

**LOUISIANA DELTA COMMUNITY
COLLEGE**



GRAD Act Annual Report

2013

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GRAD Act Performance Objectives Student Success

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Performance Objective: Student Success (1)

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

Act 681 of the 2012 legislative session created a merger between Louisiana Delta Community College (LDCC) and Northeast Louisiana Technical College (NELTC). With this merger, the College was approved to renegotiate the targeted measures of the Student Success objective as follows:

Measure	Year 3 Benchmark Pre Merger	Year 3 Benchmark Post Merger	Year 3 Actual
1 st to 2 nd Year Retention Rate	46.6%	45.0%	43.2%
Graduation Rate	10.9%	10.9%	10.1%
Change in Program Completers – Certificates	4	260	272
Change in Program Completers – Technical Diploma	0	300	333
Change in Program Completers – Associate Degrees	94	145	156

The adjustment of these and projected benchmarks through Year 6 were established based on predictable changes to the College structure. The College met and exceeded its completer projection and fell slightly below its benchmark for retention for Year 3. It is anticipated that all benchmarks for Year 4 will be met. An analysis of student data indicates that students enrolled at the former NELTC campuses had a 55% retention rate but also indicated an increasing number of remedial students who are not college ready at the LDCC campus. LDCC is investigating strategies of classifying and identifying student intent for remedial students to improve retention rates and better reflect the mission of the college. With the combined efforts of the two colleges now merged into one, a strong focus on retention through the leadership of a Retention Coordinator hired this year, and completion of the merger, we look forward to an improved percentage of retention in Year 4.

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

Policies

Louisiana Delta Community College (LDCC) adheres to policies of the Louisiana State Board of Regents, Louisiana Community and Technical College System, and policies established by LDCC. LDCC firmly believes adherence to these policies supports the College’s commitment to student success. These policies offer the opportunity for success to our students in many ways such as open admissions, acceptance of transfer, cross enrollment, and academic renewal. The College operates under the following subsequent policies adopted by the institution to assure student success.

LCTCS Policies	Louisiana Delta Community College Policies
1.002 Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates	AA 001 Academic Freedom
1.006 Academic Amnesty	ES 006 Academic Renewal
1.010 Program Assessment of Effectiveness	AA 005 Assessment in Academic Affairs
1.014 Assessment	ES 016 Developmental Placement Policy
1.016 Cross Enrollment	ES 015 Cross-Enrollment
1.018 Academic honors	AA 025 Graduation with Honors
1.020 Academic Status	ES 007 Academic Status
1.023 Non-Traditional Credit	AA 011 Credit by Examination (Challenge Exam)
1.025 Articulation	ES 033 Transfer Credit
1.028 Academic Renewal	ES 018 Graduation Requirements
1.029 Disclosure of Degree program Transferability	ES 034 Transfer of Delta Credit
1.036 Cross Enrollment Agreement Between System Institutions Inter-Institutional Cross-Enrollment	ES 020 LDCC International Student Policy

1.004 General Admission Policy for First Time Freshmen	ES 004 First Time Freshman Policy
5.025 Tuition Discounts and Waivers	ES 039 Open Admissions Policy
Complete listing of policies can be found at www.lctcs.edu	Complete listing of policies can be found at www.ladelta.edu

Programs/Initiatives

LDCC’s merger with NELTC has created the need for the College to think creatively when developing programs and initiatives that meet the needs of all students at all nine sites. In its Student Services department, a Director of Counseling and Disabilities Services, Retention Coordinator, and Career Advisor/Job Development Specialist have been employed. The following are some of the events/outreach programs that have been presented to LDCC students:

Counseling & Disability Services	Office of Retention	Career Services
Sexual Assault Awareness – All campuses provided with presentations and materials	Student Retention Awareness Week – Focus on spring registration and advising	Mock Interviews
Depression Awareness – National Depression Screening Day – All campuses provided with presentations and materials	Calling campaign – focus on students who had registered but not paid fees for spring	“Resume Revivals”
Tobacco Awareness - All campuses provided with presentations and materials	Mass emails entitled – “You Still Have Time to Register for Classes”	Dress for Success Presentations with Style Show
Breast Cancer Awareness - All campuses provided with presentations and materials	Mass e-mails – Focus on SAP Alert advising students to review the policy, check grades, and visit financial aid advisors	Professionalism Workshops
Disability and Mental Health Awareness - All campuses provided with presentations and materials	Mid-term Grade Reporting– All faculty asked to use the most effective method to let at-risk students know their status at mid-term	Career Readiness Presentations
Veterans Day Commemorative Service – Ceremony held at the Monroe campus	Mass e-mails – Asking faculty to remind students to use their LDCC e-mail accounts – “Delta Students: They’ve Got Mail!”	Career Fair
Safe Sex Awareness - All campuses provided with presentations and materials	Developed a “Non-Traditional Support Group” with an identified faculty leader	Career Exploration Day
Diversity Awareness - All campuses provided with presentations and materials	Meetings with students to discuss Keys to Success: <ol style="list-style-type: none"> 1. Have a plan 2. Set goals each semester 3. Don’t be afraid to ask questions 4. Take care of your business 	Service Learning Fair
Distribution of Counseling and Disabilities Brochure with contact information	Administered KUDER Assessment at all campuses	Distribution of Career Services Brochure with contact information

