

# **South Louisiana Community College**



## **GRAD Act Performance Objectives Student Success**

### **2012 Annual Report**

**April 30, 2012**

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## Performance Objective 1:

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

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

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

Attachment D 4-year university, 2-year college, technical college - Year 2 Annual Report												
Louisiana Community and Technical College System												
Institution: South Louisiana Community College												
Date: 30-Apr-12												
GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-Year Targets				2009-10	2009-10	2010-11	2010-11	Evaluation				
Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Old Scoring Process	Current Scoring Process	Current Scoring Process	Points Earned	
<b>1. Student Success</b>									2-Yr Average	3-Yr Average		
a. i. Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	57.2%	54.3%	53.2%	54.8%	44.4%	-10.4%	48.8%	51.6%	0.00	
	Actual Baseline Data:	# in Fall 08 Cohort	376		427		590		2-yr avg 2.8% less than 3-yr avg			
		# retained to Fall 09	215		227		262					
iv. Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	1.6%	2.2%	7.4%	2.7%	6.3%	3.6%			2.00	
	Actual Baseline Data:	Fall revised cohort (total)	247		203		269					
		completers <=150% of time	4		15		17					
b. i. Targeted ***	Percent Change in program completers (+/-)**											
	Certificate - 1 yr (Award level 1)			-1.2%	-1.2%	0.8%	15.3%					
		2008-09 AY	242	239	239	244	279	35			2.00	
	Associate (Award level 2)			6.4%	6.4%	1.3%	33.1%					
		2008-09 AY	157	167	167	159	209	50			2.00	

South Louisiana Community College met or exceeded its targets in the areas of same-institution graduation rates and increasing the numbers of degree completers at all levels. The institution did not meet its student retention target. SLCC believes that the decline in overall student retention was primarily driven by tuition increases and regional employment availability. In-state full-time tuition increased 15.5% from fall 2010 to fall 2011. The number of SLCC students purged for financial reasons increased approximately 25% from fall 2010 to fall 2011 with more than 200 additional students being purged in fall 2011 versus fall 2010. In the Lafayette employment region, nonfarm employment increased from 145,900 jobs to 147,500 jobs between August 2009 and August 2010, a 1.1% increase. The Lafayette region's unemployment rate is among the lowest of all regions in the State, at 6.1% as compared to 7.0% statewide (March 2012). Three-year employment trends show that available nonfarm jobs in the Lafayette region reached their lowest point in mid-2010 and have increased steadily since. Given the strengthening of the local job market it would be expected that more students would opt to seek immediate employment rather than continue with college careers.

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

In order to increase the percentage of students retained and program completers at all levels each year, SLCC currently is employing three primary initiatives to address these objectives. These include (1) increasing advising awareness by identifying and proactively working with students who declare themselves as degree seeking students; (2) conducting degree audits; and (3) adding exit points to existing degree programs.

Increasing Advising Awareness: During the reporting year, students in the entering cohort were assigned to full-time faculty advisors. Students in the retention cohort were clearly identified to ensure that advisors paid special attention to contacting and advising these students. Advisors also worked proactively with degree-seeking students with more than 30 credit hours to guide these students toward graduation. Additionally, academic advisors worked with the large number of students identifying themselves as degree seeking transfer students not planning to complete their degrees with SLCC to encourage them to earn an associate degree before transferring to a four-year institution.

With the institution of the Associate of Arts Louisiana Transfer (AALT) and Associate of Science Louisiana Transfer (ASLT) degrees, efforts have been made to rapidly grow the number of majors and graduates in these transfer degree programs. Program coordinators were appointed for both the AALT and ASLT degree programs to coordinate the advising of students declaring majors in these two program areas.

Degree Audits: Beginning spring 2010, audits of all SLCC associate degree applicants are conducted to determine qualification for the Certificate of General Studies credential as well. Students qualifying for the CGS degree are automatically awarded the credential in recognition of completion of all CGS credential requirements.

In spring 2011, SLCC expanded its efforts to identify Certificate of General Studies degree candidates by auditing all students enrolled during the 2010-11 academic year to identify those completing requirements for the CGS degree. The number of CGS degrees awarded in 2010-11 grew to 182 from the 135 awarded in 2009-10 – a 35% increase.

Adding Exit Points: Additional exit points within existing associate degree programs were developed and approved by SLCC's Curriculum Committee. In the area of Microcomputer Information Systems, technical competency area certifications for Microsoft Office Suite were added that could be applied to either the Associate of General Studies or the Associate of Business Technology degrees as exit points.

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

Within degree areas, SLCC's Institutional Effectiveness program assesses student learning outcomes at various levels from developmental education through program completion. General education areas in particular (e.g., mathematics, and science) monitor student performance in "gateway" courses such as developmental mathematics, college algebra, and biology for non-science majors.

SLCC conducts CAAP testing to assess general education competencies. Competency areas covered include English, Mathematics, Reading, and Critical Thinking. Additionally, SLCC conducts yearly assessments of course learning outcomes to ensure content mastery.

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

During the reporting period, South Louisiana Community College established a central repository for compiling and sharing information on student program progress information. A dedicated drive on the college's intranet [career degree plan on 'apollo\faculty-staff shared\faculty departments' (K:)] was developed to allow sharing of all student advising information, including degree program audits assessing student progress to applicable exit points.

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

SLCC has established advisory committees for each degree program which meet once or more each academic year. Included in agenda of these committee meetings is the assessment of student performance in the respective degree program.

Additionally, SLCC's accreditation cycle has provided the College with a continuous feedback from SACS, ATMAE (Industrial Technology) and CoAEMSP (EMTP) on its performance in meeting program objects in preparing students.

