



**Annual Report Narrative**

for the  
Louisiana Granting Resources and Autonomy for Diplomas Act  
(LA GRAD Act)

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Louisiana Community and Technical College System  
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## **Student Success**

**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.**

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

Delgado's first to second year retention rate has steadily increased since the Fall 2006 cohort when the College's retention rate was 52.8%. By the Fall 2009 semester, the Fall 2008 cohort had a 56.8% retention rate, an increase of 4% within the two year period. This increase can be attributed to the numerous retention initiatives at the college that include the Title III Grant and the College Coach Program. Although the Title III Grant ended in December 2010, Delgado remains committed to increasing the number of students retained. In fall 2010, the College was awarded a Student Support Services Grant from the U.S. Department of Education for 1.1 million dollars.

### **Student Support Services Grant**

Beginning fall 2011, this grant will provide 140 first-generation, low-income, and/or disabled students with the support services that will enable them to increase their retention, graduation, and transfer rate for the next five years. A pre-Nursing Learning Community will be funded by the grant, designed to increase their chances of being accepted into the Nursing Program or redirect them into a more suitable program. A Summer Math Bridge program will also be funded in an effort to reduce the time it takes students to complete developmental Math. Data reveals that 70% of Delgado students who place in developmental Math are required to take three developmental Math courses.

### **Student Services Retention Initiatives**

- Student Success Week
- CCSS 107 (College and Career Success Skills)
- EMAS/Retention Pro
- College Compass, a is a new electronic/online "learner-centered" tool designed to manage the college experience for students
- 24/7 helpdesk support for faculty, staff, and students

### **LCTCS & Delgado Policies Relating to Student Success**

As a mandated from LCTCS, Student Affairs & Academic Affairs policies will be reviewed over the next year at the system and college level to ensure that student access and success are considered and supported. A list of these policies can be found:

<http://docushare3.dcc.edu/docushare/dsweb/Get/Document-4188/DCC+Policies.pdf>

## **IPEDS Graduation Rate Survey (GRS)**

It should be noted that our Year 1 data is the same as the baseline year data because Fall 2005 was the cohort year for the baseline year. Since we did not have a Fall 2005 cohort we used Fall 2006 as our baseline. While Delgado has the lowest graduation rate of all the LCTCS colleges, it does not mean that our students are not successful. While only 2.1% of the Fall 2006 cohort graduated within 150% of normal time, 6.6% graduated within 200% of the normal time and 14% are still persisting. Of those who dropped out before completing a certificate or associate degree, 4.7% earned a TCA. This would bring our success rate up to 25.3%.

### **Factors affecting Delgado's GRS:**

- 85% of first-time, full-time students require at least one developmental course, almost half require more than one, 25% require more than two. Forty-eight percent of Delgado graduates took developmental classes, proving that developmental education does work.
- 70% of students requiring Math are placed in the lowest Math which means it will take them at least 3 semesters to complete.
- 42% are Allied Health or Nursing majors. These programs are limited admissions. It generally takes 1 to 2 years JUST to get accepted into these programs.
- 60% of incoming students (part time and transfer) will never be included in the rate.

### **A Study of the Postsecondary Education Needs of the New Orleans Region**

This study, commission by La. Board of Regents, was conducted by the National Center for Higher Education Management Systems (NCHEMS) and focused on the five parishes (Jefferson, Orleans, Plaquemines, St. Bernard, and St. Tammany) that encompass where the majority of Delgado's students reside. The report revealed that while St. Tammany Public Schools do perform at or above the statewide average levels with dropout rates below the statewide average and ACT exam scores above the statewide average, Jefferson and Orleans Public Schools have high drop-out rates and ACT scores that are below the statewide average. Sixty three percent of Delgado students come from Jefferson & Orleans parishes. According to NCHEMS, Delgado's student body is poorly prepared academically and less likely to receive Pell grants which we can assume to mean that students must be working while going to school or there are challenges to them for paying tuition causing them to drop out of college because of finances. Starting behind creates a scenario of quitting early. While Delgado's three-year graduation rate may seem low when compared to its SREB peers, according to NCHEMS the comparisons are based on full-time freshmen, counts only graduates who had initially enrolled at Delgado and it does not take into account transfer students. Delgado fared much better when compared to its SREB peers when graduation rates included the number of transfer students.

**LCTCS Student Success Measures:** Dr. Sullivan at LCTCS has proposed for board action an Approval of the Two-year College Student Success Measure framework. This framework will allow 2-year colleges to utilize student success measures that are more relevant to the goal, mission and students enrolled in 2-year colleges. Institutional performance and accountability will also be emphasized. This framework is scheduled to be presented to the LCTCS board of supervisors at the April, 2011 meeting.

## **Student Success**

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

Our baseline data & projections include LTC Region 1 graduates, therefore, we included them in our actual count.

### **Initiatives to Increase Graduates**

Associate of Arts & Associate of Science Louisiana Transfer Degrees:

Act 356 of the Regular Session of the 2009 Louisiana Legislature was enacted to eliminate barriers that prevent students from successfully transferring between and among secondary and postsecondary institutions. The outcome of this statewide collaborative effort was the establishment of the statewide Associate of Science and Associate of Arts Louisiana Transfer Degrees at all SACS accredited community colleges. These two new degrees were implemented at Delgado Community College in the fall semester of 2010. This should have a positive effect on the number of degrees awarded by the 2012 – 2013 academic year.

Project Win –Win:

Beginning in fall 2009, Delgado participated in the pilot of Project Win -Win, a project aimed at identifying students who either completed the requirements for a degree, or only lack a few credit hours. As we go through this process we hope to award general studies associate degrees or certificates, a win for the student who gets a degree and a win for the institution who gets a completer.

### **Delgado Graduation Facts**

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

According to [Diverse Issues in Higher Education](#), which ranks the top 100 degree producers of minority degrees, Delgado is listed in the top 100 for awarding degrees to African Americans in 5 program areas. We rank 12<sup>th</sup> in the nation for awarding Nursing degrees ,17<sup>th</sup> for Accounting & Related Services, 27<sup>th</sup> for Security & Protective Service, 33<sup>rd</sup> for Business Management, Marketing & Related Support Services, and 33<sup>rd</sup> in Health Professions & Related Clinical Science. <sup>1</sup>

<sup>1</sup>Source: *Diverse: Issues In Higher Education* analysis of U.S. Department of Education reports submitted by institutions. Rankings are based on the review of 2008-2009 preliminary data. Online "campuses" are seen as a single entity, even though they enroll students globally.

