTCS' existing policies and ATC's existing policies that enhance student completion, ATC has recently adopted the following policies: (Note: These policies can be accessed at www.acadiana.edu)

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

The GRAD Act and new federal regulations concerning Gainful Employment have created a new awareness and relevance for data-based evaluations in the college. During annual professional development days, ATC strives to conduct training sessions that will further assist faculty in recruiting, advising, and serving students.

During the fall semester students complete instructor evaluations on-line. The results of this survey are shared with administration and faculty. Each spring semester students are asked to complete an on-line survey regarding programs, campuses, and student services. Again results are shared with administration and faculty.

Additional feedback was recently provided to ATC by Future Works in their *Assessment of the Technical and Two-Year Postsecondary Education Needs in Selected Regions of Louisiana.*
"The report is a response to five study resolutions filed in the state of Louisiana's regular legislative session ion 2011." Future Works recognized ATC as producing credentials across a broader range of occupations than most other technical colleges in the LCTCS. The study also presented concerns such as greater access, sustaining technical education in responding to changes in technology. The need for educational programs that will help people enter technician-type employment and prosper in increasingly technology-intensive settings was of particular concern. Furthermore, the study recommended the merger of ATC and SLCC, strengthening employer engagement and workforce development services and maintaining ATC's accreditation with COE as well as institutional Southern Association of Colleges and Schools (SACS) accreditation. It is expected that the merger will occur July 1, 2012.

During the reporting year the college developed and implemented program initiatives for programs that were recognized by Board of Regents as low completers:

Aviation Maintenance Technology
Civil Surveying and Mapping Technology
Culinary Arts and Occupations
Drafting and Design Technology
Graphics and Industrial Electronics Technology

These initiatives have been implemented with the goals of increased enrollment and program completers. Acadiana Technical College and South Louisiana Community College have worked collaboratively to foster more student-friendly processes and greater access to technical college students who wish to enroll at the community college for general education courses that are required in AAS programs. Furthermore, SLCC has made arrangements to offer general education courses on the T.H. Harris campus in Opelousas. As a result of this collaboration, ATC has seen an increase in AAS enrollment.

The college has also implemented the use of academic chairs to assist faculty and departments. Their goal is to assist faculty in working to improve programs, training and services provided by the college.

In 2011-2012, LCTCS implemented a strategy which encourages all LCTCS institutions to review retention and graduation rate rankings among SREB Peers annually. The strategy began with providing each college with a detail summary of the college's retention and other student success indicators among respective SREB peers. In addition to the initial review of the rankings that has taken place in 2011-12, LCTCS is currently looking at systems that can be put in place to improve the rankings of LCTCS college's student success indicators and other key measures among SREB peers as the colleges go live with Banner.

i. 1st to 2nd year retention rate. (Does not apply to technical colleges)
ii. 1st to 3rd year retention rate. (Does not apply to technical colleges)
iii. Fall to Spring Retention Rate

Baseline Data: 582

Current Year Data: First-Time/ Full-Time Degree Seeking Students
Fall 2011 to Spring 2012
578 enrolled fall 2011
464 retained in spring 2012
80.27% Retention Rate

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

Narrative
Acadiana Technical College currently utilizes the SES database to track student enrollment data. This data is used to complete the college IPEDS reports, Gainful Employment reports, GRAD Act report, Council on Occupational Education (COE) annual report, and BoR reports. ATC is also required to report data to program accrediting agencies including HVAC Excellence, National Automotive Technicians Education Foundation (NATEF), Association of Technology, Management, and Applied Engineering (ATMAE), American Culinary Federation, Federal Aviation Administration (FAA), National Committee for Clinical Laboratory Standards (NACCLS), Association of Surgical Technologist (STR-AST), and Professional Truck Driver Institute (PTDI) and state licensing boards.

ATC is required to complete the COE Annual Report each December. The report verifies that the college is complying with the Council's standards, criteria and conditions. The report also includes completion, placement, and licensure data. Due to new federal regulations, the 2011 report focuses on individual program performances rather than institutional performance. In order to maintain program compliance, COE's newly endorsed policy applies the following minimum percentages to each program:

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

Institutionally, ATC achieved an "acceptable rate of completers" on its 2010/2011 annual COE report; however, not all individual programs achieved an acceptable rate. Many of ATC's programs were triggered for not meeting these minimum percentages. The Council allows a two year time-line to bring triggered program into compliance. Institutions that fail to bring all triggered programs into compliance will face loss of accreditation. ATC is making effort to improve the areas of concern (completion, placement, and/or licensure) for triggered programs and recently held a Program Improvement Workshop. Faculty members of triggered programs were required to attend a Program Improvement Strategic Planning workshop recently. The workshop provided a chance for faculty to discuss and brainstorm best practices for enrollment, advising, and instruction to enhance retention, completion and placement rates. Presentations on Advising for Completion and Retention Strategies were also given by college administrators.