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

SLCC has implemented Board Policy 1.025, as revised May 11, 2011, to increase articulation and transferability of coursework among state institutions. SLCC reduced Associate Degree programs to 60 hours, excluding those programs whereby licensure and state advisory board requirements demanded additional coursework. This assured our graduates could transfer 60 hours into baccalaureate programs. SLCC also offers three Louisiana Transfer degrees.

**Performance Objective 1 – Elements a & b – Optional Measures**

	Baseline 2008-09	Year 1 2009-10	Year 2 <b>2010-11</b>
Graduation Productivity Ratio	0.18	0.16	<b>0.15</b>
Award Productivity Ratio	0.18	0.16	<b>0.18</b>
Statewide Graduation Rate	1.6%	7.4%	<b>6.3%</b>

**Performance Objective 1:**

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

High School Students Academic Year Total	Academic Year		
	2008-2009	2009-2010	<b>2010-2011</b>
Students Enrolled	1,105	1,385	<b>1,187</b>
Semester Credit Hours	4,222	5,794	<b>6,142</b>
Semester Credit Hours Completed	3,735	5,571	<b>5,875</b>

### Early College Academy

In 2008 SLCC in partnership with the Lafayette Parish School District established the first Early College Academy (ECA), or middle college, in Louisiana. The ECA is a partnership enabling secondary school students to simultaneously earn a high school diploma and an associate degree. This associate degree is fully articulated with the University of Louisiana at Lafayette (ULL) and is transferrable state-wide. The ECA is now in its third year and will graduate its first class in 2012. Approximately 50 new students enroll each year with ECA. Students are drawn from the five Lafayette Parish secondary schools. Total enrollment in ECA is currently 163 students.

Because ECA exists as a free standing charter school on the SLCC campus in Lafayette, no reports back to the high schools are necessary or submitted.

### Dual Enrollment

SLCC began dual enrolling public high school students in 2007. The dual enrollment opportunity is available to students in six of the seven parishes served by the college (Acadia, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, and Vermillion. Only Evangeline parish is excepted due to their desegregation judgment). Sixteen public high schools and over 300 students participate in SLCC's dual enrollment program. Some students take classes at an SLCC campus but most take classes at their high school. All courses carry college credit and are taught by faculty who are fully SACS credentialed.

Reports: SLCC reports to the high schools (1) the names of the student participating, (2) the names of the instructors, and (3) the grades earned by students. High schools are also provided with the names of students who are no longer eligible to participate due to unsatisfactory progress, which may include withdrawal from a class.

Tracking: The names of students dually enrolled are reported to the Louisiana Office of Student Financial Assistance (LOSFA).

### Early College Admission

SLCC began enrolling private high school students in 2009. Currently, the participating schools are Teurlings High School (Lafayette Parish) and Opelousas Catholic High School (St. Landry Parish). Approximately 190 students participate in SLCC's Early College Admission program. All courses carry college credit and are taught by faculty who are fully SACS credentialed.

### **Performance Objective 1:**

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

SLCC has a single program – Emergency Medical Technology-Paramedic – that results in licensure or certification. The program was established in 2003 in partnership with Acadian Ambulance Corporation to award the Associate in Applied Science degree. In 2009 the college began awarding the Technical Competency Area (TCA) credential to students who completed

the EMT-Basic portion of the program and the Certificate of Technical Studies (CTS) degree to students who completed the EMT-Paramedic courses.

The EMT program is currently the largest workforce degree program at SLCC. In the 2010-11 academic year the program enrolled 725 students at seven sites across Louisiana (Lafayette, Lake Charles, Alexandria, Baton Rouge, Houma, Covington, and Gretna) and awarded 442 credentials. These credentials included 334 TCAs, 97 Certificates of Technical Studies and 11 Associate Degrees. Baseline enrollment and credential awards data for this program is as follows:

<b>EMTP Program</b>	Academic Year		
	2008-2009	2009-2010	<b>2010-11</b>
<b>Total Enrollment (unduplicated)</b>	936	922	<b>725</b>
<b>Total Credentials Awarded</b>	215	406	<b>442</b>
Associate of Applied Science (EMT-Paramedic)	8	13	11
Certificate of Technical Studies (EMT-Paramedic)	90	100	97
Technical Competency Area (EMT-Basic)	117	337	334
<b>Pass Rate – EMT-Basic</b>	74.2%	77.0%	<b>88.3%</b>
<b>Pass Rate – EMT-Paramedic</b>	77.9%	87.5%	<b>96.5%</b>

SLCC student passage rates on the National Registry of Emergency Medical Technicians (NREMT) examinations have traditionally been well above the national average. Seventy-five percent (75%) of all SLCC students sitting for the NREMT-B and NREMT-P exams in 2008-09 received national registry certification. In 2009-10, that percentage increased to 79.5%. In 2010-11, the overall passage rate continued to increase to 90.3%.

SLCC student success in achieving NREMT certification can be attributed to systematic, on-going efforts by the SLCC EMTP program to continually improve NREMT passage rates. As part of SLCC's annual institutional effectiveness planning process, pass rate improvement objectives are set, strategies are developed to meet these objectives, and evaluations of all available data on NREMT performance (including detailed analyses of NREMT mock test results) are done. Additionally, remediation training has been developed and is offered for students who do not pass the NREMT-P certification on their first attempt.

### WorkKeys®

SLCC initiated efforts during the reporting year to conduct WorkKeys® assessments. During the 2010-11 academic year, 19 of 25 SLCC students assessed (76%) earned WorkKeys® credentials. The college continues to work through its Career Center coordinator to grow the number of WorkKeys® assessments conducted for SLCC students.