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

Evaluation of data drives many decisions in regard to LDCC’s commitment to student success. Data is the basis on which initiatives for improvement and change are based. The college utilizes many data sets to assist in the assessment of programs and institutional effectiveness. Data sources include but are not limited to the following:

1. Board of Regents Completer Report
2. IPEDS (Integrated Postsecondary Education Data System)
3. Completion, Placement, and Licensure data as reported to Council on Occupational Education for former NELTC campuses
4. SSPS Reports

5. National Student Clearinghouse
6. Louisiana Department of Labor Statistics and Projections
7. Institutional Program Assessments (SACS)
8. Community College Survey for Student Engagement (CCSSE)
9. LDCC's Graduate Survey
10. GRAD Act Annual Report Results

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

LDCC constantly tracks and monitors data required for reporting to accreditation bodies and regulatory agencies such as Southern Association of Colleges (SACS), Council on Occupational Education (COE), National Automotive Technicians Education Foundation (NATEF), Association of Technology, Management, and Engineering (ATMAE), and HVAC Excellence, National League for Nursing Accreditation Committee (NLNAC), Louisiana State Board of Practical Nursing (LSBPNE), as well as the Board of Regents and LCTCS. Reports required of the college such as IPEDS, COE Annual Report, Carl Perkins Report, and GRAD Act Annual report involve data tracking by each campus through student services. A new ERP – BANNER - was implemented in fall 2012 which will better equip the College to track, monitor, and report data. The auditing process brought about by GRAD Act has also contributed to stronger monitoring of data. With the implementing of BANNER, extensive in-service sessions have been conducted for student services personnel, faculty, and staff.

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

LDCC utilizes the Community College Survey of Student Engagement (CCSSE) each year. Results of this survey assist the College in developing programs to address student issues. LDCC has utilized Board of Regents' Employment Outcomes Reports, NCHEMS data, GRAD Act Annual Reports, SREB data, and other Board of Regents' data and publications as well as IPEDS feedback reports to inform groups through public presentations such as Chambers of Commerce, Non-Profit Organizations, Foundation Boards, and Advisory Committees. Data from these and other types of external feedback reports are also used in the recruiting of prospective students.

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.**

A review of all policy took place with the merger of LDCC and the former NELTC campuses. The implementing of the ERP – BANNER – further required a review of policy and procedure to assure consistency in the application of admission status for students, curriculum standards, and graduation audits. The result of reviewing institutional policy also brought about the need to assure that LCTCS and BOR policy support the language of institutional policy. LDCC and NELTC had previously reviewed curricula in light of common course numbering and had reduced total credit hours in associate degrees to 60 where possible in accordance with Board Policy 1.025.

- i.a. 1st to 2nd year retention rate

Retention%	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark Renegotiated	Year 3 Actual
	46.1	39.7	46.3	43.35	45.0	43.1

- i.b. 1st to 2nd year retention rate (all degree seeking) Optional
- ii. 1st to 3rd year retention rate – N/A
- iii. Fall to spring retention rate – N/A
- iv. Same institution graduation rate

Graduation Rate	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark Renegotiated	Year 3 Actual
	9.9%	10.0%	10.4%	11.0%	10.9%	10.1%

- v. Graduation productivity – Optional
- vi. Award productivity – Optional

- vii. Statewide graduation rate – Optional
- viii. Percent of freshmen admitted by exception – N/A
- ix. Median professional school entrance exam score – N/A

Performance Objective: Student Success (1)

Element:

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

Prior to merger with NELTC, LDCC had established benchmarks for Certificates and Associate Degrees only. After renegotiation of targets the Technical Diplomas offered by the merged college now have a benchmark. LDCC has identified the fact that a large number of students exit prior to completion due to financial reasons. Efforts to contribute to increased completions include publicity of College Goal Sunday, assisting students in completing the FASFA, and connecting students to scholarship opportunities. Students are also offered flexible scheduling, online classes (institutional as well as LCTCS Online). The College has also revised its advising procedures to assure early intervention through early graduation audits. A retention coordinator has been employed to assist students in early registration, fee payment, and keeping students informed regarding such topics as Satisfactory Academic Progress, mid-term grading, setting goals, etc.

- i. Percent change in program completers.

Completions	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual
Certificate	0	0	3	20	260	272
Diploma	0	0	0	0	300	333
Associate	91	99	93	125	145	156

Element:

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

LDCC continues to dually enroll students from all 12 parishes in northeast Louisiana. This partnership is supported by a career coach who is assigned to each high school in the College’s service area. The College has developed MOUs with all parishes and/or city systems that provide tuition and fee schedules to allow reduced pricing for students who are verified as participating in free and reduced lunches. The College employs a dual enrollment coordinator who works with each school district to inform students of the benefits of dual enrollment, assess the high school’s instructional needs, and works with the academic deans to provide instruction either on the high school campus or on one of the College’s 8 sites. The College makes every effort to secure funding either through TOPS Tech Early Start, Board of Regents funding, or district funding so students can begin “early college” classes which will lead to matriculation into a pathway toward a degree, diploma, or certificate.