Acadiana Technical College did successfully meet the targeted benchmark for Fall to Spring retention and Certificate of Technical Studies and Technical Diploma completions. However, ATC did not meet the benchmark for AAS degrees; the college was deficient 4 completers. Many of our AAS programs were placed on Conditional Maintenance by the Board of Regents due to low completer reviews that were conducted in the spring of 2011. This process resulted in the transfer of the college's Care and Development of Young Children program to South

Louisiana Community College. We believe that these students will be better served in a transferable program. At that time we also elected to close the associate degree level in Automotive Technology and Computer Electronics Technology. Industry partners have indicated that the AAS credential is not required for job placement. The loss of these three AAS programs has impacted targeted measures. The remaining programs on conditional maintenance status are being monitored to determine whether to eliminate the AAS portion of the programs in the future.

Acadiana Technical College ranked in *Community College Week's* 2011 edition of the Top 100 Associate Degree Producers. The edition examined degrees and certificates that were awarded during the 2009-2010 academic year. Acadiana Technical College also ranked 9th in the nation as a top producer of two-year certificates overall.

Data

i. Percent change in program completers: 62%

Baseline Data: **Associate of Applied Science (AAS) 70**
Technical Diploma (TD) 491
Certificate of Technical Science (CTS) 368

Current Year Data: **Associate of Applied Science (AAS) 67**
Technical Diploma (TD) 629
Certificate of Technical Studies (CTS) 600

Acadiana TC
Attachment D Year 2

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

Narrative

The college campuses have strong relationships with the K – 12 systems within their parish. Dual enrollment has been a highly successful program within the Acadiana area for a number of years. Parish partnership programs have been established through an MOA with the LEA and technical colleges. These programs focus primarily on 11th and 12th grade high school students. The programs are as follows:

Acadia Parish – Careers at Acadian Campus Promote Success (CAPS)
Evangeline Parish – Success at C.B. Coreil with Occupational Readiness for Education (S.C.O.R.E.)
St. Martin Parish – Tomorrows Adults Reaching Goals through Evangeline Campus Technology (TARGET)
Vermilion Parish – Seniors Technically Advancing with Gulf Area Education (STAGE)
Lafayette Parish – Jump Start
St. Landry Parish – Pathways to Achievement at T.H. Harris (P.A.T.H.)
Iberia Parish – Teche Area Program for Seniors (TAPS)

The elements of the partnerships include but are not limited to bus transportation provided by LEA, instruction provide by technical colleges, supplies provided by LEA, equipment provided by the technical college, etc.

Reduction in duplication of course offerings and increased efficiency in providing technical training has resulted from these partnerships. Additionally, some students have completed the requirements for a high school diploma and simultaneously completed a technical college credential. Recent budget reductions for technical colleges and LEA's have caused concern about the ability to maintain and/or grow dual enrollment programs.

Strengthening Partnerships

Staff from the LEA's and Acadiana Technical College (ATC) meets regularly to discuss ways to strengthen dual enrollment. Career Coaches have also been employed by the Acadiana Technical College (ATC) to assist high-school students to identify career goals and utilize resources to accomplish the goals. In addition

to collaboration on career diploma implementation, LEA's and ATC partner on numerous activities to educate students on options available at the postsecondary level. These include but are not limited to the following:

1) ATC campus tours by middle and high school students
2) ATC participation in high school career days
3) Awarding of Industry Based Credentials by ATC campuses to high school students
   - NCCER, Forklift Certification, CNA Certification, etc.
4) Awarding of ATC credentials to dually enrolled students upon high school graduation
   - TCA, CTS, and TD

The following activities have been conducted by CCTC (College & Career Transitions Coordinators) to promote technical education throughout the region:

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

Feedback Report

High school and technical college faculty periodically meet to discuss skills and competencies needed by students for industry success. Technical college faculty provides information to high school faculty about business expectations both in the academic and technical arena.

Dual enrollment data is tracked and provided to the high school and technical colleges in order to monitor student success and/or provide student assistance as needed. This feedback enables high school teachers to incorporate relevant simulations in the classroom. It also enables technical college faculty to better understand the needs of currently enrolled high school students.