### **Program Assessment**

Delgado Community College has an established Office of Curriculum, Assessment, and Program Development. A major function of this Office is the on-going review of all instructional

program offerings at the College, with the ultimate goal being the development of strategies to improve opportunities for student success while enrolled in the instructional program, and after completion and attainment of credential, either through immediate entry into the workforce, or transfer to a senior college for the completion of additional studies.

Often, instructional programs at the Associate degree level are initially designed with two or more options of the same overarching degree. This model provides separate distinct educational paths designed to result in a focused sub-specialty within a career field. Programmatic options share a core of courses common to each instructional area; however, provide different course groupings for each distinct option. Reviewing enrollment, retention, and completion rates of instructional programs by degree option, often identifies when a disconnect occurs, as student interest and workforce needs change over time. Programmatic review and assessment may demonstrate that the various options in a degree may have more common core knowledge required than is evident by program structure, or that student interest spans courses comprising various program options to reflect current trends and expectations in the workforce. Through review, assessment, and evaluation, instructional program content may be revised to discontinue separate program options, and to provide elective choices, or advising concentrations to students for assistance in career exploration and preparation. Combining multiple options of degree programs, as appropriate and as a result of review and evaluation, can remove unnecessary barriers to student completion by strengthening instructional program offerings and providing a clear path to an ultimate goal of credential attainment and/or immediate entry into the labor market.

## **Student Success**

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

Delgado Community College has established partnerships with secondary school systems throughout the New Orleans area. These partnerships promote higher academic standards for secondary school students in addition to awarding college credit to those students enrolled in identified career pathways. The College aggressively pursues partnerships with Region-1 high schools to increase the number of students participating in dual enrollment and career pathway activities. A list of those partnerships is provided at [Secondary School Systems Partnering with Delgado Community College for Dual Enrollment](#).

#### **Current Partnerships**

[Examples](#) of the partnerships Delgado has formed.

#### **Examples of strengthening partnerships**

The College conducts meetings with content experts and administrators from the secondary and post-secondary schools to align curricula and review credentials for post secondary courses offered at the secondary school campuses.

Delgado's Admissions department currently coordinates three successful Career Pathway functions for the Allied Health, Business & Technology, and Liberal Arts departments. These Career Pathway events are designed to expose secondary students to the various careers offered at the College and provide an introduction to participating industry professionals. More than 600 secondary students attend each event.

In 2010, Delgado Admissions and Enrollment Services in conjunction with the Television Production Department, produced an interactive DVD that contains program information, application forms, contact information, deadlines for submitting financial aid. This DVD serves as a road map students can use to guide them through the enrollment process and is distributed to high school counselors and seniors to help them as they transition from high school to college. The DVD has been well received by all.

Currently we are furnishing feedback to the high schools in the form of grades. In the future, we will also provide attendance reports.

#### **Counselor Workshops**

Delgado Community College annually hosts a Region-1 Counselor Workshop to support state wide initiatives. Counselor workshops are scheduled throughout the year and include counselors from all Region-1 secondary education partners.

Delgado and the Region-1 College and Career Transitions Coordinators designed a Matrix that aligns with secondary and post-secondary education courses offered through dual enrollment. This matrix makes the process of certifying secondary instructors easier for the high school administrators, and identifies course offerings in an easy to use guide for parents and counselors. Certified instructors participate in orientation and training programs to align curricula and procedures between the secondary and post-secondary educational systems.

### **Distance Learning**

Distance Learning is being explored to strengthen partnerships with secondary school systems.

### **SCORE Summer Program**

The SCORE Summer Program is a 7 week instructional program that includes ACT preparation, career exploration and paid internships. Students meet with Career and Technical Education instructors to learn about careers in the Technical Division at Delgado. On Fridays, students participate in field trips to businesses. SCORE has been successful since the summer of 2009. Through the College and Career Transitions Coordinator, Delgado offers secondary instructors professional development opportunities. A list of available professional development provided can be found at [Professional Development Offered to Secondary Instructors](#).

### **Postsecondary Transitional Initiatives (PTI)... Admissions & Enrollment Services**

[Postsecondary Transitional Initiatives](#) are designed to provide information introducing students and their families to post-secondary opportunities. These initiatives are innovative & interactive in their presentations. For many this may be their first exposure to a college environment.

### **Tracking Progress to evaluate partnerships**

Quarterly meetings are held with Delgado and the Career Transitions Partnership. These meetings are attended by secondary administrators, instructors, post secondary administrators, counselors and CTE supervisors. The agenda includes dissemination of information regarding statewide initiatives and provides feedback on existing partnerships.

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

## **Student Success**

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

Three Allied Health Programs had licensure exam passage rates below the national average: Veterinary Technician, Emergency Medical Technician and Funeral Service Education.

#### **Veterinary Technician**

**Plan of Action** – We have begun a “Capstone Course” for a thorough review for the Veterinary Technician National Exam (VTNE) in the last semester of the Program for graduating students. In this Capstone Course there are weekly online exams that cover one of the 7 topical areas found on the VTNE. These topical areas include: Pharmacy & Pharmacology, Diagnostic Imaging, Anesthesia & Analgesia, Animal Care & Nursing, Surgical Prep & Assisting, Dentistry, and Clinical Pathology Laboratory Procedures. “Mastery Learning” is used as each student can take and retake these Review Exams, which are only open for one week. Large databases of questions are used for each Review Exam and are randomly used each time a student retakes the Review Exam. Questions for these large databases have been gotten from a textbook designed to help students review for the VTNE. At the end of the semester, students take an online Review Exam together in a classroom with 200 questions from the 7 topical areas on the VTNE. The number of questions in each topical area is the same as will occur on the VTNE. Students will then take the VTNE from June through July at an Exam location that has a bank of computers. We feel that this series of simulated online Review Exams that thoroughly cover the topics with the types of questions found on the VTNE will make the students more familiar with the topics to be tested on, as well as the format of computerized exams from large databases of exam questions.

Also to be included next year in this capstone course will be review lectures on major concepts in the 7 areas to be tested on in the VTNE. This will be implemented in spring 2012.

#### **Emergency Medical Technician**

**Plan of Action** - The overall pass rate for the EMT Basic courses was slightly under 80%. With these numbers in mind, we have implemented strategies similar to those that increased our success rate in the Paramedic Program.