WorkKeys® Certificate Level	Academic Year		
	2008-2009	2009-2010	2010-11
Platinum	0	0	1
Gold	0	0	7
Silver	0	0	9
Bronze	0	0	2
<b>Total</b>	<b>0</b>	<b>0</b>	<b>19</b>

# **South Louisiana Community College**



## **GRAD Act Performance Objectives Articulation and Transfer**

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

South Louisiana Community College (SLCC) follows policies as set forth by the Louisiana Community and Technical College System. The following LCTCS policies address student retention and graduation rates:

1. Policy #1.004 – General Admission Policy Statement for First Time Freshman
2. Policy #1.005 – General Admission Requirements
3. Policy #1.006 – Academic Amnesty
4. Policy #1.1010 – Program Assessment of Effectiveness
5. Policy #1.014 – Assessment
6. Policy #1.016 – Cross Enrollment
7. Policy #1.018 – Academic Honors
8. Policy #1.023 – Non-Traditional Credit
9. Policy #1.025 – Articulation
10. Policy #1.028 – Academic Renewal
11. Policy #1.029 – Disclosure of Degree Program Transferability
12. Policy #5.025 – Tuition Discounts and Waivers
13. Policy #3.001 – Electronic Learning Statements and Initial Procedures

*Note:* Full content of these policies may be found here: [LCTCS Policies](#)

The SLCC Catalog has policies and procedures that relate to admission requirements, academic amnesty, course load recommendations, attendance, non-traditional credit, degree plans, transfer agreements, cross enrollment, developmental studies, learning labs, and the Academic Success Center. ([SLCC Catalog](#))

Student retention and graduation rate support is also provided through the services offered by the college's Academic Success Center. This center provides tutoring services and assistance to students with academic challenges.

The Associate of Arts Louisiana Transfer, the Associate of Science Louisiana Transfer, and the Associate of Science in Teaching degrees were created through statewide meetings of faculty from both community colleges and universities to assist Louisiana students in the transfer process. These three programs guarantee students beginning at community colleges transferability as a junior to Louisiana public universities, as long as the student completes the degree with a minimum of a C in all courses and meets the university's eligibility standards for the junior level.

SLCC participated in the process of creating the statewide programs. Processes will be in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees. The establishment of a consistent presence of the ULL transfer coordinator

at SLCC is in place the first Wednesday of every month from 9:00 – 12:00, and additionally as needed, to address transfer issues as they arise.

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

During the reporting year, SLCC and UL-L scheduled and conducted meetings with each articulation program area as to ensure that students transferring from SLCC are academically prepared to enter UL-L degree programs as a Junior-level student.

SLCC is a member of the National Student Clearinghouse. This allows the College to identify students and follow the progress of our students who transfer to other NSCH institutions, including University of Louisiana, Lafayette.

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

SLCC participates in the statewide articulation process whereby general education courses are reviewed and articulated across the State. The Board of Regents Articulation Matrix aids in transferability of courses.

SLCC and ULL have conducted meetings regarding transferability. The purpose of these meetings have been to enhance the number and success of transfer students between SLCC and ULL and to improve the academic preparation of incoming first time freshmen. To achieve this purpose SLCC and ULL are working together through the ULL Transfer Task Force committee which began in the Spring of 2011. As a result, we have the ULL transfer coordinator on the SLCC campus from 9:00-12:00 the first Wednesday of each month to answer questions for students with regards to transfer.

SLCC and University of Louisiana at Lafayette faculty and staff engaged in discussions to determine best practices for referral agreements. Topics addressed included:

- Pre-Transfer advising including the addition of a ULL transfer advisor regularly meeting with students on SLCC campus
- ULL student privileges
- Common UL/SLCC application process for cross-enrolled students
- Students not meeting ULL admission criteria are advised to attend SLCC to either complete developmental coursework or complete an associate degree then transfer to ULL
- Scholarship opportunities for students in these categories

A key practice adopted resulted in ULL sending letters to all applicants not qualifying for admissions to their institution which advised these individuals that they should consider seeking to enroll at SLCC. To assess the extent to which ULL's advice is successful in re-directing these

applicants to SLCC, ULL and SLCC collaborated to determine how many applicants declined at ULL subsequently enrolled at SLCC. ULL identified 280 Fall 2010 applicants who were ineligible for enrollment at the university that received a letter recommending SLCC as an alternative postsecondary institution. SLCC identified 76 of these 280 individuals (27%) that successfully enrolled at SLCC that same semester. The institutions will continue to track the success of this referral process and consider additional tracking mechanisms that will support the objectives of both institutions.

**Performance Objective 2:**

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

**MEASURES (Descriptive)**

**2.d.i. Number of students enrolled in a transfer degree program**

Program	Academic Year		
	2008-2009	2009-2010	2010-2011
AST	n/a	10	12
AALT	n/a	n/a	32
ASLT	n/a	n/a	15
Academic Year Total	n/a	10	59

\* *Note:* Newly established programs. AST program at SLCC received Regents approval in January 2009 so 2009-10 academic year was first year in which students were accepted into the AST program. AALT and ASLT programs at SLCC received Regents approval in May 2010 so enrollment in these programs could not take place until the start of the 2010-11 academic year.

**2.d.ii. Number of students completing a transfer degree**

Program	Academic Year		
	2008-2009	2009-2010	2010-2011
AST	n/a	0	0
AALT	n/a	n/a	2
ASLT	n/a	n/a	1
Academic Year Total	n/a	0	3

\* *Note:* Newly established programs. First students accepted into AST program in 2009-10 so no completers would be expected in the first year of a two-year program. AALT and ASLT programs at SLCC received Regents approval in May 2010 so no completers would be possible for 2009-10 academic year.

# **South Louisiana Community College**



## **GRAD Act Performance Objectives Workforce and Economic Development**

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

South Louisiana Community College has no targeted measures for this objective.

**Performance Objective 3:**

**Element a. Eliminate academic programs offerings that have low student completion rates or are not aligned with workforce needs.**

	2009-10	2010-11
Programs Eliminated as a result of institutional or BoR review	0	1

2010-11: Liberal Art program eliminated. Student seeking Liberal Arts education now directed to the Associate of Arts Louisiana Transfer degree program.

