

**Delgado Community College**



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

**2014 Annual Report**

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## Performance Objective: Student Success (1)

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

New initiatives Delgado Community College implemented during the last academic year include,

- Developed a financial aid student newsletter which is sent via email
- Developed our first Financial Aid Student Appreciation Week- (to be hosted each semester)
- Developed the financial aid Facebook page- separate and apart from our Delgado CC page to address student concerns as well as provide announcements
- Utilized software to email a mass number of students, however it addresses each students need/issue individually
- D-Flow (Delgado Flow) – allows students to receive assistance without having to wait in long lines
- Proactively packaged students for Summer session while in Spring semester
- Introduced census date as disbursement release date for federal student aid
- Developed a “ONE VOICE” campaign - Conducted training with AR, Admission and Answer teams regularly to ensure policies and guidelines are presented as “ONE VOICE” to Delgado Community College students
- Developed a new, operational process to enhance verification of files in a timely, more efficient manner
- Enhanced our Satisfactory Academic Processing Policy to allow students to “reset” their academic progress -the Delgado Community College SAP policy does not require the credits and grades that do not count toward the new major to be included in the satisfactory progress determination. Student may in this way “reset” academic progress by changing majors, but are limited to “resetting” the major two times while attending Delgado Community College. You may not appeal this policy (to reset more than two times).
- Added Answer Centers to the West Bank and Slidell sites to streamline the Admissions and Financial Aid process for students

Initiatives continued throughout the year include,

- Student Support Services Program (TRIO SSS): a federally funded TRIO program that is designed to increase the retention and graduation rates of eligible students.
- Single Stop: a national not-for-profit organization dedicated to shifting the paradigm of poverty in America and moving families and students toward economic mobility.
- Veterans Advising Days
- College and Career Success Skills: a more intrusive advising method for those enrolled in developmental education classes.

Future Initiatives

- The Answer Center Counselors will be piloting a Destination Success Program. Students who participate will have an enrollment guide track their progress and follow-up with the students in order to ensure that they Start School Right.

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

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

Persistence, good academic standing, graduation and transfer are major objectives for the program. In the 2012-2013 Annual Performance Report submitted to the U.S. Department of Education, 144 (102%) students were served by the project in which 86% of the students served persisted from Fall 2012 to Fall 2013; and 98% of the students were in good academic standing. The student Support Services program will be required to report on its graduation and transfer objectives for the 2013-2014 Annual Performance Report.

- Single Stop: In 2013, Single Stop prepared 899 tax returns (414 of which were students), 347 students received free legal counseling, and 144 students received financial counseling. 184 students confirmed receiving benefits including food stamps, childcare assistance, Medicaid, LIHEAP, FITAP, WIC, child support enforcement and rental assistance. 1,809 students overall received benefits from our services at least once, with 124 receiving multiple services and benefits, and 1,286 students were screened for benefits.
- Veterans Advising Days: In an attempt to aid students who are military Veterans, the Office of Veterans Affairs held Veterans Advising Day. Veterans were invited to attend a session in which we made available representatives from a number of student services and academic departments to assist with scheduling classes, meeting advisors, completing the financial aid application and resolving any potential registration problems. The college hosted two sessions each semester, one at the City Park Campus and the other at the West Bank Campus. We had 150 attendees at both locations in 2013-14.
- College and Career Success Skills: In all, 608 students were advised during the first two weeks of registration at three sites (City Park, Slidell, West Bank) through this initiative.

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

- Tracking the Freshmen Cohort – Even though we did not meet the benchmark for year 4 retention, we are within the 2 percentage points allowed to pass the measure. In fact, the college has shown great progress with regard to retention in the last year. This can be attributed to the new tracking program. Delgado has devised a tracking program, whereby faculty will monitor the freshmen cohort, and advise students as need. Especially those at risk of not returning to school.

- Technical Diplomas – This year the College experienced a decrease in the number of technical diplomas awarded. This is due to the elimination and modification of several diploma programs at the College. We expect this to be a continuous trend for the next several years as the technical diploma programs go through program review.