To achieve a higher pass rate on the practical exams, skills sheets are utilized for each practical skill that is tested for by the Louisiana State Bureau of Emergency Medical Technicians overseen by the National Registry of Emergency Medical Technicians. These skill sheets are given to each student in the beginning of the semester and are worked on diligently during the semester. Several check offs are done during the course of the semester, ensuring that students

are able to pass them not once, but several times throughout the course. The first large practical test is done during midterm exams. Students must pass a minimum of 4 of the 6 stations in order to be eligible to continue the course. They are then tested again at the end of the semester before being eligible to participate in a "mock" registry exam. The "mock" registry exam is set up to route students through their different practical skills being tested by different instructors allowing them to get the feel of what their Louisiana State Practical Exam will be like and gives the instructors and students insight on weaknesses that need to be worked on before they officially test.

The written portion of the exam has been changed to a Computer Based Testing process to mimic the written exam given by the National Registry of Emergency Medical Technicians (NREMT). Paper tests are no longer used by the NREMT, so all tests are taken on the computer as timed tests. Students are not allowed to "backtrack" or re-answer the previous question nor change any answers. In addition to Computer Based Testing, practice exams are done utilizing the EMT Achieve. EMT Achieve provides the student with four different practice exams containing 150 questions with rationales to aid the student in their test taking ability. The increase in pass rate with students taking these practice exams has markedly increased over the last year and is now a mandatory portion of our preparations for National Registry exams.

This spring semester, a new study aide is available on the EMT Basic level provided by Field Internship Student Data Acquisition Project (FISDAP). This gives the students 2 attempts at a practice exam set in up in a similar fashion to the National Registry CBT exam. These two tests that will be taken advantage of at the end of the current semester will give students additional practice with exams and the cut score from these exams are comparable to those of the National Registry exam and will be a good indicator on the Pass/Fail ability of the student.

With the combination of practical and written exam practice utilizing computer based testing aides, we are looking forward to seeing our pass rate increase this semester.

### **Funeral Service Education**

**Plan of Action** - First, the funeral service program is required to meet at least 60% pass rate for accreditation with the American Board of Funeral Service Education. With that said, the average national pass rate is in the 70 percentile.

To improve our pass rate, we have increased the academic requirements to enter the program. Additionally, we have a capstone course used to prepare students to take the national board exam. Students are assessed with written practice exams, Morticians Assessment Training Simulator Software and QuizLet available on the web.

## Articulation and Transfer

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.**

### LCTCS & Delgado Policies Relating to Student Success

Delgado has an open admission policy and our mission is to serve all levels of learners, however, several approved policies are in place, and are designed to facilitate a smooth transition for students who enter the college with the ultimate goal of transferring to a 4-year institution. Those policies include Articulation Agreements with Other Institutions (AA-1438.1) & Evaluation of Transfer Credit (AA1442.3).

Policies and procedures relating to advising, academic appeals, academic status, cross enrollment, grade changes, graduation, and non-traditional credit can be found at the link below.

<http://www.dcc.edu/departments/policy-office/academicaffairspolicies/academicresourceguide/>

In addition several LCTCS policies also support transfer.

### **LCTCS Policies**

1.002 – *Delegation of Authority to Chancellors to Sign and Distribute Degrees, Diplomas and Certificates.* Effective Date: May 10, 2000

1.006 – *Academic Amnesty* Effective Date: October 10, 2002

1.010 – *Program Assessment* Effective Date: March 14, 2001

1.014 – *Assessment* Effective Date: November 14, 2001

1.016 – *LCTCS Cross-Enrollment Policy* Effective Date: November 14, 2001

1.020 – *Academic Status* Effective Date: Fall 2003

1.023 – *LCTCS Policy on Non-Traditional Credit* Effective Date: December 12, 2001

1.025 – *Articulation* Effective Date: December 12, 2001

1.028 – *Academic Renewal* Effective Date: February 14, 2002

1.029 – *Disclosure of Degree Program Transferability* Effective Date: August 14, 2002

1.036 – *Cross Enrollment Agreement between System Institutions*  
Effective Date: July 9, 2003

5.025 – *Tuition Discounts and Waivers* Effective Date: August 10, 2005

As a mandated by LCTCS, [Student Affairs & Academic Affairs Policies](#) will be reviewed over the next year at the system and college level to ensure that student access and success are considered and supported

### Timeline for Implementation

Academic Year 11 -12: Review and revision of policies

Academic Year 12 -13: Implementation of policy changes

## Transfer & Articulation

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

Delgado Community College engages in several initiatives to support and improve student success. The college maintains a center for student advising that was recently combined with the center for testing, now called the Office of Advising and Testing. The mission of the Office is to serve the academic and advising needs of students who enter the college at various levels of educational preparation. Combining the offices of testing and advising into one comprehensive unit allows for a more efficient and effective initial assessment of academic preparation and subsequent development of plans to assist students to reach personal, academic, and career goals. The Office of Advising and Testing is responsible for providing academic advising services to all first-time freshman, transfer-in, and students who are not assessed at college-readiness for reading and writing abilities. The office also operates a transfer center, specifically designed to assist students interpret various admissions requirements for 4-year schools.

The chart below represents students who were enrolled at Delgado in the fall or spring semesters (for the first year indicated). These students are full or part-time with an admission status of anything other than visiting or high school students who were found enrolled at any 4-year institution the following year with an admission status other than visiting or continuing.

4 Year Transfer School	2007 to 2008		2008 to 2009	
	No. of students who transferred to school	% of Transfer students	No. of students who transferred to school	% of Transfer students
UNO	573	40.5%	670	41.1%
LSU/So. BR	77	5.5%	103	6.3%
SUNO	270	19.1%	310	19%
ULL	29	2.0%	50	3.1%
SELU	323	22.8%	362	22.2%
Nicholls	91	6.4%	95	5.8%
Other	53	3.7%	35	2.2%
<b>Total</b>	<b>1,416</b>		<b>1,676</b>	

Formal processes have been initiated to identify benchmarks coupled with targeted pairing in all approved articulation agreements. In addition, a process has been established to annually request a review and summary of student performance at partner Senior Colleges. To date, the College has received feedback reports from Southeastern Louisiana University. The University of New Orleans has indicated that a process has been developed to collect this data and to forward it to the College. Southeastern provided data for all students who transferred from Delgado, since only a small number of the students who transferred did so after completion of the Associate degree. For the 2008 – 2009 academic year, Southeastern reports 180 students transferred to Southeastern from Delgado. This is considerably less than the 362 students shown to have transferred to Southeastern from Delgado by the Board of Regents report. Delgado students who

transferred to Southeastern had an average Grade Point Average (GPA) of 2.174 for their first semester and an average cumulative GPA of 2.527. By fall 2010, fifteen (15) students had received baccalaureate degrees and 107 (59.4 percent) were enrolled as continuing degree-seeking students. In reviewing the grades of Delgado transfer students for Math and English, the percentage of students who completed Mathematics courses with a final grade of A, B or C, was approximately 50 percent and the percentage of students who completed English courses with a final grade of A, B, or C was 75 percent. Data were not provided as to how this information compares to non-transfer student performance at Southeastern.