	2009-10	2010-11
Programs Added or Modified to Meet Workforce Needs	1	2

2010-11: Addition of two Louisiana Transfer degree programs – AALT and ASLT. In 2010-11, college also initiated development of two additional workforce development Associate degree programs in the Allied Health areas of Midwifery and Nursing.

	2009-10	2010-11
Program Offerings	8	9
Aligned with Workforce Needs	7	9
Percent of Programs Aligned With Workforce Needs	88%	100%

2010-11: Aligned programs include all workforce development programs, General Studies, and Louisiana Transfer programs (AALT, ASLT, AST).

**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.**

South Louisiana Community College (SLCC) monitors the completion rates of programs as identified by the Board of Regents. This information is analyzed by the campus Institutional Effectiveness Committee to determine the reason for the low completion rate and to identify the need for program continuation or termination. During the reporting year, SLCC's Associate of Arts in Liberal Arts degree was identified as a low completer program by Board of Regents. SLCC concurred with the Regents' assessment that the program should be terminated and the degree program was formally terminated in May 2011. SLCC students seeking Liberal Arts education now directed to the Associate of Arts Louisiana Transfer degree program

**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.**

During the reporting period, SLCC explored the initiation of two new programs that meet current or strategic future workforce needs of the state and region. During the 2009-10 academic year, SLCC prepared and submitted a proposal to the Board of Regents for a new Associate of Applied Science in Midwifery degree program. This program will serve the growing field of midwife practitioners and has since been approved by LCTCS, Board of Regents, Louisiana Board of Medical Examiners and SACS as a new degree offering by SLCC. In addition to the Midwifery degree program, SLCC formally petitioned the Board of Regents to add an Associate of Science in Nursing (ADN) degree program. This program was proposed to address the chronic shortage of nurses in the Lafayette and Acadiana region workforce. Efforts to move forward with the development and offering of this particular degree program continue.

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

Programs are reviewed by the WIB serving the region. Programs that do not meet the current workforce needs and do not meet minimum completion standards are not funded by the agency. This serves as a review of programs and prompts additional cause for discussion on program continuation.

SLCC degree programs currently approved by the WIB include Emergency Medical Technology Paramedic, Industrial Technology, Care and Development of Young Children, Criminal Justice, and General Studies.

**Performance Objective 3:**

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

<b>50% - 99% Distance Education</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-11</b>
Number of Course Sections	115	145	135
Number of Students Enrolled	899	1,650	1,527

<b>100% Distance Education</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-11</b>
Number of Course Sections	60	62	62
Number of Students Enrolled	787	923	899
Number of Degree Programs	0	0	0



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

The majority of distance learning currently offered by South Louisiana Community College is via synchronous network instruction. An integral component of SLCC's Emergency Medical Technician Paramedic program instruction is the use of dedicated, state-of-the-art video conferencing network linking seven training sites across Louisiana. This system allows instructors with particular areas of expertise to provide training to students at all remote sites and also allows students and instructors to interact among each of the training sites. This network received major upgrades in 2010 in order to improve its performance. Additionally, use of this network was expanded to provide instruction beyond EMTP courses – such as offering general education courses required to obtain the EMTP AAS degree over the network

SLCC has adopted use of the Tandberg video conferencing system with conferencing equipment installed in SLCC classrooms at the Lafayette, New Iberia and Franklin. The Tandberg system allows SLCC to offer course sections in these locations with a minimum enrollment as low as a single student without incurring the cost of a full section instructor salary. During the reporting year expansion of the system continued with the addition of Tandberg units, allowing the additional video conferencing course sections to be offered at all three SLCC locations.

All SLCC faculty incorporate technology through their use of the Joule course management system, a component of Moodle. Faculty are required to use Joule to post the course syllabus and grades. The Library personnel provide Joule training to students as a part of bibliographic instruction or through the computer or a face-to-face class.

Technology is used to enhance student learning through the use of Smart Podiums or Carts which contain a laptop computer, projector, speakers, and an Elmo, document camera and projector, for each classroom. All campuses are wireless allowing faculty to utilize internet resources such as YouTube and appropriate websites in the classroom to enhance learning.

An expected learning outcome in most degree programs is for students to use technology. For example, in the Associate of Science in Teaching program students develop an electronic portfolio using the PassPort content management program. In Industrial Technology students develop skills in Computer Aided Drafting and Design (CADD). Students in digital media courses are expected to use Digidesign ProTools LE and TDM environments, Macromedia Fireworks, Dreamweaver, and Flash MX. In each of these cases, instructors train students in their classes in the use of the technology.

### **Performance Objective 3:**

#### **Element c. Increase research productivity especially in key economic development industries and technology transfer.**

While SLCC is not a research institution, it does seek to support Louisiana's key economic development industries as demand and opportunities present themselves in the Acadiana region. For example, in December 2010 the University of Louisiana at Lafayette and CLECO announced plans to build a research center focused on exploring renewable energy sources. In anticipation

of the workforce needs of this center as well as production facilities that will result from the center's research, SLCC was involved in discussions with ULL regarding development of a program to provide the general and technical education that will be required of technicians working in these facilities.

SLCC is participating in a National Science Foundation STEM grant project in conjunction with ULL, Old Dominion University, and Marshall Community and Technical College. The 3-year grant focuses on maritime careers and the application of LEAN manufacturing practices. In 2009-10, community college faculty were trained on use of LEAN manufacturing in maritime industries. During the reporting year faculty trained middle and high school students in the application of LEAN manufacturing principles in maritime industries. A career program for these students closed out the project during the 2011-12 academic year.