Development/use of external feedback reports during the year

- **Delgado on Site (DOS)** is a strategic and interactive from high school to college transition program that is designed to help students make a successful transition to Delgado Community College. Students complete a series of sessions such as college readiness, career exploration, goal setting, and financial aid assessment and submission in order to become better informed about higher education in general and particularly, Delgado Community College. Freshman Connection (on-campus placement assessment) is the culminating event for the DOS program. DOS is implemented in the following parishes: Orleans, Jefferson, and St. Tammany. Assessment of the DOS program is ongoing and encompasses both qualitative and quantitative assessment strategies.
- **Traditional outreach initiatives** include attending college fairs at local high schools, community events in Orleans and surrounding parishes, and private and program specific visits to high schools and community-based entities.
- **Navigating New Waters** is designed to provide parents and high school students with Delgado specific information such as tuition, academic programs, and enrollment steps. In addition, parents and students learn Delgado’s process for TOPS, financial aid and scholarships. This program is a collaborative effort between Admissions & Enrollment Services and Delgado’s Financial Aid Department.
- **Career Showcases** introduce students to and inform students about specific majors at Delgado Community College.
- **Planting the Seed** provide middle school students an introduction to college, particularly Delgado Community College. Students participate in a college tour and learn more about Delgado’s dual enrollment program.

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

<b>i.a. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate</b>	56.4%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2012	1,586
• No. of the above retained at the same institution the following fall semester (Fall 2013)	895

<b>iv. Same institution graduation rate</b>	9.7%
• No. of entering first-time, full-time students in Fall 2009	2,274
• No. of completers within 150% of time	221

<b>vi. Award Productivity</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Productivity Rate	0.111	0.109	0.105	0.147	0.155
Diploma	44	51	71	112	77
Certificate	207	250	240	744	639
Associate Degree	881	1020	1,116	1,253	1,242
Post-Associate Certificate	0	0	25	18	25
Undergraduate FTE	10179.43	12161.26	13840.86	14507.96	12805.40

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

<b>i. Percent change in program completers</b>	<b>2012-2013 Completers</b>	<b>% change from baseline</b>
• Certificate	637	179.4%
• Diploma	77	28.3%
• Associate Degree	1,229	40.6%

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

	<b>Fall 2012</b>	<b>Spring 2013</b>
i. No. of High School Students Enrolled	148	125
ii. No. of semester credit hours in which high school students enrolled	599	534
iii. No. of semester credit hours completed by high school students by grade	529	480

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

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

	<b>Year 4 Benchmark Passage Rate</b>	<b># of students taking NCLEX</b>	<b># who met standards for passage</b>	<b>Year 4 Actual Passage Rate</b>	<b>Difference Between Benchmark &amp; Actual</b>
<b>c. Nursing (PN)</b>	84.1%	79	71	89.87%	5.77
<b>d. Nursing (RN)</b>	89.7%	226	219	96.90%	7.20

**ii. Number of students receiving certifications:** The total number of certifications received by students in this year's report is 844. For a breakdown by certification, please see Appendix 2 Part 2.

**iii. Number of students assessed and earning WorkKeys certifications:** The WorkKeys assessment was offered throughout the year, and is still available but unfortunately there were no students who took the assessment last year.

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

## Performance Objective: Articulation and Transfer (2)

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

- While Delgado’s open admission policy serves all levels of learners, specific College policies also facilitate transfer to four-year institutions. They include: [Articulation Agreements with Other Institutions \(AA-1438.1\)](#) and [Evaluation of Transfer Credit \(AA1442.3\)](#). The collection of policies and procedures in the [Academic Procedures Resource Guide](#) and other [Delgado Policies Related to Student Success](#) also reinforce student achievement.

New policies implemented in the last academic year

- [Required Drop Due to Non-Attendance Prior to Official 14th/7th Class Day](#)

Continued policies

- LCTCS publishes policies designed to improve graduation rates and student success. Delgado Community College ensures compliance with [LCTCS Policies Relating to Student Success](#) within its published institutional policies, and continues to monitor any changes in system policy that may impact institutional policy on student success.

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

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

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

- Delgado and the University of New Orleans have extended their longstanding partnership with a new student success initiative, entitled [Privateer Bound](#), in order to provide post-secondary educational opportunities for students not yet eligible for admission to UNO.
- Referral agreements are place with the [University of New Orleans \(UNO\)](#) and [Southeastern Louisiana University \(SELU\)](#) to admit and track students referred those institutions.
- External Feedback Reports from 4-year institutions
  - [Southeastern](#)

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

	Fall 2012	Spring 2013
<b>ii. Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.</b>	35	37

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

- i. Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year (Fall and/or Spring semesters).**

	<b>2012-2013</b>
<b>AALT Enrollment</b>	272
<b>ASLT Enrollment</b>	341
<b>AST Enrollment</b>	380
<b>Total Transfer Degree Enrollment</b>	993

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

	<b>2012-2013</b>
<b>AALT Completers</b>	6
<b>ASLT Completers</b>	10
<b>AST Completers</b>	7
<b>Total Transfer Degree Completers</b>	23



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

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.