Use or Results (feedback reports): Results of the report were forwarded to the College's General Education Assessment Committee to determine strategies to improve student performance and/or revise instructional content in core General Education as necessary.

Processes in place to identify and remedy student transfer issues: The College employs a full-time professional staff member as a Transfer Advisor; this position collects, summarizes, and reports challenges students may experience in transfer to the College administration. In addition, transfer agreements with other colleges are promoted through the College website and targeted general and specific marketing materials. In addition, the Transfer Advisor assists students with steps necessary to apply and enroll at a partner Senior College by maintaining a directory of current contact information and various admission and completion requirements. Delgado Community College is an active participant on the Board of Regents for Louisiana Higher Education Master Articulation Matrix, and actively seeks to expand or revise course offerings to align with similar course content at Louisiana Universities. Problems or obstacles students may experience in the awarding and/or application of course credits on the Master Articulation Matrix are reported to the College's representative Chief Articulation Officer for the Board of Regents and are shared and discussed at annual meetings sponsored by the Board.

Examples of new or strengthened feedback reports to the college(s): In an effort to improve the feedback received from partner Senior Colleges, representatives from Delgado Community College and Southern University at New Orleans met to determine strategies to increase transfer from Associate degree to related Baccalaureate degree, and to identify ways to strengthen feedback and reporting regarding transfer student success.

Reports, in general, should contain raw numbers of students transferring from Delgado Community College to Southern University at New Orleans, their Grade Point Averages, and their success as compared to native students at the University. In May 2009, Delgado and SUNO signed a general articulation agreement to: 1) review all programs at both institutions to maximize opportunities for student success after earning the Associate degree at Delgado; 2) to promote, through the efforts of a joint committee, new cooperative academic programs; and 3) to strive to find other areas of cooperation that will strengthen the ties of the two institutions so that they might better serve the State of Louisiana.

Additionally, all recently approved articulation agreements between Delgado Community College and Senior College partners contain a timeline for review and provision of feedback, as well as statements outlining specific benchmark requirements for student performance, and how these will be measured.

## **Transfer & Articulation**

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

Measure: See Table 2c.

#### Examples of Agreements

Delgado Community College has agreements in place with [University of New Orleans \(UNO\)](#) & [Southeastern Louisiana University \(SELU\)](#). Currently, the College is working on an agreement with Xavier University.

As students are referred to Delgado, the College enters a specific code in our student records system identifying these students as referred and which institution they were referred by.

During the 2008 – 2009 academic year, 132 students were referred by the University of New Orleans (UNO) of which 89 of these students enrolled at Delgado. In 2009 – 2010, 89 were referred of which 60 enrolled. So far in 2010 – 2011 only 33 were referred with 25 students enrolling at the College.

No students were ever referred from SELU.

At this time, Delgado is experiencing a steady decline in referred students. The College believes that students are becoming more aware that they do not meet the admissions standards required at the 4-year institutions and are applying directly to Delgado.

Delgado has worked with the 4-year institutions in our area, specifically Southeastern Louisiana University and University of New Orleans to admit and track those students referred to Delgado by these institutions. Delgado Community College has agreements in place with [University of New Orleans \(UNO\)](#) & [Southeastern Louisiana University \(SELU\)](#). Currently, the College is working on an agreement with Xavier University. As students are referred to Delgado, the College enters a specific code in our student records system identifying these students as referred and which institution they were referred by.

Currently, the College has nineteen (19) active formal articulation agreements with four (4) of the total at Louisiana Private Colleges/Universities; seven (7) of the total at out-of-state College/Universities; and (8) of the total at Louisiana Public Universities. The College also participates in several articulation agreements developed by the Louisiana Community and Technical College System, including: Ashford University (Iowa), Kaplan University (nationwide locations), Regis University (Colorado), Western Governors University (Utah), and the University of Phoenix (nationwide locations).

Delgado initiated discussions, primarily with the University of New Orleans and Southern University at New Orleans to address a comprehensive approach to post-secondary education for the Greater New Orleans area in the Fall of 2011. Initial conversations centered on a combined approach to student advising reviewing academic preparation and identified career interest. The goal of the initiative is to provide students with an advising plan to include referral based on admission requirements, program availability, and interest. It is expected such conversations will continue into the 2011-2012 Academic year.

The College currently offers a 30-credit hour Certificate of General Studies (CGS) program designed specifically for students who do not meet admission criteria to area Senior Colleges. The CGS is comprised of transferrable general education courses, and allows students to select six credit hours for exploration purposes. Traditionally, students not meeting admission requirements to UNO have been referred to Delgado with a list of courses that will be acceptable later in transfer. No formal tracking method exists; however, plans to convert to a Student Information System common to all LCTC System Colleges will allow for increased data entry, data collection, and query reporting for such admission referrals in the near future.

## **Transfer & Articulation**

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

### **Associate of Arts & Associate of Science Louisiana Transfer Degrees**

Act 356 of the Regular Session of the 2009 Louisiana Legislature was enacted to eliminate barriers that prevent students from successfully transferring between and among secondary and postsecondary institutions. The outcome of this statewide collaborative effort was the establishment of the statewide Associate of Science and Associate of Arts Louisiana Transfer Degrees at all SACS accredited community colleges. These two new degrees were implemented at Delgado Community College in the fall semester of 2010.

For that first semester 26 students declared the Associate of Arts degree and 113 declared the Associate of Science degree. For spring 2011 it was 74 and 207 respectively. It is expected that these numbers will increase as students become aware of the degrees.

### **Examples of Collaboration**

Prior to degree implementation in the fall, an AA/ASLT Transfer Advising Workshop hosted by the LCTCS was held on Friday, June 4<sup>th</sup>, 2010. Almost every public college/university was represented for the orientation/application discussion on the new Transfer Associate degrees. Representatives from Delgado Community College were present. This workshop was key to program implementation as it laid the ground work for consistency pertinent to one of the most important aspects of these degrees -advising.