i, ii, iii	2010-2011	2011-2012
Number of high school students enrolled	649	1,272
Number of semester hours enrolled	3,359	6,023
Number of semester credit hours completed	3,091	5,541

Through Carl Perkins funding, the college has engaged in a Career Coach model. The College has employed a career coach to reach out to each high school campus in our service area. Initiatives of the career coach model include guiding secondary students through the process of applying for college admission, applying for financial aid, and preparing for college entry through the completion of a college admissions exam. The following activities were reported for the 2011-2012 year:

# Students making application to a post-secondary institution	1,166
# Students completing a financial aid application	221
# Students provided large group sessions (presentations/workshops)	1,289
# Students provided individual coaching services	587

Element:

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

One of the measures for success of students at LDCC is through statistics gathered on passage rates on licensure and Industry Based Certifications (IBCs). Areas of instruction in the College resulting in licensure area – Commercial Vehicle Operations, Barber/Styling, Practical Nursing, and Registered Nursing. For these areas, the College tracks graduate completers waiting to take licensure exam, who took, and who passed the exam. Many instructional areas prepare students to pursue IBCs. Results of licensure and certifications give the College data upon which to review institutional effectiveness and to evaluate programs. Areas in which student pursue certifications for employment are Emergency Medical Technician and Nurse Assistant. IBCs attained by students include National Retail Federation Customer Service Certification, Microsoft Office Specialist, IC3, Adobe, National Center for Construction Education and Research (NCCER), Electronic Technician Associate (ETA), Heating, Ventilation and Air Conditioning (EPA), Certified for Manufacturing (C4M), Occupational Health and Safety Administration (OSHA), and Work Keys. The College selected the Practical Nursing licensure passage rate as an additional measure. Although the benchmark of 83.1% (statewide average for PN programs) was not met, the College did meet the 80% required by the Louisiana State Board of Practical Nursing Examiners (LSBPNE).

i.a. Passage rates on licensure/certification exams. (Disciplines in which students are required to pass an exam upon graduation to obtain or enhance employment in their field of study.)

Program	#Graduates who took licensure exam	#Graduates who passed licensure exam	Institutional passage rate
Barber-Styling	16	16	100%
Practical Nursing	125	100	80%

i.b. Passage rate on licensure exam in EDUCATION – N/A

i.c. Passage rate on licensure exam in NURSING (PN) – Additional Measure

Practical Nursing Licensure Rate	Year 3 Benchmark	Actual Passage Rate
	83.1%	80%

i.d. Passage rate on licensure exam in NURSING (RN) – N/A Optional

ii. Number of students receiving certifications. (Programs in which students can obtain certifications as evidence of knowledge and/or expertise in an area which may or may not be required for employment.)

See GRAD Act Appendix 2

iii. Number of students assessed and receiving Work Keys certifications. (By award level as a merged college)

Work Keys Level	2010-2011 Actual	2011-2012 Actual
Platinum Level	0	0
Gold Level	4	19
Silver Level	25	117
Bronze Level	10	48
Total number of students who took the assessment	47	187
Total number of students who earned Work Keys certifications	39	164
Total percentage of students who passed the assessment	83%	87.7%

iii. Other assessments and outcome measures for workforce foundational skills to be determined.

LDCC administers the KUDER assessment through its Career Coaching program. KUDER is a unique way to assess the needs of post-secondary students. It is a system which addresses those needs with a complete set of tools to aid college major selection, job interview preparation, ongoing financial aid, and more. KUDER offers career exploration, and facilitates decisions about postsecondary education or training.

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GRAD Act Performance Objectives Articulation and Transfer

**2013 Annual Report
April 5, 2013**

Performance Objective: Articulation and Transfer (2)

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

Policies

The merger of LDCC and NELTC created the need to revise the College's mission statement, policies, and certain procedures. However, policies supporting the Louisiana Transfer Degree remain in place as the College intends to continue to fully support and encourage students who pursue the transfer degrees. Some institutional policies supporting articulation and transfer include:

- ES-004 First Time Freshman Policy
- ES006 Academic Renewal
- ES 033 Transfer Credit
- ES 034 Transfer of Delta Credit
- AA-024.0 Graduation Requirements

Programs

LDCC provides transfer degree in two areas Louisiana Transfer of Arts and Louisiana Transfer of Science with five separate options. Transfer degrees are located in the School of Liberal Arts and the School of Technology. The College has implemented the position of Dean for each of the schools to advise students pursuing the transfer degrees.

Initiatives

LDCC has signed two articulation agreements and has five in progress with Northwestern State University. ULM has signed agreements with LDCC in thirteen areas. RN to BSN agreements exist between the College and the University of Louisiana at Monroe and Grambling State University.

Prior to the merger of LDCC and NELTC, the two colleges developed and signed a Memorandum of Understanding (MOU) in fall 2011 for articulation. The MOU summarized an educational partnership program agreement between LDCC's Process Technology program and NELTC's Industrial Instrumentation Technology program to provide increased degree and employment opportunities for students who choose to articulate course work from one program to another. The College will continue to support a Course Articulation Crosswalk for both programs, give students the opportunity to receive degrees from each program without duplication of coursework, improve employability for graduates of these programs, and improve collegiality and communication among faculty in the merged college.