ATC worked with the Louisiana Dept. of Education to provide joint training during July 2011. Training was offered to secondary and postsecondary faculty for the pursuit of Industry Based Certifications.

i. Number of high school students enrolled. (see table below)
ii. Number of semester credit hours in which high school students enroll. (see table below)
iii. Number of semester credit hours completed by high school students.

ATC High School Enrollment of SCH Annual for Ac Year 2011-12(incomplete)

Number of Students	Sum of Credit Hours	Credit Hours Completed
2402	6645	6645

ATC_High School Students with Credit I

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

Narrative

ATC is required to complete the COE Annual Report each December. The report includes licensure data for programs that require a license for employment. In order to maintain program compliance, COE's newly endorsed policy applies the following minimum percentages to each program:

Licensure Exam Pass Rate – 70%

There are several issues to consider when tracking student certifications. Some of these issues include but are not limited to the following:

1) Certification testing is not a current requirement for program completion; therefore, students do not have to pursue certification.
2) Students graduate from the program and take certification tests and/or receive certifications after leaving the institution. The results of these efforts are reported directly to students and not the institution.
3) Student follow up may include questions concerning certification, but student response rates to follow up is typically low. (Approximately 3 – 5%)
4) Limited staff restricts the ability of the institution to conduct follow up with students on a personal level (i.e., phone call, email, etc.).
5) The current SES database limits the college's ability to assimilate and report certification data.

ATC recognizes the importance of assessing Workforce foundational skills and thus requires the assessment of all students enrolled in the Job Seeking Skills course (JOBS 2450). This is a culminating course completed by students prior to graduation and includes information on job seeking and keeping skills. During this course, ATC administers the Workkeys test which results in the following National Career Readiness Certificates: Bronze, Silver, Gold, and Platinum. During the reporting year 519 students completed the assessments, and 260 students were awarded certifications.

Data

i. Passage rates on licensure/certification exams.
Baseline Data:
Current Year Data: **97.60% passage rate – COE 2010/2011 report**

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Grad Act GRAD Act IV

ii. Number of students receiving certifications.
Baseline Data: 0
Current Year Data: 350

iii. Number of students assessed and receiving Workkeys certificates.

Baseline Data: 2008	Assessed	689	Certificates Platinum Awards:	1
			Certificates Gold Awards:	75
			Certificates Silver Awards:	396
			Certificates Bronze Awards:	217
Current Data: 2011	Assessed	519	Certificates Platinum Awards:	0
			Certificates Gold Awards:	49
			Certificates Silver Awards:	145
			Certificates Bronze Awards:	66

Note: These numbers only represent computer based testing. The non-computer based testing is not tracked at this time.

iv. Other assessments and outcome measures for workforce foundational skills to be determined. **N/A for 2012 reporting period**

Appendix A

Acadiana TC
Attachment D Year 2

LCTCS SREB Peer
Group Analysis -Marcl

GRAD Act Statewide
Graduation Rates Dat

Louisiana statewide
CC and TCs Graduatic

Worksheet in I
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ATC_High School
Students with Credit I

ACADIANA TECHNICAL COLLEGE

GRAD Act Performance Objectives
Articulation and Transfer

2012 Annual Report Template
April 1, 2012

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- b) . Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution. 4
- c)Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution 5
- d) .. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169 5

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.

Narrative

As an open admission institution, Acadiana Technical College utilizes policies that have been developed to enhance student success and retention. These policies address numerous areas including admission, program effectiveness, cross enrollment, awarding non-traditional credit, and articulation. ATC adheres to its policies as well as LCTCS policies in an effort to increase student retention. (Policies can be accessed at www.acadiana.edu and www.lctcs.edu.)

Students enrolled in the campuses of ATC frequently have deficiencies in the academic area of Reading, Language, and/or Math. Developmental studies courses provide remediation assistance to students in order to increase chances of success and improve retention. Students also enroll in General Education courses to improve their academic capabilities. Successful completion of General Education courses results in improved retention and completion.

ATC General Education courses are taught by South Louisiana Community College (SLCC) to facilitate transferability to a 4 year college/university. Due to improved collaboration with SLCC student services division, ATC saw an increase in enrollment of students who were cross-enrolled with SLCC during the 2011 year. These students enrolled in general education courses while pursuing an AAS degree with ATC. Although these students are not transfer students, they do indicate efforts toward improved student performance.