### **Performance Objective 3:**

#### **Element d. Demonstrate progress in increasing the number of students placed in jobs.**

The Board of Regents' 2011 Employment Outcomes Report reported statewide employment rates by degree level eighteen months after degree completion for the 2008-09 baseline year. SLCC's Associate degree employment rate for the same period was comparable to the state average (72.0% vs. 72.5%, respectively) and its Certificate degree employment rates exceeded the state average by a 13.9 percentage points (70.3% vs. 56.4%, respectively).

#### **Completers Found Employed – 2008-09 Baseline Year**

<b>Degree Level</b>	<b>Number of Completers</b>	<b>SLCC % Employed</b>	<b>State Avg. % Employed</b>
Certificate	202	70.3%	56.4%
Associate	157	72.0%	72.5%

#### **Performance of Associate Degree Recipients Who Transfer to 4-Year Universities**

Please refer to Elements 2.b. and 2.d.

# **South Louisiana Community College**



## **GRAD Act Performance Objectives Institutional Efficiency and Accountability**

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<b>Performance Objective 4: Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.....</b>	<b>1</b>
<b>Performance Objective 4: Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.....</b>	<b>1</b>
<b>Performance Objective 4: Element c. 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 SREB states and monitor the impact of such increases on the institution. ....</b>	<b>1</b>
<b>Performance Objective 4: Element d. Designate centers of excellence as defined by the Board of Regents. ....</b>	<b>2</b>

**Performance Objective 4:**

**Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**

South Louisiana Community College offers developmental education courses in mathematics, English, English as a second language, reading, and college success. During the reporting year, nine (9) of the 37 MATH 91 course sections taught by SLCC were offered on ULL's campus with a total enrollment of 252 ULL students.

ULL's Spring 2012 enrollment schedule indicated that remedial courses offered by ULL were limited to the following:

UL-Lafayette Developmental Courses	Spring 2011		Spring 2012	
	Sections	Enrollment	Sections	Enrollment
ENGL 90 Basic Writing	2	49	2	43
MATH 92 Elementary & Intermediate Algebra	9	350	10	347

ULL's current plans for elimination of these final remedial education course offerings are indicated in the GRAD Act Annual Report submitted by the University of Louisiana at Lafayette. ULL has reported that it will be eliminating all remedial courses at that institution by the Fall, 2012. SLCC will support the complete transition of all remedial education courses provided by ULL by adding additional course sections as needed to fully meet ULL student demand for required remedial courses.

**Performance Objective 4:**

**Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

This element is not applicable to South Louisiana Community College.

**Performance Objective 4:**

**Element c. 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 SREB states and monitor the impact of such increases on the institution.**

Progress Toward Increasing Non-Resident Tuition as Compared to SREB Averages

On January 27, 2011, LCTCS staff forwarded a plan for non-resident tuition increases for all LCTCS colleges in accordance with provisions of Act 741, (the GRAD Act) of 2010. For FY 2010-2011, the LCTCS Board approved nonresident increases for all colleges for the first year of the six year plan, associated with the GRAD Act. The plan submitted presented a schedule of nonresident increases for all LCTCS colleges for the next five years of the six year plan. In the

sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions.

Per the schedule approved by the LCTCS Board (below), SLCC nonresident tuition is currently projected to increase at an average rate of approximately 10% annually in order to meet the SREB peer tuition rate by target year six. The average percentage increase required to meet the peer average will be adjusted annually to reflect the latest SREB data available and ensure that the peer average is met by the sixth year of the plan.

Schedule of total tuition and fees charged to non-resident students in a given academic year:

	Baseline 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	Year 6 2014-15
SLCC Non-Resident Fee	\$ 4,580	<b>\$ 5,038</b>	\$ 5,542	\$ 6,096	\$ 6,736	\$ 7,444
SREB Peer Non-Resident Fee	\$ 7,444	<b>\$ 7,444</b>	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444
Difference From Peer Amount	\$ 2,864	<b>\$ 2,406</b>	\$ 1,902	\$ 1,348	\$ 708	\$ 0
% Difference From Peer Amount	38.5%	<b>32.3%</b>	25.6%	18.1%	9.5%	0.0%

#### Impact on Enrollment and Revenue

Increases in nonresident fees did not negatively impact enrollment of nonresidents during the reporting year. Nonresident enrollment as a percentage of total enrollment actually increased from the baseline year. Additional revenues generated averaged \$175 per nonresident student or \$55,900 in total.

	Baseline 2009-10	Year 2 2010-11
Enrollment Headcount (unduplicated)	6,410	<b>6,581</b>
Non-Resident Headcount (unduplicated)	90	<b>116</b>
% Non-Resident Enrollment	1.4%	<b>1.8%</b>
Total Non-Resident Fees	\$ 123,283	<b>\$ 179,183</b>
Average Fee / Non-Resident	\$1,370	<b>1,545</b>

#### **Performance Objective 4:**

##### **Element d. Designate centers of excellence as defined by the Board of Regents.**

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.

# **South Louisiana Community College**



## **GRAD Act Performance Objectives Organizational Data**

### **2012 Annual Report**

**April 30, 2012**

**5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including, but not limited to the following:**

**5.a.i. Headcount, undergraduate students and graduate/professional school students**

Student Level	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
Undergraduate	4,087	4,218	3,898
Graduate/Professional	0	0	0
<b>Total Student Headcount</b>	4,087	4,218	<b>3,898</b>

**5.a.ii. Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Student Level	Baseline 2009-10	2010-11	<b>2011-12</b>
Undergraduate	2,502	2,721	<b>2,666</b>
Graduate/Professional	0	0	<b>0</b>
<b>Total Annual Budgeted FTE</b>	2,502	2,721	<b>2,666</b>

**5.b.i. Headcount, instructional faculty**

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
<b>Faculty Headcount</b>	175	189	<b>167</b>

**5.b.ii. Annual FTE (full-time equivalent) instructional faculty**

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
<b>Faculty FTE</b>	105.5	66.3	<b>82.9</b>

\* Drop in FTEs reported because of more accurate reporting of “Percent Effort” in Board of Regents Employee Salary Data System November 2010 report.