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

LDCC has in place a plan to track students articulating into a four year program from the Louisiana Transfer degrees through the National Student Clearing House. This data will be available in fall 2013. Student performance is also documented through the conducting of general education assessments to ensure that students are mastering the course learning outcomes as required by SACS and the Louisiana State Board of Regents.

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

With the implementation of BANNER, all colleges in the LCTCS will now be able to view and track student data for transfer in and transfer out within the system. Data tracking, monitoring, and reporting beyond that housed in the LCTCS student database for each institution will be done through sources such as National Student Clearing House, graduate surveys, alumni feedback, and information gained from four-year universities. LDCC has a very close working relationship with ULM which is located minutes apart. A majority of LDCC's transfer students enroll at ULM.

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

The College uses data gained from the Louisiana Department of Labor website as well as Louisiana Economic Development data. All skills training areas of the college employ advisory committees who provide feedback regarding the employability of students completing instruction with the College. Reports gained from National Student Clearing House will continue to give feedback on transfer students.

Element:

- a) Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

Louisiana Delta Community College is an open-admissions institution. Prior to enrollment, students are administered the ACT COMPASS exam. This exam is designed to assist the College in determining the need for developmental course work. As a result of the COMPASS score, students are advised of any developmental education courses needed to earn their desired credential.

All policies adopted by the College have been approved by LCTCS. LDCC has adopted and fully implemented the management board's Two-Year College Student Success Measure as a primary measure of student success for our institution as a part of the GRAD Act reporting and accountability structure. We fully support the measurement of success based on the following: (1) completion of a postsecondary award, (2) completion of a recognized industry-based certification/licensure, (3) transfer to a university, or (4) employment at a quality job wage.

LDCC also contributes to the educational development of students who are preparing for four-year University entry. These students often enroll in developmental studies courses designed to improve their ACT score and to prepare them to meet the increased admission standards in higher education. This reduces the College's cohort as the students transfer. Therefore, the college does not receive credit for the completion of this set of students.

- i.a. 1st to 2nd year retention rate of transfer students – N/A
- i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree seeking transfer students with a minimum student level of sophomore. – N/A
- ii. Number of baccalaureate completers that began as a transfer student – N/A
- iii. Percent of transfer students admitted by exception – N/A

Element:

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

LDCC receives feedback from ULM and Grambling State University in regard to the success of our transfer students.

- i. 1st to 2nd year retention rate of those who transfer with associate degree – N/A
- ii. Number of baccalaureate completers that began as a transfer student with an associate degree – N/A

Element:

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

ULM and Grambling State University have provided LDCC with a formal letter to refer applicants to LDCC who do not meet their selective admissions requirements. However, the numbers of referrals remain small because the recruitment process for Delta and both Universities informs ineligible students that they

should apply at LDCC prior to completing the application process and paying the application fee for admission at the four-year school.

The college has an advanced standing process in place to receive students who have voluntarily leave the universities four year degree programs to enroll with the technical college for shorter term training. An example of this is Allied Health. All four year institutions of higher education in northeast Louisiana offer programs of Registered Nursing. Often these students pursue an associate degree after graduating the Practical Nursing program and become an ADRN.

The college has also enrolled students in various other specific courses such as CISCO Academy geared toward CISCO certifications for IT students and CADD software course work for engineering students to compliment training students are receiving in the four year universities.

- i. Number of students referred – N/A
- ii. Number of students enrolled – 194 – 67 of these students came directly from Louisiana four-year universities.

Element:

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

While LDCC institutionally has articulation agreements with ULM, Grambling State University, and Northwestern State University, our System office has also developed articulation agreements with out-of-state colleges to include University of Phoenix, Western Governor’s University, Ashford University, Kaplan University, and Regis University.

- i. Number of students enrolled in a transfer degree program – Additional Measure

#Students Enrolled in Transfer Degree	Year 3 Benchmark	2010-2011 Actual	2011-2012 Actual
	125	214	345

- ii. Number of students completing a transfer degree

#Students Completing Transfer Degree	2010-2011	2011-2012
	3	10

- iii. 1st to 2nd year retention rate of those who transferred with transfer degree – N/A
- iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree – N/A

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GRAD Act Performance Objectives Workforce and Economic Development

**2013 Annual Report
April 5, 2013**

Performance Objective: Workforce and Economic Development (3)

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

Under Performance Objective 3, LDCC established b.ii. (Number of students enrolled in courses with 50% and with and with 100% instruction through distance education) as an additional measure. The Year 3 established Benchmark is 160. The college served a total of 1,591 students in this area surpassing the benchmark by 894%. A change in the College's E-Learning policy now requires students to have face-to-face meetings with faculty members teaching distance education course work; therefore, the College is identifying all its distance learning course work as 50% to 99% rather than 100%.

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.

LDCC adheres to guidelines provided by the Louisiana State Board of Regents in regard to low completer programs (an average of 8 completers over a 3-year period). The administration of LDCC has examined this report and found that two programs with levels of AAS are found to be in the low completer range (Industrial Electronics Technology and Air Conditioning and Refrigeration); however, the Technical Diploma level of both programs remains strong. A request to delete the level of AAS and retain the Technical Diploma has been made to the Board of Regents in those two programs. As a result of the merger between LDCC and NELTC the College identified that the Commercial Vehicle Operations program (a TCA level) would be better served under a workforce development model as non-credit. This adjustment to the CVO program operation has been made.