Additionally, professional development activities for faculty and staff have centered on retention strategies as well as strategies for intervention. These activities include but are not limited to:

1) Professional Development Workshop, December 2011 – Emergenetics, How Passing a Course Equates to Learning the Material (Assessment and Evaluation), COE Triggered Programs-Completion, Placement, and Licensure.
2) Professional Development Workshop, December 2010 – Is the Grad Act Really About Graduation?
3) Retention Conference at SLCC (June 2010) Poindexter's Strategies for Increasing Student Retention and Success
4) Student Success Day (April 2012) was celebrated at ATC with a national guest speaker, regional speakers and numerous presentations given by college personnel on topics related to retention and college success.

Because technical colleges are focused on short-term, specific occupational training, graduation rates may provide an unreliable measure of performance. Completion rates in the technical college environment are an accurate indicator of college success and accomplishment of its mission.

i. 1st to 2nd year retention rate of transfer students. (Does not apply to ATC)
ii. Number of baccalaureate completers that began as a transfer student. (Does not apply to ATC)
iii. Percent of transfer students admitted by exception. (Does not apply to ATC)

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

Narrative
Acadiana Technical College does not offer the Louisiana Transfer Degree programs. College admissions offices refer students who are interested in a transfer degree program to South Louisiana Community College.

During the 2010-2011 academic year Acadiana Technical College terminated/transferred the Care and Development of Young Children AAS program to SLCC. ATC believes that the community college will be in a position to better serve students due to the transferability of their degrees. Students who complete this AAS degree will ultimately be able to transfer to UL Lafayette and apply earned credits towards a bachelor's degree.

ATC is currently in the process of transferring the Clinical Laboratory Technician AAS degree program to SLCC for the same reasons. We have also completed an MOU with Nichols State University and SLCC; it allows for completers of ATC's Civil Surveying and Mapping Technology AAS degree to articulate credits to Nichols State University.

ATC, SLCC and the Academy of Interactive Entertainment (AIE) have also entered into a cross-enrollment agreement to accommodate students who enroll at these institutions.

Additionally, ATC and SLCC are collaborating on an impending merger that is scheduled to take place July 1, 2012. Work groups have been formed to develop a SACS Prospectus, a common academic calendar, and common policies.

Acadiana Technical College has signed a contract for services with the National Student Clearinghouse which will enable tracking of graduates/completers. The adoption of the data system will improve the ability of colleges to share information on student performance. The clearinghouse will be implemented in the Fall 2012 semester.

i. 1st to 2nd year retention rate of those who transfer with associate degree. (Does not apply to ATC)
ii. Number of baccalaureate completers that began as a transfer student with an associate degree. (Does not apply to ATC)

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

Narrative
Generally community colleges and technical colleges are open admissions institutions; therefore, referral agreements redirecting students who do not meet admission requirements are unwarranted.

ATC General Education courses are taught by South Louisiana Community College (SLCC) to facilitate transferability to a 4 year college/university. Typically, ATC students do not transfer to SLCC; they cross-enroll for general education courses which are required in AAS programs.

Acadiana Technical College (ATC) and South Louisiana Community College (SLCC) work collaboratively to direct students to the institution best suited to their needs. SLCC and ATC (both LCTCS institutions) have an approved MOU by which students are able to enroll at either or both institutions while pursuing educational goals.

A Memorandum of Understanding was signed between ATC and UL-Lafayette extending professional development opportunities to ATC faculty and staff. Full-time faculty and staff can receive a tuition reduction for undergraduate and graduate level courses offered at UL-Lafayette.

ATC has entered into the following agreements:

1) ATC and SLCC entered into a formal agreement on December 7, 2011. The agreement includes joint human resources activities, security activities, use of facilities, a shared workforce development officer, and joint professional development activities.
2) Acadiana Technical College Civil Surveying and Mapping Technology-- MOU with Nichols State University and SLCC
3) ATC, SLCC and the Academy of Interactive Entertainment (AIE) have also entered into a cross-enrollment agreement to accommodate students who enroll at these institutions.

Data

i. Number of students referred.
Baseline Data: 0
Current Year Data: 0

Referral agreements have not been developed as of this reporting date.

ii. Number of students enrolled. (Does not apply to ATC)

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

N/A

i. Number of student s enrolled in a transfer degree program. (Does not apply to ATC)
ii. Number of students completing a transfer degree. (Does not apply to ATC)
iii. 1st to 2nd year retention rate of those who transfer with transfer degree. (Does not apply to ATC)
iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree. (Does not apply to ATC)

ACADIANA TECHNICAL COLLEGE

GRAD Act Performance Objectives
Workforce and Economic Development

2012 Annual Report
April 1, 2012

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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 and Louisiana Economic Development. 3

- b) Increase use of technology for distance learning to expand educational offerings. 4
- c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers 6
- 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. 6

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 and Louisiana Economic Development.