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.

- Annual Completion Rate Review
- The Program and Discipline Review Task Force is comprised of a small group of faculty, staff, and deans to review all programs. This task force reports any unique, questionable, or interesting findings to the Chancellor.

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

- At the end of each semester, the College holds a Grad Fest, a one stop center to take care of all your needs prior to graduation, for those who will graduate that semester. During Grad Fest, students complete the Grad Survey. The survey asks a series of questions about your experience at Delgado as well as your future plan i.e. entering the workforce or continuing your education. The survey provides the College with student contact information as well as some job placement data.

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

- Delgado's distance learning courses are all an extension of the curriculum offered on campus and are consistent with its educational mission.
- During the last academic year, we increased our online (100%) course sections by 5%, and our hybrid (50-99%) course sections by an astounding 28%.
- The College maintains a host of tools to facilitate its learning-centered mission to support and compliment distance learning. Those tools include:
  - Blackboard Learning Management and Community Systems
  - Elluminate (now Blackboard Collaborate)
  - Online Databases – Delgado libraries
  - ShareStream
  - Softchalk™
  - Tegrity
- With monies provided by a Perkins CTE Leadership Grant, a team from LCTCS is working on several projects designed to improve online instruction and enhance accessibility for CTE students. The project includes professional course re-design of 14 popular CTE courses. These courses will be available for any school within the system to use to get up and running quickly. In order to minimize the learning curve for at least 40 of our CTE instructors, we are offering a 6 week online teaching professional development course. All 700 CTE Faculty members will be invited to a one day workshop designed to motivate them and introduce them to online teaching. Other products in development are an app for

student mobile access and gaming-style learning activities to complement high-quality faculty instruction. These resources will provide a jumpstart to several colleges in adopting online learning and will provide some variety and improved quality for other schools.

**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.**

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

<b>i.</b>	<b>No. of programs eliminated</b>	11
<b>ii.</b>	<b>No. of programs modified or added</b>	16
<b>iii.</b>	<b>No. of program offerings</b>	82
	<b>No. of programs aligned with workforce and economic development needs</b>	63
	<b>Calculated percent</b>	76.82%

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

Measures

<b>i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
100% online courses	722	710	812	893	941
50% - 99% online courses	175	221	287	316	405

<b>ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
100% online course	14,543	17,300	18,833	20,159	17,729
50 – 99% online courses	2,555	3,341	4,344	4,999	5,004

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

<b>Program</b>	<b>Degree</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Accounting	AAS	✓	✓	✓	✓	✓
Business Administration	AS	✓	✓	✓	✓	✓
Criminal Justice	AA		✓	✓	✓	✓
General Studies	AGS	✓	✓	✓	✓	✓
Business & Management	AAS	Spring 09	✓	✓	✓	✓
General Studies	CGS		✓	✓	✓	✓

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.

Employment Rate by Degree Level Six Months after Graduation For All Completers												
Degree Level	Number of Completers						Percent Employed					
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Diploma	33	40	44	78	71	106	90.9%	85.0%	84.1%	69.2%	83.1%	66.0%
Certificate	108	147	181	236	199	181	79.6%	85.0%	76.2%	73.4%	77.4%	71.8%
Associate	930	832	876	1,013	1,107	1,242	82.5%	80.4%	76.3%	76.6%	71.2%	68.1%

Source: Louisiana Workforce Commission - Employment Outcomes Report 2013

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

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

- Delgado Community College has shown progress toward increasing the non-resident tuition as compared to the SREB averages since the approval of the six year plan by the LCTCS board in 2010.
- Currently, the non-resident tuition and fee average of the SREB peer institutions is \$8,271.
- It is possible the recent increases in non-resident tuition and fees have affected the non-resident enrollment. In the fall semester of the baseline year (AY0910) the enrollment was 632. In fall 2013, non-resident enrollment totaled 270. This is a 57.3% decrease in enrollment since the baseline year.