5.c.i. **Average undergraduate class size at the institution**

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
Course sections - total	612	662	690
Enrollment headcount (duplicated)	11,597	12,879	11,876
<b>Average Undergrad Class Size</b>	18.9	19.5	<b>17.2</b>

5.d.i. **Ratio of FTE students to FTE instructional faculty**

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
FTE – Students	2,502.0	2,721.0	2,666.0
FTE – Instructional Faculty	105.5	66.3	82.9
<b>Avg. number of students/instructor</b>	23.7	41.0	<b>32.0</b>

5.e.i. **Number non-instructional staff members by academic college**

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
<b>Count non-instructional staff</b>	35	36	<b>37</b>

5.e.ii. **FTE non-instructional staff members by academic college**

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
<b>FTE non-instructional staff</b>	31.5	33.0	<b>36.2</b>

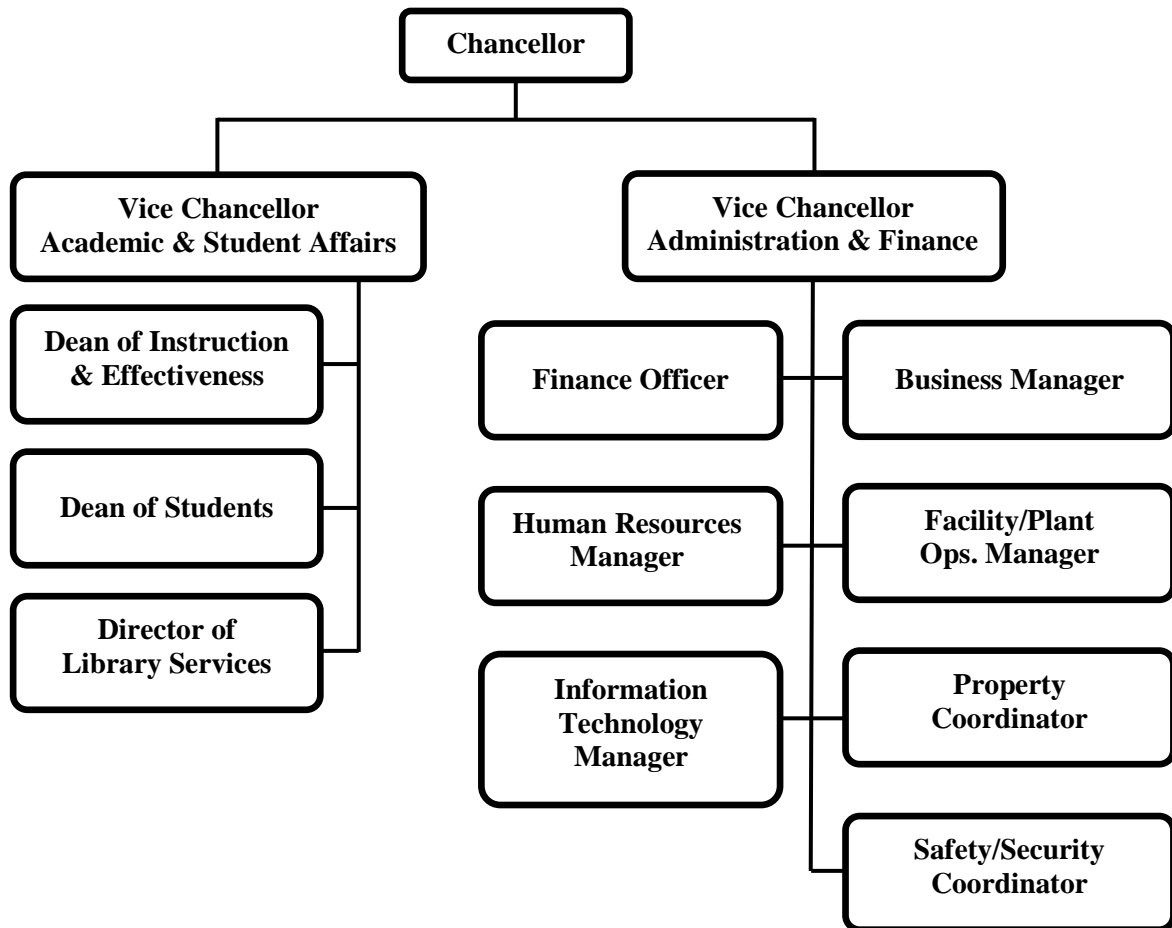
5.f.i. **Number executive/managerial staff** as reported in the ESDS in areas other than the academic colleges/schools, reported by division

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
<b>Count executive/managerial staff</b>	3	3	<b>4</b>

- 5.f.ii. **FTE executive/managerial staff** as reported in the ESDS in areas other than the academic colleges/schools, reported by division

	Baseline Fall 2009	Fall 2010	<b>Fall 2011</b>
<b>FTE executive/managerial staff</b>	3.0	3.0	<b>4.0</b>

- 5.g.i. **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.**



5.h.i. **Salaries of all personnel identified in Subparagraph (G) and the date, amount, and type of all increases in salary received since June 30, 2008 – Salaries listed are from Nov. 2011 Report**