Narrative

BoR Low Completer Review--Many of our AAS programs were placed on Conditional Maintenance by the Board of Regents due to low completer reviews that were conducted in the spring of 2011. This process resulted in the transfer and consolidation of the college's Care and Development of Young Children program with South Louisiana Community College's program. We believe that these students will be better served in a transferable program. At that time we also elected to close the associate degree level in Automotive Technology and Computer Electronics Technology. Industry partners have indicated that the AAS credential is not required for job placement. Six AAS programs have been placed on conditional maintenance status by BoR and are being monitored to determine whether to eliminate the AAS portion of the program.

COE Annual Report-- ATC is required to complete the COE Annual Report each December. The 2011 report focused on individual program performances rather than institutional performance. In order to maintain program compliance, COE's newly endorsed policy applies the following minimum percentages to each program:

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

Many of ATC's programs were triggered for not meeting these minimum percentages. The Council allows a two year time-line to bring triggered programs into compliance. Institutions that fail to bring all triggered programs into compliance will face loss of accreditation. ATC is making every effort to improve the areas of concern (completion, placement, and/or licensure) for triggered programs and recently held a Program Improvement Workshop. All faculty members of triggered programs were required to participate.

Terminated Programs—During the reporting year the following programs were terminated due to low completion rates:

- Automotive Technology AAS Level
- Computer Electronics Technology AAS Level
- Care and Development of Young Children AAS Level (consolidated and transferred to SLCC)
- Civil Survey and Mapping Technology AAS (terminated at T.H. Harris Campus)
- Masonry Technical Diploma Level
- Clinical Laboratory Technician (transferred to SLCC)

Modified Programs—During the reporting year the following programs were revised due to BoR mandates and US Department of Education requirements for Title IV funds:

- Business Office Technology
- Culinary Arts and Occupations
- Graphics
- Air Conditioning and Refrigeration
- Civil Survey and Mapping Technology
- Drafting and Design Technology
- Industrial Electronics Technology
- Information Technology (reduced credit hours and consolidated three programs)
- Surgical Technology
- Clinical Lab Assistant

- Clinical Lab Technician
- Phlebotomy
- Patient Care Technician

Initiated Programs—During the reporting year the college was approved to offer Alternative Energy and Chemical Process Technology (Technical Diploma) at the Acadian Campus. This program is scheduled to begin in 2012.

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

During the reporting year ATC has modified programs/courses based on feedback from business and industry, BoR mandates, and US Department of Education regulatory updates.

The local workforce investment board also monitors program completion rates. Programs that do not meet minimum requirements are not funded using WIA dollars. This provides a means to flag programs not meeting minimum program completion requirements.

As described in the narrative, a variety of methods are used to address low completer programs. In summary, the ATC process to address low completer programs includes the following:

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

i. Number of programs eliminated: 6

ii. Number of programs modified or added: 13

iii. Percent of programs aligned with workforce and economic development needs: 100%

Worksheet in I
IR_Judy Grad Act GR

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

ATC uses Moodle as a method to provide web-enhanced delivery of instruction. Instructors are able to post assignments online, communicate with students concerning questions, monitor student performance on specific projects, etc. Numerous college and campus workshops have been conducted for faculty in the use of Moodle. The coordinator of distance learning activities provides training for faculty. The coordinator also provides support and assistance to faculty as they develop courses utilizing Moodle. During the fall of 2011 ATC utilized Moodle to create 220 web-enhanced courses. Numerous faculty and staff attended the Moodle Moot professional development workshop at the LCTCS Spring 2011 Conference.

ATC has equipment and infrastructure to support technology for distance educating. These include but are not limited to the following:

1) Compressed Video
2) Smart Classroom
    - Including the use of VBrick for synchronous delivery of courses
3) SKYPE
4) Fiber Connectivity
5) Wireless internet access

ATC invests dollars from various sources to support technology and the development of distance learning. The college uses federal and state competitive grants, Carl Perkins grant funding, rapid response grant funding and funding generated by the student technology fee.

ATC and SLCC are currently collaborating on a merger that is scheduled to take place on July 1, 2012. SLCC is accredited by SACS and authorized to deliver distance learning course offerings; we anticipate expanding our distance education offerings once the merger is complete.