The College constantly monitors the Louisiana Department of Labor website for changes in projected need for training areas currently offered. LDCC purchased software from Economic Modeling Specialists, Inc. (EMSI) which provides a consolidated set of current statistics from multiple databases with information regarding jobs, growth, and median earnings. The software can produce a report that is state-wide, regional, and can even drill down to individual cities.

All programs were examined based on state required performance indicators and none were found that failed to meet performance numbers as well as alignment with current or strategic regional and/or state work force needs according to the Workforce Investment Act.

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.

The College applied for and received a Rapid Response Grant for training in the area of Health Information Technology (HIT). With the change from medical coding ICD9 to ICD10 for all health care providers, the College is positioning itself to provide this training through the HIT curriculum.

The college has also applied for and received a Rapid Response Grant for the training of Engineering Technicians in response to the relocation of Gardner, Denver, Thomas in the Monroe area.

The Workforce Development division of LDCC has been teaching Certified Manufacturing Specialist for a number of years as adopted from Georgia. During the reporting year, LDCC worked closely with Louisiana Economic Development to develop a new program – Certified for Manufacturing (C4M). A cohort of students was taught the curriculum as a pilot in summer 2012. Based on that pilot, additional modifications were made in order that the new program was applicable to rapid response and adult education programs. The College has now replaced CMS with C4M for the training of students in non-credit areas.

As part of LCTCS's Accelerating Opportunities initiative, whereby adult education students obtain job readiness training in addition to high school equivalent education, the College developed and began piloting pathways in business, manufacturing, and healthcare utilizing the IBEST model for programmatic and adult education training.

Activities conducted during the reporting year with local Workforce Investment Board.

LDCC is a participant in a state-wide TAA grant in which a cohort of students will be trained by the college in high demand occupational areas. The local WIB is partnering with the college to identify, screen, test, and provide applicants for participation in the grant training initiative.

The College continues to be supported by WIB SDA-83 in the area of training for eligible students entering the health care field through Professional Healthcare Opportunities – Career and Support (PHOCAS). This is a five-year grant that provides assistance to residents in eleven of the twelve parishes served by LDCC. The college has served over 200 students through the PHOCUS grant. The grant also provides special monitoring and tutoring designed to ensure maximum success for high risk students.

Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.

LDCC utilizes many other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report. Some methods used are as follows:

1. Students exiting skills training areas are required to complete an exit survey to include place of employment.
2. When students exit without employment, faculty conduct a follow-up study of those exiting in the prior semester who did not report employment.
3. Many of the programs where technical skills are trained are supported by Advisory Committees. Many of the students graduating from these training areas become employed by the companies represented by the Advisory Committees. Feedback is gained from these employers.
4. An employer satisfaction survey is mailed to employers listed by students.
5. Louisiana Workforce Commission offices locally provide information to the College.
6. Many training areas are programmatically accredited. To fulfill the requirements of the accrediting agency, programmatic follow up of exiters is tracked.
7. Grant funded students are tracked through the grant and into employment.

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

LDCC employs an IT department that serves all campuses of the College. The IT department is constantly involved in upgrading service to rural campuses. Most recently, the IT department has started a pilot program involving a virtual desk top. This is expected to provide more stability and faster modification. The pilot began with the Monroe campus and has now been extended to the Tallulah and Lake Providence campuses with 100 stations now in place. Microsoft's LYNK software will allow Webex capabilities for students and faculty to collaborate in real time. Within a year students will have remote connectivity to software provided by the college from their homes. Technology utilized for distance learning includes web based learning, compressed video units through which general education courses are transmitted to all campuses, the use of Moodle for faculty/student communication, College e-mail for every student, and Skype. Some faculty members record their lessons for later viewing by students. The Learning Resource Center maintains online tutorials and videos for students needing remediation. All campuses have access to PLATO learning software which is used in many developmental courses. PLATO can also be customized for any student's need and can be accessed via the internet.

Element:

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

LDCC applies an institutional review annually to identify programs that have low completers or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission. The College has examined the Board of Regents' CRIN due to merger and determined that three programs either no longer served the need of our area or there was a duplication of training objectives in other training areas. These are listed in a.i. below.

i. Number of programs eliminated.

Campus Location	Program	Exit Level
West Monroe and Bastrop	Biomedical Equipment Technology	CTS
Tallulah and Lake Providence	Medical Office Assistant	CTS
Tallulah and Lake Providence	Accounting Technology – Account Clerk	CTS

iii. Number of programs modified or added.