**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.**

Baseline, Actual and Projected Increases for Non-Resident Tuition							
	2009-2010 (Baseline)	2010-2011 Actual	2011-2012 Actual	2012-2013 Actual	2013-2014 Actual	2014-2015 Projected	2015-2016 Projected
<b>Tuition</b>	\$5,082	\$5,892	\$6,190	\$6,366	\$6,993	\$7,173	\$7,531
<b>% Inc.</b>	n/a	15.9%	5.1%	1.4%	9.9%	2.6%	5.0%

Measure

i. Total tuition and fees charged to non-resident students				
Academic Year	Non-resident Tuition/Fee Amount	SREB Peer Non-Resident Tuition/Fee Amount*	Difference from Peer Amount	Percent Difference from Peer Amount
<b>2009-2010 (Baseline)</b>	\$5,082	\$7,444	<b>-\$2,362</b>	<b>-46.48%</b>
<b>2010-2011</b>	\$5,892	\$7,444	<b>-\$1,552</b>	<b>-26.34%</b>
<b>2011-2012</b>	\$6,190	\$7,528	<b>-\$1,338</b>	<b>-21.62%</b>
<b>2012-2013</b>	\$6,366	\$7,904	<b>-\$1,538</b>	<b>-24.16%</b>
<b>2013-2014</b>	\$6,993	\$8,271	<b>-\$1,278</b>	<b>-18.28%</b>

\*Source: 2008-2009 SREB Data Exchange Table 101 and 2012-13 SREB Data Exchange Table 136  
See Appendix N4 for SREB Table 101 and SREB Table 136

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

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

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

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

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

	<b>2012-2013</b>
<b># Mandatory or Recommended Programs</b>	37
<b># of Programs Discipline Accredited</b>	34
<b>Calculated Rate</b>	91.9%

**Performance Objective: Reporting Requirements (5)**

**a) Number of students by classification**

Undergraduate Headcount (Fall 2013)	18,698
Undergraduate Budgeted FTE (2013-14)	12,695.83

**b) Number of instructional staff members**

Headcount (Fall 2013)	834
FTE (Fall 2013)	623.5

**c) Average number of students per instructor**

Average undergraduate class size (Fall 2013)	19.03
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**d) Average number of students per instructor**

Ratio of FTE students to FTE instructional faculty (Fall 2013)	20.36
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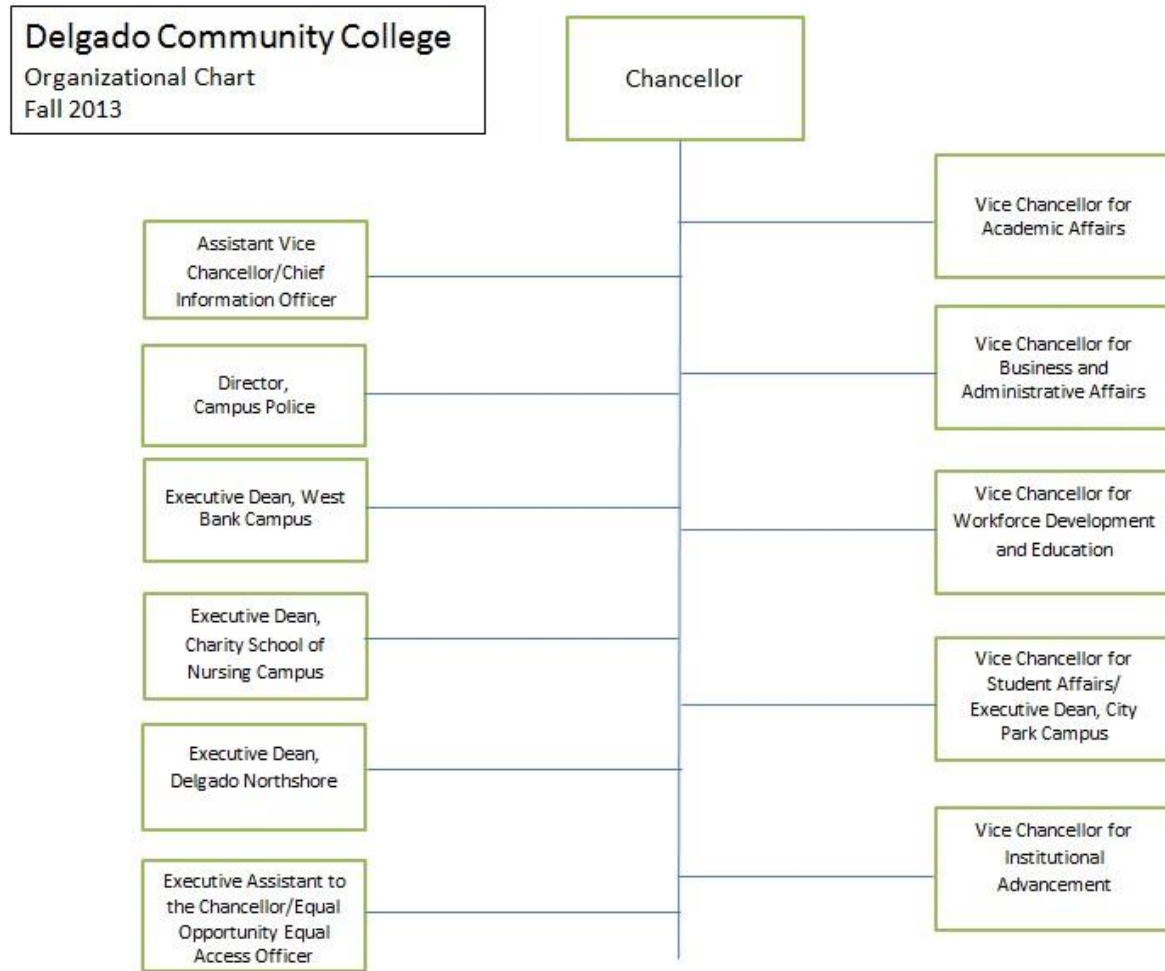
**e) Number of non-instructional staff members in academic colleges and departments**