ATC students also have access to LCTCS online and are encouraged to enroll in courses offered through that repository. Information on LCTCS online can be accessed at www.lctcs.edu.

i. Number of course sections with 50% and with 100% instruction through distance education:

Baseline Data: 0

Current Year Data: 0

ii. Number of students enrolled in course with 50% and with 100% instruction through distance education:

Baseline Data: 0

Current Year Data: 0

iii. Number of programs offered through 100% distance education:

Baseline Data: 0

Current Year Data: 0

c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Does not apply to ATC

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.

Narrative

Acadiana Technical College's (ATC) mission is focused on preparing students for employment. A large measure of success at achieving this goal is reflected in the placement rate reported annually to the Council on Occupational Education (COE). The data reported to COE reflects placement in jobs related to the field of study as reported by the student. This information is eventually captured in LWC data but is often behind in reporting employment status. It is difficult to reconcile information obtained from students with LWC information because of the lag time in LWC posting.

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

Because ATC is accredited by the Council on Occupational Education (COE), other postsecondary SACS accredited institutions do not recognize the ATC courses for transfer credit. Students are able to challenge courses with the goal of achieving advanced placement.

Data

i. Percent of completers found employed.

   Current Year Data: 2010/2011 – **74.81%** reported employed for the institution (COE Report)

ii. Increasing the performance of associated degree recipients who transfer. (Does not apply to ATC)

iii. Placement Rate of Graduates – **2010/2011 COE Report 74.81%**

iv. Placement of graduates in postgraduate training. (Does not apply to ATC)

ACADIANA TECHNICAL COLLEGE

GRAD Act Performance Objectives
Institutional Efficiency and Accountability

2012 Annual Report
April 1, 2012

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

Performance Objective: Institutional Efficiency and Accountability (4)

Element:

a) 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.

Narrative

Acadiana Technical College (ATC) has submitted a plan for non-resident tuition increases to the LCTCS Board of Supervisors. This schedule was submitted and approved by the board at the December 2010 meeting. The schedule provides for increases to equal the SREB average by 2016/2017. The approved schedule is as follows:

	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
ATC Nonresident Fee	$1,939	$2,380	$3,025	$3,969	$5,367	$7,444
SREB Peer Nonresident Fee	$7,444	$7,444	$7,444	$7,444	$7,444	$7,444
Difference from Peer Amount	$5,505	$5,064	$4,419	$3,475	$2,077	$0
% Annual Increase		**22.7%**	**27.1%**	**31.2%**	**35.2%**	**38.7%**

ATC is located in the interior part of the state with minimal non-resident enrollments. The seven campuses are not located near state borders. Therefore, the impact on enrollment and revenue is expected to be minimal.

GRAD Act March 2012 D ATemplate 1 - GRAD Act LCTCS Peers and Tuition anc

ACADIANA TECHNICAL COLLEGE

GRAD Act Performance Objectives Reporting Requirements Section 5

2012 Annual Report
April 1, 2012

Performance Objective: Reporting Requirements (5)

Elements:

a) Number of students by classification.
b) Number of instructional staff members.
c) Average class student-to-instructor ratio.
d) Average number of students per instructor.
e) Number on non-instructional staff members in academic colleges and departments.
f) Number of staff in administrative areas.
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.
h) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases

Cost performance analysis:

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

Acadiana TC GRAD Act Monitoring Plan _

a) Number of students by classification
   - Headcount, undergraduate students and graduate/professional school students

Undergraduate headcount	3,842

   - Annual FTE (full-time equivalent) undergraduate and graduate/professional school students

Undergraduate FTE	3228.5

b) Number of instructional staff members
   - Number and FTE instructional faculty

Undergraduate headcount	153
FTE Faculty	140

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

Average undergraduate class size at	7.3

d) Average number of students per instructor
   - Ratio of FTE students to FTE instructional faculty

Average number of students per instructor	23.1

e) Number of non-instructional staff members in academic colleges and departments
   - Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)