Campus Location	Program	Modification
West Monroe	Commercial Vehicle Operations	Converted from Credit to Non-Credit

iv. Percent of programs aligned with workforce and economic development needs – 89%

# Transfer Degrees	# Non-Transfer Degrees	# Non-Transfer Diplomas	# Non-Transfer Certificates	Total	Total Aligned with Workforce	Percent Aligned with Workforce
4	10	15	6	35	31	89%

Element:

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

LDCC makes every effort to provide instruction to students through as many sources as can be made available with a limited budget. Funding sources such as Carl Perkins, Technology Fees, and Grants written by the college are invested in various sources to support technology and the expansion of distance learning opportunities. Each purchase of technology is made strategically with the future in mind as we increase offerings via distance learning to nine sites in twelve parishes in northeast Louisiana. Technologies utilized include but are not limited to compressed video, Skype, online tutorials, and web-based classes assisted by Moodle. Many of LDCC's campuses are in rural areas where connectivity becomes a hindrance to efficient use of technology. In these locations, computer labs equipped by the college campuses are made available to student use.

The College employs an E-Learning Coordinator. In an effort to expand distance learning offerings of the college, Carl Perkins funding has been designated for professional development of faculty interested in receiving training to deliver courses through the use of technology. The initial group was paid a stipend to participate in training and was required to develop a course as they completed their training. This became so popular that the coordinator is now working with volunteer faculty to participate in the training.

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

# Sections with 50-99%	# Students Enrolled in Sections with 50-99%
126	1,591

ii. Number of students enrolled in courses with 50% and with 99% instruction through distance education. – Additional Measure

#Students Enrolled with 50% and 100%	Year 3 Benchmark	2011-2012 Actual
	160	1,591

- iii. Number of programs offered through 100% distance education. – At this time LDCC offers individual courses, but no entire programs that are 100% through distance education.

Element:

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

i., ii., iii., iii.a., iii.b., iv., v., vi – Not applicable for 2-Year Colleges

Element:

- d) **To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

The College provides opportunity to students through two avenues, preparation for transfer to a four-year university and technical skills training for employment. The expected result by the College of all skills training areas is employment. Faculty provide work-based activities to strengthen employability skills, reinforce learning, build confidence, and provide students with work related experience. Students in skills training are involved in theory and experiential lab activities that assist them in developing comprehension and problem solving abilities. Prior to merger, the five NELTC campuses were institutionally accredited through the Council on Occupational Education (COE). COE requires the tracking of graduates into employment; therefore, the College has data regarding employment of many of its program offerings.

Program	Placement Rate
Air Conditioning & Refrigeration	95%
Automotive Technology	90%
Barber-Styling	83%
Business Office Administration	96%
CNC Operator	100%
Care & Development of Young Children (TD)	100%
Diesel Powered Equipment Technology	100%
Drafting and Design Technology	70%
Electrician	95%
ICT Computer Networking Support	92%
Industrial Electronics Technology	68%
Industrial Instrumentation Technology	78.5%
Industrial Maintenance Technology	90%
Patient Care Technician	77%
Practical Nursing	82%
Welding	85%

- i. Percent of completers found employed.
With the merger of LDCC and NELTC, the College is exponentially involved in its focus on workforce and economic development activities. The former NELTC campus programs were entirely skills and workforce based. Therefore, students are seeking employment rather than transfer to a four-year institution. Degree programs that were approved for LDCC prior to the merger continue to track and place students. These programs include, Care and Development of Young Children, Business Technology, Process Technology, and the Registered Nursing Associate Degree. The College also has a continued focus on non-credit offerings and continuing education which often leads a student to credit course work.
- ii. Increasing the performance of associate degree recipients who transfer. See elements 2.b. and 2.d.
- iii. Placement rate of graduates. – N/A
- iv. Placement of graduates in postgraduate training. - N/A

**LOUISIANA DELTA COMMUNITY
COLLEGE**



**GRAD Act Performance Objectives
Institutional Efficiencies and
Accountability**

**2013 Annual Report
April 5, 2013**

Performance Objective: Institutional Efficiency and Accountability (4)

Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges. – Not Applicable for 2-Year Colleges

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

LDCC’s tuition/fees schedule for non-resident students is still below the SREB average of \$7,528 per year for non-resident students enrolled at two-year institutions. During the 2011-2012 reporting year, LDCC served a total of 50 non-resident students. Non-resident students comprise 1.1% of LDCC’s enrollment. The SREB tuition/fees schedule for non-residents is currently 40.3% above Delta’s non-resident tuition.

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. – Not Applicable for 2-Year Colleges

i., ii. – Not Applicable for 2-Year Colleges

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.

i., ii. – Not Applicable for 2-Year Colleges

Element:

- c) Upon entering the initial performance agreement, adhere to a schedule established by the institution’s management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

i. Total tuition and fees charged to non-resident students.

	2009-10	2010-11	2011-12	2012-13
SREB Targeted Measure	7,444	7,444	7,444	7,528
LDCC	3,936	4,396	4,836	5,364
Difference	-3,508	-3,048	-2,608	2,164
Percentage Difference	-89%	-60%	-54%	-40.3%

Element:

- d) Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:
 - Offer a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.
 - Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.
 - Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution’s peers.
 - Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.
 - Having a high level of research productivity and technology transfer.