<b>Position Title</b>	<b>Fall 2008 Base</b>	<b>Fall 2011 Salary</b>	<b>History of salary change since 6/30/2008</b>
Chancellor	\$ 151,649	\$ 151,649	No change
Vice Chancellor Academic & Student Affairs	\$ 105,604	\$ 105,604	No change
Vice Chancellor Administration & Finance	\$ 97,936	\$ 97,936	No change
Dean of Instruction & Effectiveness	\$ 77,117	\$ 77,117	No change
Dean of Students	\$ 73,856	\$ 73,856	No change
Finance Officer	\$ 62,759	\$ 62,759	No change
Business Manager	\$ 62,583	\$ 62,583	No change
Director of Library Services	\$ 52,279	\$ 52,279	No change
Facility/Plant Operations Manager	\$ 50,656	\$ 50,656	No change
Human Resources Manager	\$ 50,184	\$ 57,184	03/01/2010 added HR responsibilities for ATC
Information Technology Manager	\$ 49,700	\$ 49,700	No change
Property Coordinator	\$ 48,981	\$ 28,000	07/01/2010 – new hire brought in at coordinator rather than manager level.
Safety/Security Coordinator	\$ 39,000	\$ 39,000	No change

5.i. **Cost Performance Analysis**

5.i.i. **Total operating budget by function, amount, and percent of total, reported in a manner consistent with the NACUBO guidelines.**

<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% Total</b>
Instruction	\$6,430,000	40.25%
Academic Support	\$2,079,000	13.01%
Student Services	\$769,000	4.81%
Institutional Services	\$2,075,000	12.99%
Scholarships/Fellowships	\$2,770,000	17.34%
Plant Operations/Maintenance	\$1,536,000	9.62%
<b>Total E &amp; G Expenditures</b>	<b>\$15,659,000</b>	<b>98.02%</b>
Transfers out of Agency	\$316,000	1.98%
<b>Total Expenditures</b>	<b>\$15,975,000</b>	<b>100.00%</b>

5.i.ii. **Average yearly cost of attendance as reported to the U.S. Dept. of Education**

<b>Tuition and Fees</b>	<b>2009 - 2010</b>	<b>2010 - 2011</b>	<b>2011 - 2012</b>
In-State	\$2,142	\$2,428	\$2,662
Out-of-State	\$3,366	\$4,390	\$4,836
Books and Supplies	\$1,250	\$1,400	\$1,500
<b>Off-Campus</b>			
Room and Board	\$14,800	\$14,800	\$14,822
Other Expenses	\$3,600	\$4,000	\$4,200
<b>Off-Campus with Family</b>			
Other Expenses	\$7,000	\$7,500	\$11,309

5.i.iii. **Average time to degree for completion of academic programs at all levels**

Full-Time First-Time Freshman - Associate Degree: **4.0 years**

5.i.iv. **Average cost per degree awarded by degree level**

\$2,360

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

\$2,360

5.i.vi. **All expenditures of the institution for the year**

\$16,276,059

**Appendix #1 to Attachment B**  
**Licensure/Certifications Disciplines/Institutions**  
**GRAD Act Elements 1.d.i. and 1.d.ii.**  
**2-year Colleges and Technical Colleges**

INDUSTRY-BASED CERTIFICATIONS	2-YEAR COLLEGES												TECHNICAL COLLEGES					
	BPCC	BRCC	DCC	FTCC	LDCC	LSUE	Nunez	NTCC	RPCC	SLCC	Sowela	SUSLA	ATC	CATC	CLTC	NELTC	NWTC	SCLTC
A +	√											√						
Adobe Certification	√	√						√			√		√					
Adobe Flash		√																
American Petroleum Institute- 6th Edition Rigger				√														√
Automotive (ASE) -- 47.0604			√	√				√	√		√		√		√		√	√
Aviation		√									√		√					
Barbering -- 12.0402			√										√	√	√	√	√	
Care and Development of Young Children -- 19.0709		√	√				√	√		0 (A)			√	√		√	√	
Certified Clinical Medical Assistant	√	√						√					√	√				
Certified Coding Associate		√																
Certified Manufacturing Specialist																√		
Certified Respiratory Therapist				√														
Certified Wireless Technology Specialist								√										
Certiport's Internet and Computing Core		√						√										
Child Development -- 19.0709			√					√		0 (A)		√	√					
CIW Javascript Specialist	√																	
CIW Web Design Specialist	√																	
Collision Repair											√							
Commercial Drivers License													√			√	√	
Computer Hacking Forensic Investigator	√																	
Computer-programming-specialty areas	√											√						
Cosmetology -- 120401			√										√	√			√	
Culinary -- 120503	√		√				√	√			√		√	√	√		√	
Customer Service		√													√			
Dialysis Technician												√						
Diving																		
Drafting -- 15.1301				√				√					√	√			√	√
EKG								√					√	√				
Electrician -- 46.0302		√	√				√	√										
EMT Basic	√						√	√		88.3%		√			√	√		√
EMT Paramedic	√						√			96.5%					√			
ETC 1 Emergency Telecommunicator (Emergency 911 Dispatcher)								√										
Floresty		√											√			√		
Fork Lift													√				√	
Graphic Arts Education and Research Foundation -- 10.0303			√								√						√	
Heating, Ventilation and Air Conditioning -- 47.0201			√	√			√	√					√	√		√	√	√
HIPAA	√	√																
Horticulture			√															
Human Resource Professional		√																
HVAC - EPA -- 47.0201			√	√				√					√	√	√	√		
ICND 1	√																	
ICND 2 or CCNA	√																	
Internet and Computing all areas (COMPTIA, CISCO, IC3)	√	√					√	√	√		√	√	√		√	√	√	√
Linux +	√																	
MCITP: Enterprise Administrator on Windows Server 2008	√	√						√				√						
Medical Coding Specialist												√						

**Appendix #1 to Attachment B**  
**Licensure/Certifications Disciplines/Institutions**  
**GRAD Act Elements 1.d.i. and 1.d.ii.**  
**2-year Colleges and Technical Colleges**