<b>Department</b>	<b>No.</b>	<b>FTE</b>
Academic Affairs	1	1
Allied Health	2	2
Arts and Humanities	2	2
Business and Administrative Affairs	2	2
Communication	1	1
Delgado Northshore Sites	1	1
Delgado Westbank Campus	1	1
Distance Learning & Instructional Technology	1	1
Library Services	1	1
Math & Science	1	1
School of Nursing	3	3
Student Affairs	1	1
Workforce Development and Education	3	3
<b>TOTAL</b>	<b>20</b>	<b>20</b>

f) Number of staff in administrative areas

<b>Department</b>	<b>No.</b>	<b>FTE</b>
Accounts Receivable	1	1
Building Services	1	1
Chancellor's Office	2	2
Comptroller's Office	1	1
Controller's Office	2	2
Facilities & Planning	2	2
Financial Services	2	2
Human Resources	2	2
Information Technology	3	3
Institutional Advancement	1	1
Maintenance	1	1
<b>TOTAL</b>	<b>18</b>	<b>18</b>

**g) Organization chart**





h)

Job Title	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for Fall 2010	SALARY CHANGES Since 6/30/2010 Reported for Fall 2011	SALARY CHANGES Since 6/30/2011 Reported for Fall 2012	SALARY CHANGES Since 6/30/2012 Reported for Fall 2013
CHANCELLOR	\$185,000.00		\$170,000 Interim Chancellor appointed; therefore decrease in salary of \$15,000.	\$185,000 Chancellor hired in Summer 2012.	
VICE CHANCELLOR BUSINESS & ADMINISTRATIVE AFFAIRS	\$138,562.84			\$145,491 Merit Increase	\$120,000 Previous VC retired and new VC hired at lesser salary
VICE CHANCELLOR WORKFORCE DEVELOPMENT & EDUCATION	\$124,643.48			\$130,875 Merit Increase	\$121,500
VICE CHANCELLOR ACADEMIC AFFAIRS	\$128,068.00	\$128,068.00	\$125,000 Interim VC appointed; therefore decrease in salary of \$3,068	\$134,472 merit increase and change in personnel.	
ASST. VICE CHANCELLOR/ CHIEF INFORMATION OFFICER	\$116,341.68			\$122,159 Merit Increase	
DIRECTOR CAMPUS POLICE	\$72,784.92			\$76,424.25 Merit Increase	
VICE CHANCELLOR STUDENT AFFAIRS VICE CHANCELLOR FOR INSTITUTIONAL ADVANCEMENT	\$118,078.22			\$123,982 Merit Increase	\$115,000 New Position \$108,000 Started reporting to the Chancellor \$115,000 Started reporting to the Chancellor \$87,984 Started reporting to the Chancellor
EXECUTIVE DEAN, WEST BANK					
EXECUTIVE DEAN, CHARITY SCHOOL OF NURSING					
EXECUTIVE DEAN, NORTHSORE					