Subsequent to this meeting, advising templates from Southeastern University (SLEU) were developed by Dr. Jeffery Temple, Chief Articulation Officer at SLEU for students seeking to transfer to SLEU. These templates are being reviewed for implementation in the near future. Additionally, a meeting was held with Admissions leadership at the University of New Orleans (UNO) to begin the process of the development of specific advising templates for students seeking to transfer to UNO.

Because these degree programs are new, it is too early to measure success, however, they represent a great opportunity for our students to earn an associate degree before transferring. Should a student have to delay or stop pursuing their education, they will possess a credential that will not expire and attests to the education they have obtained.

### **Processes to Remedy Transfer & Articulation Issues**

Delgado Community College has appointed a transfer degree contact person to handle inquiries about the degrees and assist with new student advising. Additionally, division advisors have been assigned to advise continuing students as they complete the required coursework for the degrees.

## **Associate of Science in Teaching**

The Associate of Science in Teaching (A.S.T.) for Grades 1-5 is a transfer degree program that addresses the requirements of the Baccalaureate of Science in Elementary Education offered by the public and private colleges of education in Louisiana. The mission of the A.S.T. program is to provide the highest quality foundational coursework specifically designed to produce teacher candidates for the state university and colleges of education who are effective communicators with knowledge, skills, and dispositions to meet the diverse education needs of Louisiana schools and their students. It is the design of the A.S.T. degree to be a viable pipeline to four year colleges of education which will add to the state pool of highly qualified teachers. The Delgado program has additional admission criteria and admits students on a bi-annual basis, starting in the fall and spring semesters. To successfully complete the program, students must have a minimum grade point average of 2.5, have passed PRAXIS I (Pre-professional Skills Test), and PRAXIS II, section 0014 (Elementary Education Content Knowledge).

As a pre-cursor to the Louisiana Transfer Degrees, the program is designed to be available to students throughout Louisiana to ensure community college students have access to a direct pipeline to Teacher Certification from the beginning of their college experience.

Program graduates have successfully transferred to Southeastern Louisiana University, Southern University at New Orleans, University of Louisiana at Lafayette and University of New Orleans.

As one of the initial colleges to be approved for offering the A.S.T., the College had a primary role in the development of the Louisiana Community and Technical College System (LCTCS) guidelines for offering the degree in Teacher Preparation. The program collaborates with local and regional senior colleges, as well as with regional community colleges. In August, 2011, discussions were initiated with the University of New Orleans to expand program offerings beyond the 1-5 Certification level.

To insure success, the program is managed by a 12-month unclassified professional staff member, who serves in the role of Director of Teacher Education. This position is responsible for the selective admissions process, programmatic student advising, retention in the program to completion, and as a facilitator of successful transfer post-Associate degree. To assist with and remedy any articulation and transfer issues, the Director of Teacher Education routinely meets with partner public and private senior colleges. Transfer students who encounter minor or major challenges in the transfer and awarding of credits processes report these to the Director of Teacher Education who contacts the Dean of the College of Education at the senior college for assistance in the transfer process.

Several [formal committees](#) have been established to maximize student success in transfer and completion of the Baccalaureate degree in Teacher Education.

## **Workforce Development and Economic Development**

**a. Eliminate academic program offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.**

Measures: See Table 3a.

The Office of Curriculum, Assessment, and Program Development is charged with monitoring current instructional program offerings, and coordinating the development and initiation of new and/or revised program offerings at the College.

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

All instructional programs are required to complete annual assessment review plans each academic year, in addition to a comprehensive five-year review of program offerings. Among the items reviewed are:

- Student enrollment, persistence, completion rates, and student learning outcomes specific to the program.
- Graduate survey to assess the level of satisfaction, value placed on training and instruction received in the program, and the extent to which program graduates were successful in securing employment in their career field.
- Employer Survey of graduates to determine their level of satisfaction with the training students received.

Information gained from the Master Course Inventory and Statewide Completion Report, Delgado Enrollment Reports and the College's Unit Planning and Assessment documents assists the College in determining what programs are successfully meeting workforce need, and which programs require additional support to review, revise, and possibly terminate program offerings. Information gained from these comprehensive review reports is presented to the College Curriculum Committee, and reviewed by various administrative leadership levels.

Additionally, all instructional programs are required to have active Advisory Boards comprised of local and/or regional business and industry representatives, and/or representatives from area transfer institutions (senior colleges). Meetings with Advisory Committees are designed to assist programs remain current and viable with articulated workforce needs.

The Office of Curriculum, Assessment, and Program Development is also responsible for coordinating the development of new instructional program offerings at the College. This process follows established policies and guidelines as promulgated by the Louisiana Community and Technical College System and by the Board of Regents for Louisiana Higher Education. The Office coordinates activities of the College Curriculum Committee, and is responsible for

submitting and monitoring the progress of instructional program proposals through the various stages of the internal and external approval process. New instructional program development may be initiated by current faculty and/or staff members who have identified a workforce, general education, or transfer program need. Additionally, business and industry partners may approach the College with requests for industry specific training needs to meet a current workforce shortage, to upgrade the skills of a changing workforce, or to meet anticipated short-term and/or long-term workforce requirements.

A key component of the program development process is the assessment of workforce need for the proposed program. Needs assessment typically includes consultation of national statistics including various government publications such as the Bureau of Labor Statistics and the United States Department of Education's National Center for Education Statistics, as well as a review of regional and state workforce data as supplied by the Louisiana Workforce Commission and Louisiana Economic Development publications. This process surveys local business and industry to determine needs in the immediate service area of the College. Questions typically include the number of current employees at the particular agency with the job title and responsibilities that the proposed program is attempting to address, the current vacancies in these areas, the current shortage of qualified (trained) employees, and current wage and benefit information. Respondents are also asked to provide projections of need, solvency, and anticipated salary range over the upcoming five year period. Finally, respondents may be asked to review the proposed curriculum outline to determine if the training will meet specific needs.

Development of the Curriculum outline may be based on required industry based professional licensure/certification requirements necessary for employment in the field. Learning outcomes, courses required in the program, and assessment/evaluation activities are mapped to competencies required for success on the professional licensure/certification examination. For programs where a professional industry based certification is not a precursor for employment, the curriculum outline will be based on those competencies of an ideal employee as developed by review of published research and as obtained from potential local employers through survey and interview processes. In many cases, the College Division of Workforce Development and Education will provide information gained from participation in the Louisiana Workforce Commission, and from other local, regional, and state economic development engines. Often, the Division of Workforce Development and Education will initiate non-credit training designed to meet immediate articulated workforce training or skills upgrade needs, prior to moving the coursework to credit granting, as a way to incubate new course and programmatic offerings at the College.