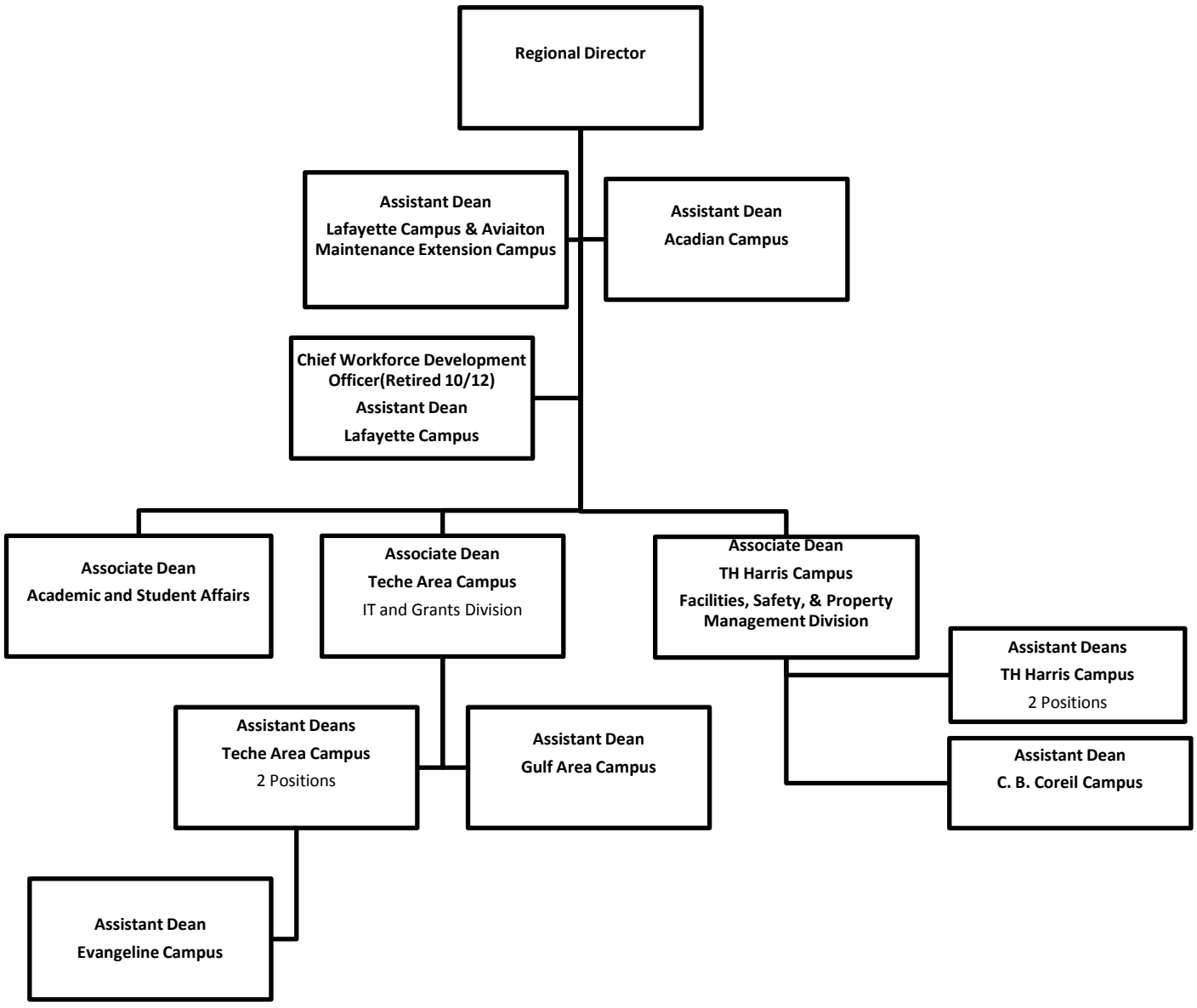
Number of non-instructional staff	FTE non-instructional staff
26	26

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

Number of staff	FTE Staff
12	12

g) Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2011)

Acadiana Technical College Fall 2011



h) Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008

- A chart listing the title, fall 2009 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008