At this time Louisiana Delta Community College is not formally seeking a designation as a Center of Excellence. However, the College’s commitment to a future designation was reflected in the design of the Monroe campus. The Advanced Technology Center (ATC) located on the campus houses a Process Technology program which involves equipment appropriate for training in the industrial sector such as an Integrated Assembly System. Since the merger of LDCC and NELTC, the College is assessing all capacities available to integrate training capacities throughout all campuses. The West Monroe campus houses the most comprehensive CNC training facility in the state, and its Instrumentation program has received wide spread recognition. We are in the planning stages of a Remote Automated Manufacturing Project (RAMP) which allows us to integrate capacities at all campuses. Discussions have also begun with Louisiana Tech in regard to their research in Nano and Micro Processes. We believe this will be a significant manufacturing venture in the next five years.

Another area of excellence that is emerging for the College is the recently opened Police Academy. This is the only academy housed in and operated by a college or university in the state.

- i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited. – 58.8%

Program	BOR Requirement	Status
Industrial Instrumentation Technology (AAS)	Mandatory	Accredited/Approved
Process Technology (AAS)	Mandatory	Accredited/Approved
Air Conditioning & Refrigeration (AAS)	Mandatory	Accredited/Approved
Air Conditioning & Refrigeration: Residential (TD)	Mandatory	Accredited/Approved
Air Conditioning & Refrigeration: Commercial Refrigeration (TD)	Mandatory	Accredited/Approved
Automotive Technology (TD)	Mandatory	Accredited/Approved
Automotive Technology: Electrical Technician (CTS)	Mandatory	Accredited/Approved
Automotive Technology: Engine Performance Technician (CTS)	Mandatory	Accredited/Approved
Automotive Technician: Power Train Technician (CTS)	Mandatory	Accredited/Approved
Nursing (ASN)	Mandatory	Accredited/Approved
Drafting & Design Technology (AAS)	Mandatory	Applied
Industrial Electronics Technology	Mandatory	Not Sought
Diesel Powered Equipment Technology (TD)	Mandatory	Not Sought
Diesel Engine Technician (CTS)	Mandatory	Not Sought
Practical Nursing (TD)	Recommended	Not Sought
Business Technology (AAS)	Recommended	Not Sought
Business Office Administration (AAS)	Recommended	Not Sought

LOUISIANA DELTA COMMUNITY COLLEGE



GRAD Act Performance Objectives Reporting Requirements

2013 Annual Report

April 5, 2013

Performance Objective: Reporting Requirements (5)

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:

A. Number of students by classification –

Fall 2009	1,640
Fall 2010	2,485
Fall 2011	2,954
Fall 2012	4,123

- All students are undergraduates.
- Budgeted FTE – 3,139

B. Number of instructional staff members – 239 Staff Members, 149.5 FTEs.

C. Average class student – to – instructor ratio – 10.4:1

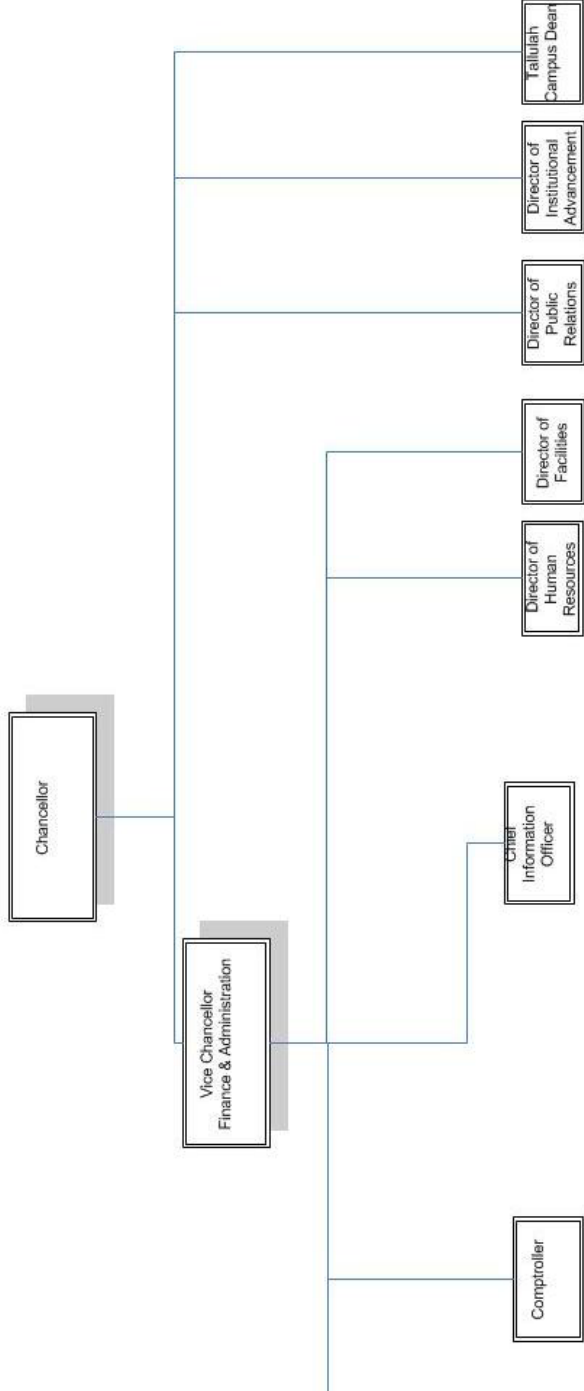
D. Average number of students per instructor – 21:1