INDUSTRY-BASED CERTIFICATIONS	2-YEAR COLLEGES												TECHNICAL COLLEGES					
	BPCC	BRCC	DCC	FTCC	LDCC	LSUE	Nunez	NTCC	RPCC	SLCC	Sowela	SUSLA	ATC	CATC	CLTC	NELTC	NWTC	SCLTC
Microsoft Certified IT Professional: Server 2008 Active Directory		√						√				√						
Microsoft Certified IT Professional: Server 2008 Application Infrastructure		√						√										
Microsoft Certified IT Professional: Server 2008 Enterprise Administration		√						√										
Microsoft Certified IT Professional: Server 2008 Network Infrastructure		√					√	√										
Microsoft Certified IT Professional: Windows 7 Configuration		√						√				√						
Microsoft Office Access 2007	√																	
Microsoft Office Excel 2007	√																	
Microsoft Office Powerpoint 2007	√																	
Microsoft Office User Specialist (MOUS)	√	√						√		0 (A)	√	√			√	√	√	
Microsoft Office Word 2007	√																	
Microsoft Server 2008	√																	
Microsoft SQL Server 2008	√																	
Microsoft Windows 7 Configuration	√																	
National Restaurant Association	√	√	√			√		√			√							
National Retailers Federation (NRF)								√					√			√	√	
NCCER - all areas (National Center for Construction Education and Research)	√	√	√	√	√		√	√					√	√	√	√	√	√
Network +	√																	
Notary Public	√	√						√	√									
Nursing PN					√			√	√		√		√	√	√	√	√	√
Nursing-CNA	√	√		√	√		√	√	√		√	√	√	√	√	√	√	√
OPET															√			
OSHA	√	√													√	√	√	
OSHA 30 Hr. Construction Safety	√																	
OSHA 40 Hr. Hazwoper	√																	
Patient Care Tech													√		√		√	
Personal Fitness Trainer											√							
Petroleum Education				√													√	
Pharmacy Technician														√				
Phlebotomy - CPT	√			√	√			√			√	√	√	√	√		√	
Private Investigator	√	√																
Project +	√																	
Real Estate	√	√	√															
Registered Medical Transcriptionist		√																
SCJA Java	√																	
Security +	√																	
Solar Panel Design/Installation		√																
U.S. Coast Guard all specialty areas	√			√														√
Welding					√				√									
WorkKeys (all areas, levels)			√	√	√		√	√		76.0%	√		√	√	√	√	√	

(A) No certification exam associated with the program. Certification based on successful completion of specified courses.

*Institutions are to report on those disciplines and/or industry-based certifications marked with√*

March 27, 2012

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

Institution: South Louisiana Community College				Most Recent Year Data		
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
A +						
Adobe Certification						
Adobe Flash						
American Petroleum Institute- 6th Edition Rigger						
Automotive (ASE) -- 47.0604						
Aviation						
Barbering -- 12.0402						
Care and Development of Young Children -- 19.0709	No certification exam associated with SLCC's program		N/A	0	0	0%
Certified Clinical Medical Assistant						
Certified Coding Associate						
Certified Manufacturing Specialist						
Certified Respiratory Therapist						
Certified Wireless Technology Specialist						
Certiport's Internet and Computing Core						
Child Development -- 190709	No certification exam associated with SLCC's program		N/A	0	0	0%
CIW Javascript Specialist						
CIW Web Design Specialist						
Collision Repair						
Commercial Drivers License						
Computer Hacking Forensic Investigator						
Computer-programming-specialty areas						
Cosmetology -- 120401						
Culinary -- 120503						
Customer Service						
Dialysis Technician						
Diving						
Drafting -- 15.1301						
EKG						
Electrician -- 46.0302						
EMT Basic	NREMT-Basic practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	74%	332	293	88%
EMT Paramedic	NREMT-Paramedic practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	78%	113	109	96%
Floresty						
Fork Lift						
Graphic Arts Education and Research Foundation -- 10.0303						
Heating, Ventilation and Air Conditioning -- 47.0201						
HIPAA						
Horticulture						
Human Resource Professional						
HVAC - EPA -- 47.0201						
ICND 1						

**Appendix #2 to Attachment B**

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

**2-year Colleges and Technical Colleges**

Institution: South Louisiana Community College				Most Recent Year Data		
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
ICND 2 or CCNA						
Internet and Computing all areas (COMPTIA, CISCO, IC3)						
Linux +						
MCITP: Enterprise Administrator on Windows Server 2008						
Medical Coding Specialist						
Microsoft Certified IT Professional: Server 2008 Active Directory						
Infrastructure						
Administration						
Infrastructure						
Microsoft Certified IT Professional: Windows 7 Configuration						
Microsoft Office Access 2007						
Microsoft Office Excel 2007						
Microsoft Office Powerpoint 2007						
Microsoft Office User Specialist (MOUS)	No certification exam associated with SLCC's program		N/A	0	0	0%
Microsoft Office Word 2007						
Microsoft Server 2008						
Microsoft SQL Server 2008						
Microsoft Windows 7 Configuration						
National Restaurant Association						
National Retailers Federation (NRF)						
Research)						
Network +						
Notary Public						
Nursing PN						
Nursing-CNA						
OPET						
OSHA						
OSHA 30 Hr. Construction Safety						
OSHA 40 Hr. Hazwoper						
Patient Care Tech						
Personal Fitness Trainer						
Petroleum Education						
Pharmacy Technician						
Phlebotomy - CPT						
Private Investigator						
Project +						
Real Estate						
Registered Medical Transcriptionist						
SCJA Java						
Security +						
Solar Panel Design/Installation						
U.S. Coast Guard all specialty areas						



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

Institution: South Louisiana Community College				Most Recent Year Data		
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Welding						
WorkKeys® (all areas, levels)	WorkKeys® Assessments	American College Testing Program (ACT)	76% (2010-11)	25	19	76%

*Institutions are to provide institution name and report data for those IBCs marked with √ on Appendix #1*

*\* Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)*

*Most Recent Year Data = most recent year data published by entity that grants licensure/certification*

*Calculated Passage Rate = # students to met standards for passge/# students who took exam*

March 16, 2012