i) A cost performance analysis

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

Expenditures by Function:	Amount	% of Total
Instruction	\$40,700,078	51.2%
Research		
Public Service		
Academic Support**	\$9,383,539	11.8%
Student Services	\$5,242,444	6.6%
Institutional Services	\$11,645,547	14.7%
Scholarships/Fellowships	\$1,041,689	1.3%
Plant Operations/Maintenance	\$8,731,944	11.0%
<b>Total E&amp;G Expenditures</b>	<b>\$76,745,241</b>	<b>96.6%</b>
Hospital		
Transfers out of agency	\$1,530,914	2.0%
Athletics	\$789,432	1.0%
Other	\$353,457	0.4%
<b>Total Expenditures</b>	<b>\$79,449,043</b>	<b>100.0%</b>

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

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

**Part F**

**Part F – Net Price Calculation for Group 3**

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

	YOUR PRIOR YEAR DATA 2010-11	YOUR PRIOR YEAR DATA 2011-12	2012-13
<b>Components of cost of attendance</b>			
01. Published tuition and required fees (lower of in-district or in-state)	2,955	3,330	2,991
02. Books and supplies	1,200	1,200	1,200
03. Room and board and other expenses by living arrangement			
03b. Off-campus (with family)	3,398	3,435	3,075
03c. Off-campus (not with family)	11,634	11,761	11,717
04. Number of Group 3 students by living arrangement			
04b. Off-campus (with family)	880	755	647
04c. Off-campus (not with family)	974	1,167	943
04d. Unknown	77	80	1
05. Weighted average for room and board and other expenses by living arrangement (excluding unknown values) See instructions for the formula for this calculation	7,725	8,490	8,200
06. Total cost of attendance This value is calculated using the following formula: [F01+F02+F05]	11,880	13,020	12,391
07. Average amount of grant or scholarship aid awarded to Group 3 students from the following sources: the federal government, state/local government, and the institution	5,847	5,644	5,545
08. Average institutional net price for Group 3 students This value is calculated using the following formula: [F06-F07]	6,033	7,376	6,846

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

**Part G – Net Price Calculation for Group 4**

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

	YOUR PRIOR YEAR DATA 2010-11	YOUR PRIOR YEAR DATA 2011-12	2012-13
<b>Components of cost of attendance</b>			
01. Published <u>tuition</u> and <u>required fees</u> (lower of in-district or in-state)	2,955	3,330	2,991
02. <u>Books and supplies</u>	1,200	1,200	1,200
03. <u>Room and board and other expenses by living arrangement</u>			
03b. Off-campus (with family)	3,398	3,435	3,075
03c. Off-campus (not with family)	11,634	11,761	11,717
04. <u>Number of Group 4 students by living arrangement</u>			
04b. Off-campus (with family)	919	792	666
04c. Off-campus (not with family)	1,031	1,216	945
04d. Unknown	78	78	0
05. <u>Weighted average for room and board and other expenses by living arrangement (excluding unknown values)</u>	7,753	8,477	8,144
06. <u>Total cost of attendance by income level</u> See instructions for the formula for this calculation This value is calculated using the following formula: [G01+G02+G05]	11,908	13,007	12,335
07. <u>Average amount of grant or scholarship aid awarded to Group 4 students from the following sources: the federal government, state/local government, and the institution</u>	5,511	5,349	5,383
07a. \$0-30,000	6,280	6,057	5,999
07b. \$30,001-48,000	5,168	4,913	4,866
07c. \$48,001-75,000	2,072	2,090	2,231
07d. \$75,001-110,000	490	622	773
07e. \$110,001 and more	324	788	798
08. <u>Average institutional net price for Group 4 students</u> This value is calculated using the following formula: [G06-G07]			
08a. \$0-30,000	5,628	6,950	6,336
08b. \$30,001-48,000	6,740	8,094	7,469
08c. \$48,001-75,000	9,836	10,917	10,104
08d. \$75,001-110,000	11,418	12,385	11,562
08e. \$110,001 and more	11,584	12,219	11,537