## **Workforce Development and Economic Development**

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

Measures: See Table 3b.

The number of students and classes at Delgado for the past five years are reflected in the [Enrollment & Class Counts for Distance Education](#) table.

As of the 2009–2010 academic year, there were six programs at the College that students could complete entirely through distance education. The six programs are reflected in the [Programs offered through 100% Distance Education by Award Level](#) table.

During the fall 2004 semester, 1,007 (6%) Delgado students were taking classes online. At that time we were making modest increases in online offerings. As a direct result of Hurricane Katrina, Delgado drastically changed how it delivered education. With the College's classes canceled and students scattered all over the country, the College scrambled to put together online classes in an effort to provide continuous education to its students. Impromptu training was conducted for faculty who had never used Blackboard resulting in two hundred ten classes being offered with enrollment of 1,697 students.

By the spring 2006 semester, many students were still unable to return to New Orleans and online enrollment reached 25% or 2,471. Underprepared for this paradigm shift, the College decided to focus its SACS Quality Enhancement Plan (QEP) five year plan on distance learning. The QEP titled: Improving Distance Learning in a Climate of Recovery, Regeneration, and Transformation is currently in its fourth year of the five year plan. The objectives of the QEP are to:

- Improve faculty preparedness in distance delivery (24 faculty have completed the Fielding Graduate University's Teaching in the Virtual Classroom-TVC)
- Improve instructional design (14 courses have received QM recognition)
- Improve retention and success of online students (developed an online readiness module for students with continuous assessment to create a student profile for online readiness)
- Improve student learning outcomes in distance-delivered courses (currently assessing 2<sup>nd</sup> year data for comparison).

#### **Current initiatives to create and expand educational offerings by distance education**

Using the Board of Regents CALL model as an example, this spring 2011 Delgado began offering the A.A. in Criminal Justice to local law enforcement employees in an accelerated online program. Currently the initial program is serving 73 and there are plans to extend the program across the region.

#### **Efficiencies realized through distance education**

Using several of the electronic tools mentioned below (24x7 help desk, Elluminate, and EMAS) Delgado is able to efficiently and effectively increase the size of the population it serves. The 24x7 help desk provides telephone, online chat, and a web accessed knowledge base allowing the

College to serve its student population in an efficient manner. The EMAS Retention Pro™ will allow Delgado to scale the communication to students, advising model, and behavior variables the College identifies as indicators of student success.

All distance learning courses offered at Delgado are an extension of the curriculum offered on campus and are consistent with its educational mission. To support and compliment distance learning the College maintains a host of tools to facilitate its learning-centered mission:

- Online Databases – Delgado libraries
- Blackboard Learning Management and Community systems
- Tegrity
- Elluminate
- Softchalk™
- ShareStream
- Second Life

### **STUDENT SERVICES**

- College Compass - online *management of the Delgado college experience*
- EMAS/Retention Pro
- 24/7 support helpdesk
- Online tutoring

### **FACULTY DEVELOPMENT**

Using information from the QEP and instructional competencies identified by the College for the online environment, the College has developed a comprehensive [competency based] Faculty Development curriculum consisting of various courses including: Learning-Centered Theory & Practice, Syllabus 101, Assessment, Critical Thinking, Course Design, Diversity & Inclusion, and alternative delivery methods. A Board of Regents Grant funded the development and implementation.

### **INFORMATION TECHNOLOGY INFRASTRUCTURE**

Current and future Initiatives to improve technology for distance learning are:

- Migration to hosted collaboration platform (24x7 email, filesharing and office applications)
- Increased Internet bandwidth at all locations which ranged from 1mg to 10mg or 20mg, depending on location
- Increased overall Internet capacity college-wide from 50mg to 250mg
- Barnes & Noble Project – which allows students the ability to purchase textbooks online
- Implementing an alternative Internet routing strategy for all remote campuses whereby if City Park is inaccessible, the remote campuses will have alternative access to the Internet.

## Workforce Development & Economic Development

**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.**

Measures: See Table 3d

Delgado Community College routinely surveys its graduates 3 to 6 months after graduation to find out if they are employed and how well DCC prepared them.

Several attempts to survey our graduates are made. Surveys are emailed, mailed and phone calls are made. Our response rate ranges between 20 & 40%. The complete [survey reports](#) can be found on the College's DocuShare Site.

The last year that we received employment data from the La. Workforce commission was for our 2007 – 2008 graduates which were posted in the [Graduate Employment Report](#).

Twenty-eight out of 36 (77%) had 100% employment rates. Only one program had a less than 75% employment rate. That program only had two graduates.

All instructional programs are required to complete annual assessment review plans each academic year, in addition to a comprehensive five-year review of program offerings. These reports are reviewed by each program as a part of the assessment process.

Our graduate survey also assesses the graduate's level of satisfaction, and value placed on training and instruction received in the program.

## Institutional Efficiency and Accountability

**4c. 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.**

**Measure: See Table 4c**

Delgado Community College, an institution of the Louisiana Community and Technical College System (LCTCS), is included in the LCTCS annual Non-Resident Tuition Increase Plan in accordance with the provisions of the Louisiana Grad Act of 2010. In August 2010, the LCTCS Board of Supervisors approved non-resident increases for all colleges for the first year of the six-year plan, academic year 2010-2011. The subsequent five years of the plan were approved in February 2011. The plan projects non-resident tuition of all LCTCS colleges in 2015-2016, the sixth and final year of the plan, to reach \$7,444, the average non-resident tuition of SREB peer institutions. The average will be adjusted accordingly to reflect the latest SREB data.

The following is the actual and projected increases of the LCTCS non-resident tuition plan for Delgado Community College:

<b>DELGADO</b>	<b>2009-2010 (Baseline)</b>	<b>2010-2011 Actual</b>	<b>2011-2012 Projected</b>	<b>2012-2013 Projected</b>	<b>2013-2014 Projected</b>	<b>2014-2015 Projected</b>	<b>2015-2016 Projected</b>
<b>Tuition</b>	\$5082	\$5,892	\$6,207	\$6,522	\$6,837	\$7,152	\$7,467
<b>Annual Inc. %</b>	n/a	<b>15.9%</b>	5.3%	5.1%	4.8%	4.6%	4.4%

As noted above, in the first year of the plan, 2010-2011, Delgado's non-resident tuition was increased to \$5,892, representing a **15.9%** increase over non-resident tuition in the baseline year 2009-2010, which was \$5,082. This yearly increase in non-resident tuition impacted enrollment and revenue as follows. Non-resident headcount enrollment for the first year of the plan (2010-2011) was 1,838 (fall & spring only), which represents an 18.3% increase over 2009-2010 non-resident headcount enrollment of 1,554(fall and spring only). Non-resident tuition revenue for 2010-2011 was \$3,445,408, which represents a 36.7% increase over 2009-2010 of \$2,520,373.