Position	TOTAL BASE SALARY, FALL 2009	SALARY CHANGES SINCE 6/30/2008	TOTAL BASE SALARY Fall 2011
Regional Director	$97,088	6.7% Merit Increase $90,950	$97,088
Assistant Dean Lafayette Campus	$75,080	4% Merit Increase $72,192	$75,080
Assistant Dean Acadian Campus	$67,016	4% Merit Increase $64,439	$67,016
Assistant Dean Evangeline Campus	$75,020	4% Merit Increase $72,135	**Retired (Not being replaced)**
Chief Workforce Development Officer/Assistant Dean Lafayette	$92,505	4% Merit Increase $88,947	**$92,505 (Retired 10/12, not being replaced)**
Associate Dean of Academic and Student Affairs	$65,000	Previous Dean Retired , and new Dean hired at lesser salary of $86,822	$65,000
Associate Dean Teche Area	$79,703	4% Merit Increase $76,637	$79,703
Assistant Dean Teche	$64,428	4% Merit Increase $61,950	$64,428
Assistant Dean Teche	$60,334	4% Merit Increase $58,013	$60,334
Associate Dean T.H. Harris	$72,000	Previous Dean Retired, and new Dean hired at lesser salary ($72,000) $76,041(additional responsibilities of Facilities, Safety, & Property Management, that position was cut after the previous Dean retired)	$72,000
Assistant Dean T.H. Harris	$59,979	4% Merit Increase $57,672	$59,979
Assistant Dean T.H. Harris	$60,567	4% Merit Increase $58,238	$60,567
Assistant Dean C.B. Coreil	$53,819	4% Merit Increase $57,749	**Not being replaced**
Assistant Dean Gulf	$60,000	No change, hired in October 2008	$60,000

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

$16,339,449

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

$5,424

iii. Average Time to degree for completion of academic programs at all levels.

35.5%

iv. Average cost per degree awarded by degree level.

3,337

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

3,337

vi. All expenditures of the institution for that year.

$31,817,803

LTC Section 5Cost Data 5 ii-iv V.xlsx

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: Capital Area Technical College

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	Most Recent Year Data		
				# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
A +						
Adobe Certification						
Adobe Flash						
American Petroleum Institute- 6th Edition Rigger						
Automotive (ASE) -- 47.0604						
Aviation						
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners		18	18	100%
Care and Development of Young Children -- 19.0709						
Certified Clinical Medical Assistant	CCMA	National Healthcare Association		2	2	100%
Certified Coding Associate						
Certified Manufacturing Specialist						
Certified Respiratory Therapist						
Certified Wireless Technology Specialist						
Certiport's Internet and Computing Core						
Child Development -- 190709						
CIW Javascript Specialist						
CIW Web Design Specialist						
Collision Repair						
Commercial Drivers License						
Computer Hacking Forensic Investigator						
Computer-programming-specialty areas						
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology		7	7	100%
Culinary -- 120503	SERVSAFE	American Culinary Federation		17	9	53%
Customer Service						
Dialysis Technician						
Diving						
Drafting -- 15.1301						
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry		0	0	0%
Electrician -- 46.0302						
EMT Basic						
EMT Paramedic						
Florestry						
Fork Lift						
Graphic Arts Education and Research Foundation -- 10.0303						
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute		0	0	0%
HIPAA						
Horticulture						
Human Resource Professional						
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)		0	0	0%
ICND 1						
ICND 2 or CCNA						
Internet and Computing all areas (COMPTIA, CISCO, IC3)						
Linux +						
MCITP: Enterprise Administrator on Windows Server 2008						
Medical Coding Specialist						
Microsoft Certified IT Professional: Server 2008 Active Directory						
Infrastructure						
Administration						
Infrastructure						
Microsoft Certified IT Professional: Windows 7 Configuration						
Microsoft Office Access 2007						

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: Capital Area Technical College

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	Most Recent Year Data		
				# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Microsoft Office Excel 2007						
Microsoft Office Powerpoint 2007						
Microsoft Office User Specialist (MOUS)						
Microsoft Office Word 2007						
Microsoft Server 2008						
Microsoft SQL Server 2008						
Microsoft Windows 7 Configuration						
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER		0	0	0%
National Restaurant Association						
National Retailers Federation (NRF)						
Research)						
Network +						
Notary Public						
Nursing PN	NCLEX	Louisiana State Board of Practical Nurse Examiners		41	37	90%
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR-DHH		80	80	100%
OPET						
OSHA						
OSHA 30 Hr. Construction Safety						
OSHA 40 Hr. Hazwoper						
Patient Care Tech						
Personal Fitness Trainer						
Petroleum Education						
Pharmacy Technician	ExCPT	National Commission for Certifying Agencies (NCCA)		0	0	0%
Phlebotomy - CPT	CPT	National Health Career Association		9	9	100%
Private Investigator						
Project +						
Real Estate						
Registered Medical Transcriptionist						
SCJA Java						
Security +						
Solar Panel Design/Installation						
U.S. Coast Guard all specialty areas						
Welding						
WorkKeys (all areas, levels)	WorkKeys	ACT		448	448	100%

Institutions are to provide institution name and report data for those IBCs marked with √ on Appendix #1
** Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)*
Most Recent Year Data = 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 16, 2012