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

iii. Average time to degree for completion of academic programs	6.2
iv. Average cost per degree awarded	\$2,284
v. Average cost per non-completer	\$2,284
vi. All expenditures of the institution	\$138,162,016

## Appendix 2 – Part 1 Licensure/Certification Exams

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2013-14	7	7	100.0%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	Fall 2012	12	9	100.0% 100.0% 100.0%
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association	2013-14	5	4	80.0%
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2012-13	7	7	100.0%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2013-14	EMT Writer = 3 EMT Practical = 7	EMT Writer = 2 EMT Practical = 6	66.7% 85.7%
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors	Spring 2013	Arts = 11 Science = 12	Arts = 7 Science = 9	63.6% 75.0%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	2013-14	8	8	100.0%
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)	2013-14	9	8	88.9%
Medical Coding	American Health Information Management Association (AHIMA) Certified Coding Association (CCA)	Certified Coding Association	2013-14	4	4	100.0%
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners	2013-14	6	6	100.0%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2013	226	219	96.9%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	2013-14	5	5	100.0%
Ophthalmic Medical Assisting	Joint Commission on Allied Health Personnel in Ophthalmology	Joint Commission on Allied Health Personnel in Ophthalmology	2013-14	2	2	100.0%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	2013-14	20	20	100.0%
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)	2013-14	22	22	100.0%
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners	Fall 2012	6	6	100.0%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2013-14	27	27	100.0%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)	2013-14	15	15	100.0%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2013-14	24	23	95.8%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	2013-14	15	12	80.0%

April 1, 2014

## Appendix 2 – Part 2 Certifications

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR <sup>1-9</sup>	# Students receiving certifications
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence	2013-14	17
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2013-14	0
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2013-14	0
Child Development -- 190709	CDA	LA Pathways Assn.	2013-14	0
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology	2013-14	6
Culinary -- 120503	Certified Culinarian	American Culinary Federation	2012-13	29
Drafting -- 15.1301	CD	American Design Drafting Assn.	2012-13	0
Electrician -- 46.0302	State License	Louisiana State Licensing Board for Contractors	2013-14	0
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry	2013	13
ETC 1 Emergency Telecommunicator (Emergency 911 Dispatcher)			2013-14	0
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd	2012-13	0
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	2013-14	14
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)	2013-14	22
Horticulture	Lands Horticulture	Louisiana Ag & Forestry	2012-13	12
National Restaurant Association	Servsafe	National Restaurant Association	2011-12	134
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2013-14	203
Nursing - PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2013	71
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospital	2012	307
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	2012-13	8
Real Estate	Salesperson	Louisiana Real Estate Commission	2012-13	8
Welding			2012-13	0
WorkKeys (all areas, levels)	workkeys	ACT	2012-13	0
<i>Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with √ on Appendix #1</i>				
<i>Baseline Year = most recent year data published by entity that grants licensure/certification</i>				
Notes:				
<sup>1</sup> Automotive: While we prepare the students to take the exams, the certifications are voluntary. No state or local laws require them. ASE will not release the data to us due to privacy laws.				
<sup>2</sup> Care and Development of Young Children: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.				
<sup>3</sup> Child Development: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.				
<sup>4</sup> Drafting: It is the program's intent to start a process next academic year to encourage the CADD students to attempt the certification. It is not required at this time.				
<sup>5</sup> Electrician: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.				
<sup>6</sup> Graphic Arts Education and Research Foundation: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.				
<sup>7</sup> ETC: The Telecommunicator courses are no longer offered, so there will not be any current or future completers				
<sup>8</sup> Welding: students receive NCCER certification.				
<sup>9</sup> WorkKeys: No workkeys assessments were done at the college during the last reporting year.				
Updated by DCC on 4/1/2014				

## Appendix N3

### Narrative 3 – Workforce and Economic Development

#### Measure 1 – Eliminated Programs

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

The College eliminated eleven (11) instructional programs as a result of internal institutional program review:

- Administrative Office Technology, AAS
- Administrative Office Technology, CTS
- Performance and Media Arts, AA
- Interior Design, TD
- Environmental Studies/The Built Environment, CTS
- Cosmetology Teacher Trainer, CTS
- Collision Repair Technology: Basic Structure Repair, CTS
- Diesel Power Technology, CTS
- Graphics and Editing Assistant, CTS
- Energy Systems Technician, CTS
- Electrical Construction, CTS

#### Measure 2 – Modified/Revised Programs

##### **ii. Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.**

Sixteen (16) instructional programs were modified:

- Business and Management, AAS
- Computer Information Technology, AAS
- Dietetics Technician, AS
- Medical Laboratory Technology, AAS
- Carpentry, CTS
- Culinary Arts: Line Cook, CTS
- Electrician, CTS (now three programs: Commercial, Residential, Small Industrial)
- Master Heating, Ventilation, and Air-Conditioning/Refrigeration Technician, TD
- Certified Heating, Ventilation, and Air-Conditioning Technician, CTS
- Veterinary Technician, AAS
- Cosmetology, TD
- Computer Network Technology, AAS
- Electrical Service Technology, AAS
- Computer and Electronics Repair, CTS
- Electric Line Technician, CTS
- Care and Development of Young Children, AAS

**Appendix N4**  
**Narrative 4 – Institutional Efficiency and Accountability**

**2008-09 SREB Data Exchange Table 101 and 2012-13 SREB Data Exchange Table 136**

<b>Table 101</b>									
<b>Median Annual Tuition and Required Fees</b>									
<b>Full-Time Out-of-State Undergraduate Students</b>									
<b>Public Two-Year Colleges and Technical Institutes or Colleges, 2008-09</b>									
	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	size unknown	All
SREB states	\$8,322	\$7,530	\$7,526	\$6,330	7,444	\$2,847	\$2,475	\$1,395	\$2,250
Alabama		5,085	4,830	4,830	4,830	4,830	4,875		4,830
Arkansas		4,190	4,502	4,240	4,250				
Delaware			6,194	6,194	6,194				
Florida	8,213	8,438	8,522	8,357	8,436				
Georgia	8,322	7,824	8,080	7,581	7,826	2,838	2,835	2,835	2,835
Kentucky		11,700	11,700	11,700	11,700	11,700		11,700	11,700
Louisiana	5,984	4,982	4,662	4,086	4,520	2,842	2,872	1,395	1,395
Maryland		8,443	7,170	7,034	7,380				
Mississippi		3,700	3,587	4,600	3,650				
North Carolina		7,553	7,545	7,536	7,547				
Oklahoma	9,143	7,047	7,394	6,243	6,551	3,600	2,250		2,250
South Carolina	14,576	6,912	5,372	9,731	6,912				
Tennessee		10,297	10,267	10,277	10,275				
Texas		3,685	3,450	3,120	3,450				
Virginia*		7,839	7,839	7,839	7,839				
West Virginia	6,766		8,110	6,912	6,912				

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

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

December 2009

**Table 136**

**Median Annual Tuition and Required Fees  
Full-Time Out-of-State Undergraduate Students  
Public Two-Year Colleges and Technical Institutes or Colleges, 2012-13**

	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	Size Unknown	All
SREB states	\$11,289	\$8,237	\$8,373	\$7,410	8,271	\$5,172	\$2,700	\$7,525	\$4,520
Alabama		7,335	7,410	7,320	7,410	7,320	7,350		7,320
Arkansas		5,423	4,600	4,901	4,888				
Delaware		7,562	7,562		7,562				
Florida	11,656	11,377	11,717	12,526	11,574				
Georgia	11,310	10,552	10,621	10,449	10,669	5,159			5,159
Kentucky		14,700	14,700	14,700	14,700	14,700		14,700	14,700
Louisiana		6,995	6,785	5,655	6,137	5,604			5,604
Maryland		9,791	7,944	8,370	8,277				
Mississippi		4,384	4,272	5,095	4,450				
North Carolina		8,463	8,424	8,425	8,425				
Oklahoma	9,517	8,604	6,301	7,373	7,685	4,545	2,700		2,700
South Carolina		7,000	7,716	11,685	7,813				
Tennessee		14,349	14,314		14,315				
Texas	4,725	4,823	4,418	4,530	4,530				
Virginia*		9,498	9,498	9,498	9,498				
West Virginia	8,995		8,106	7,488	8,160			7,525	7,525

\*In Virginia community colleges, mandatory fees vary and are not included.

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