**2009-2010 (Baseline Academic Year):**

Non-resident Tuition/Fee Amount:	\$5,082
Peer Non-Resident Tuition/Fee Amount	\$7,444
<b>Percent Difference from Peer Amounts</b>	<b>-31.7%</b>

**2010-2011 Academic Year:**

Non-resident Tuition/Fee Amount:	\$5,892
Peer Non-Resident Tuition/Fee Amount	\$7,444
<b>Percent Difference from Peer Amounts</b>	<b>-26.3%</b>

**Student Success**

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

Measures: Descriptive

Baseline: 2008-09 academic year

	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>
i. Number of high school students enrolled: at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term.	15	189	146
ii. Number of semester credit hours in which high school students enroll: by semester/term.	62	616	494
iii. Number of semester credit hours completed by high school students: with a grade of A, B, C, D, F or P, by semester/term.	56	616	472

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

Measures: Descriptive

Baseline: 2009-10 academic year

	AALT	ASLT	AST
i. Number of students enrolled in a transfer degree program: enrolled in the AALT, ASLT, or AST degree programs at any time during the given academic year.	94	269	235
ii. Number of students completing a transfer degree: completing the AALT, ASLT, or AST degree at any time during the given academic year.	0	0	13
Number Transferring	NA	NA	13
iii. 1st to 2nd year retention rate of those who transfer with transfer degree:	NA	NA	NA

NA = Not available since these are new programs.

AST

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

Measures: Descriptive

Baseline: 2009-10 academic year

	<b>AC2009 - 2010</b>
i. Number of students referred: referred at anytime during the given academic year to 2-year college and technical college.	89
ii. Number of students enrolled: referred by the 4-year university and enrolled at anytime during the given academic year.	60

## Workforce Development and Economic Development

a. Eliminate academic program offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as indentified by the Louisiana Workforce Commission.

Measures: Descriptive:

i. Number of programs eliminated: as a result of institutional or Board of Regents review. 4  
Baseline: 2009-2010:

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. Baseline: 8  
2009-2010:

Number of program offering, regardless of award level, in a given academic year. 77

identified by institution using LWC or LED published forecasts.: 62

iii. Percent of programs aligned with workforce and economic development needs: as 80.5%

Programs added CIP Code

Certificate of Applied Science in Culinary Arts 12.0503

Associate of Applied Science in Safety and Health Technology 15.0701

Certificate of Technical Studies in Hospitality Management 52.0901

Certificate of Technical Studies in Safety and Health Technology 15.0701

Programs eliminated:

Certificate of Technical Studies in Environmental Studies/The Built 03.0103  
LWC: Carpenters; LED: Advanced Manufacturing and Energy

Certificate of Technical Studies in Marine/Maintenance Electrician Apprentice 46.0302  
LWC: Electricians and Maintenance and Repair Workers, general; LED:  
Advanced Manufacturing

Certificate of Technical Studies in Painter Apprentice 46.0408  
LWC: Maintenance and Repair Workers, general; LED: Advanced

Certificate of Technical Studies in Pipefitter Apprentice 46.0502  
LWC: Plumbers, Pipefitters, and Steamfitters; LED: Advanced Manufacturing

Certificate of Technical Studies in Inside Machinist Apprentice 48.0503  
LWC: Machinists; LED: Advanced Manufacturing

Certificate of Technical Studies in Outside Machinist Apprentice 48.0503  
LWC: Machinists; LED: Advanced Manufacturing

Certificate of Technical Studies in Sheetmetal Apprentice 48.0506  
LWC: Welders, Cutters, Solderers, and Brazers; LED: Advanced Manufacturing

Certificate of Technical Studies in Pipe Welder Apprentice 48.0506  
LWC: Welders, Cutters, Solderers, and Brazers; LED: Advanced Manufacturing

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

Measures: Tracked

Baseline: 2008-09

	AC 2008 - 2009	AC 2009 - 2010
i. Number of course sections with 100% instruction through distance education:	757	722
i. Number of course sections with 50% to 99% instruction through distance education:	109	175
ii. Number of students enrolled in courses with 100% instruction through distance education: duplicated students	13,484	14,543
ii. Number of students enrolled in courses with 50% to 99% instruction through distance education: duplicated students	1,426	2,555
iii. Number of programs offered through 100% distance education: by award level.	4	6

Program	Degree Level	AC 2005-2006	AC 2006-2007	AC 2007-2008	AC 2008 - 2009	AC 2009 - 2010
Accounting	AAS	Spring 06	✓	✓	✓	✓
Business Administration	AS	Spring 06	✓	✓	✓	✓
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.**

i. Percent of completers found employed.

o Number of students completing a designated Technical Competency Area (TCA)\* or award identified in Board of Regents CRINPROG, by award level.

ii. Performance of associate degree recipients who transfer to 4-year universities.

See Elements 2.b. and 2.d.

iii. Placement rates of graduates.

o ### graduates

o ### placed in jobs

o calculated percent

Baseline: to be determined\*

	<b>AC 0809</b>	<b>AC 0910</b>
No. Associate Degrees	881	989
No. Certificates	207	219
No. Technical Diplomas	44	50
No. TCAs*	949	892
No. of graduates (unduplicated) excluding TCAs	1087	1258
No. responding to survey	286	459
% responding to survey	26%	36%
No. Employed	240	379
% employed	84%	83%
No. employed in their field of study (of those employed)	182	301
% employed in their field of study	76%	79%

\* TCA recipients are not surveyed

DELGADO	2009-2010 (Baseline)	2010- 2011 Actual	2011-2012 Projected	2012-2013 Projected	2013-2014 Projected	2014-2015 Projected	2015-2016 Projected
Tuition	\$5,082	\$5,892	\$6,207	\$6,522	\$6,837	\$7,152	\$7,467
Annual Inc. %	n/a	15.90%	5.30%	5.10%	4.80%	4.60%	4.40%

Louisiana Community and Technical College System  
 Institution: Delgado Community College  
 Date:

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

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
<b>1. Student Success</b>											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Fall 09</i>	Fall 08 to Fall 09	56.8%	56.4%	56.4%	56.7%	57.0%	57.3%	57.6%	58.9%
				1803	2028						
				1025	1143						
				na							
ii.	Targeted 4-Yr only	1st to 3rd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 07 Cohort # retained to Fall 09</i>	Fall 07 cohort								
				na							
iii.	Targeted Tech Coll Only	Fall to Spring Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Spring</i>	Fall 08 to Spring 09								
				na							
iv.	Targeted	Same Institution Graduation Rate (+/-)** <i>Actual Baseline Data: Fall revised cohort (total) completers &lt;=150% of time</i>	2008 Grad Rate Survey	2.1%	2.1%	2.1%	2.5%	2.8%	3.1%	3.4%	3.7%
				1242	1242						
				26	26						
v.	Targeted optional	Graduation Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE completers (undergrad)</i>	2008-09 AY								
				na							
vi.	Targeted optional	Award Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE awards (duplicated)</i>	2008-09 AY								
				na							
vii.	Targeted optional	Statewide Graduation Rate (+/-)** <i>Actual Baseline Data: # of Fall 02 FTF (cohort) completers &lt;=150% of time</i>	Fall 2002 Cohort								
				na							
b. i.	Targeted ***	Percent Change in program completers (+/-)** Certificate - 1 yr (Award level 1)			30.0%	31.0%	33.0%	36.0%	39.0%	42.0%	45.0%
			2008-09 AY	228	296	299	303	310	317	324	331
		Diploma (Award level 2)			30.0%	30.0%	33.0%	36.0%	39.0%	42.0%	45.0%
			2008-09 AY	60	78	78	80	82	83	85	87
		Associate (Award level 3)			20.0%	18.0%	22.0%	24.0%	26.0%	28.0%	30.0%
				874	1049	1027	1066	1084	1101	1119	1136

\* Report data in all cells highlighted in BLUE

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

Institution Notes: LTC Region 1 graduates are included

# **2009-10 Organizational Data**

**Submitted to  
The Louisiana Board of Regents  
In Partial fulfillment of the requirements of Act 741  
Louisiana GRAD Act**

**Delgado  
Community College  
Louisiana Community and Technical College System**

**April 1, 2011**

**a. Number of students by classification**

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

Undergraduate headcount	18,741
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	13,749
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**b. Number of instructional staff members**

- **Number and FTE instructional faculty**

Total Headcount Faculty	940
FTE Faculty	635.9

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

Average undergraduate class size	18.8
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**d. Average number of students per instructor**

- **Ratio of FTE students to FTE instructional faculty**

Average number of students per instructor	21.7
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- e. **Number of non-instructional staff members in academic colleges and departments**
  - **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

Number of non-instructional staff	FTE non-instructional staff
289	229

**EEO Category = "3"**

**f. Number and FTE of staff in administrative areas**

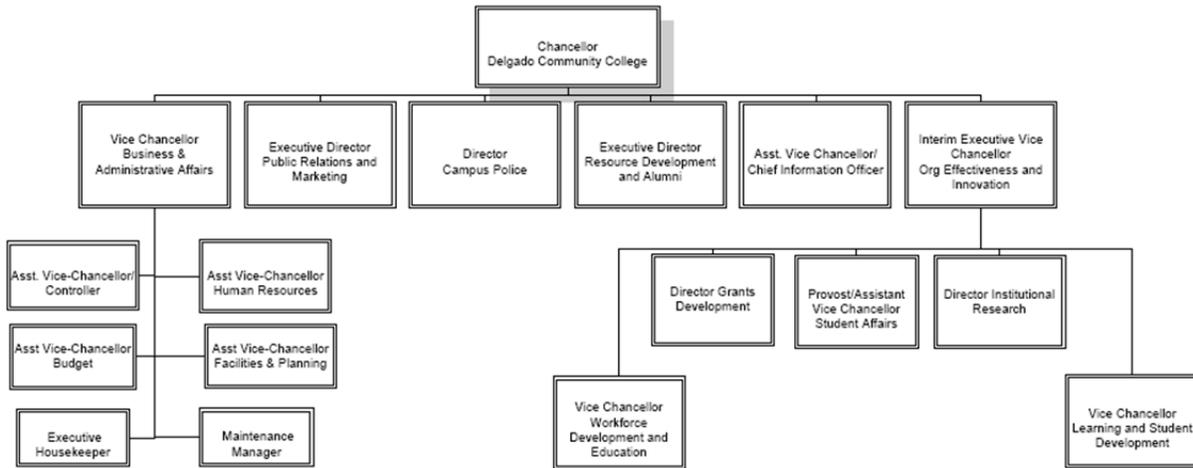
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Number of staff	FTE staff
14	14

**EEO Category = "1"**

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2009)**

Delgado Community College  
Leadership Organizational Chart



**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.**

<b>Job Title</b>	<b>Annual Salary</b>
CHANCELLOR	\$184,999.88
EXECUTIVE VICE CHANCELLOR	\$125,999.90
ASST. VICE CHANCELLOR HUMAN RESOURCES	\$101,940.02
ASST. VICE CHANCELLOR / CHIEF INFORMATION OFFICER	\$116,341.68
EXECUTIVE HOUSEKEEPER	\$83,062.20
DIRECTOR GRANTS DEVELOPMENT	\$83,288.92
ASST. VICE CHANCELLOR FACILITIES & PLANNING	\$112,133.06
EXECUTIVE DIRECTOR PUBLIC RELATIONS & MARKETING	\$76,546.60
MAINTENANCE MANAGER	\$71,308.90
DIRECTOR CAMPUS POLICE	\$72,784.92
EXECUTIVE DIRECTOR RESOURCE DEVELOPMENT & ALUMNI	\$94,434.60
ASST. VICE CHANCELLOR/CONTROLLER	\$103,175.02
VICE CHANCELLOR BUSINESS & ADMINISTRATIVE AFFAIRS	\$138,562.84
PROVOST ASST. VICE CHANCELLOR STUDENT AFFAIRS	\$118,078.22
VICE CHANCELLOR WORKFORCE DEVELOPMENT AND EDUCATION	\$124,643.48
VICE CHANCELLOR LEARNING AND STUDENT DEVELOPMENT	\$128,068.20
ASST. VICE CHANCELLOR BUDGET	\$107,711.24
DIRECTOR OF INSTITUTIONAL RESEARCH	\$83,619.64

Note: The Asst. Vice Chancellor Human Resources received an increase in salary of \$1000 for obtaining a Doctorate Degree in December 2009. None of the others received an increase after June 2008.