E. Number of non-instructional staff members in academic colleges and departments – 3 Staff Members, 3 FTEs.

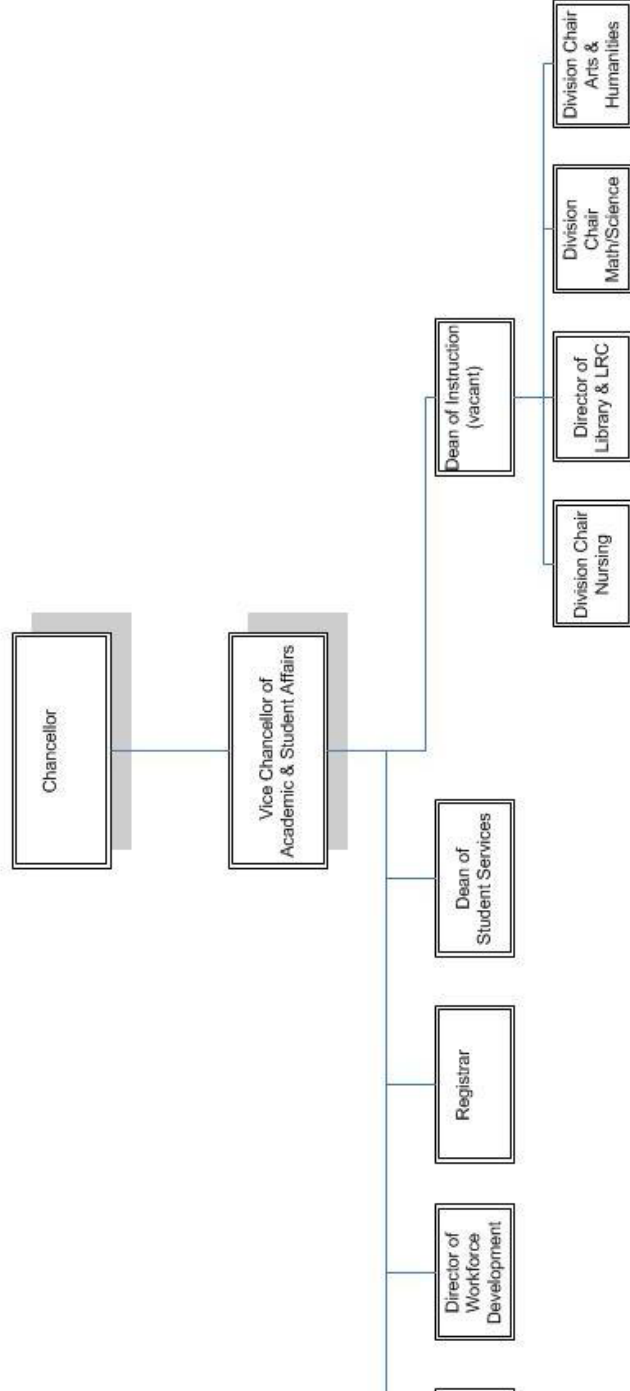
F. *Number of staff in administrative area – 5 Administrative Staff Members, 5 FTEs.*

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.**

*Attached on following pages.



Administrative Services Organizational Chart



Academic and Student Affairs Organizational Chart

H. Salaries of all personnel identified in Subparagraph (G) and the date, amount, and type of all increases in salary received since June 30, 2008

Position	Base Salary (Fall 09)	Salary Changes Since 6/30/2008 reported fall 2010	Salary Changes Since 6/30/10 reported fall 2011	Salary Changes Since 6/30/2011 reported fall 2012
Chancellor	\$138,888	There were no salary changes for any positions since 6/30/2008	There were no salary changes for any positions since 6/30/2010	\$150,888 (4/2011) Added Responsibility due to supervision of NELTC*
Vice-Chancellor for Academic and Student Affairs	\$99,018			
Vice-Chancellor for Finance (Hire date 7/19/10)	\$90,000			\$103,000* 1/1/2011
Campus Dean/Tallulah/Lake Providence	\$93,151			
Director of Institutional Advancement (Hire date 3/1/10)	\$56,000 New Position			
Director of Public Relations (Hire date 1/19/10)	\$60,000			\$70,000* 1/1/2011
Director of Facilities (Hire date 1/3/10)	\$65,000 New Position			\$71,500* 1/1/2011
Director of Human Resources	\$58,895			\$70,000* 1/12/2011
Chief Information Officer	\$56,250			\$70,000* 10/2011
Comptroller (Hire date 11/12/10)	\$70,000			\$80,000* 1/1/2011
Director of Purchasing	\$40,155			
Director of Institutional Effectiveness	\$63,000			

Director of Workforce Development	\$60,375			
Registrar	\$61,623			
Dean of Student Services	\$75,292			
Director of Library	\$53,500			
Division Chair Nursing (Hire date 2/7/09)	\$87,000			
Division Chair Math/Science	\$51,000			
Division Chair Arts/Humanities	\$53,500			

*Salary adjustments for increased job duties and expanded supervisory roles due to the merger with Tallulah/Lake Providence LTC and supervision of five campuses of NELTC.

I. Cost Performance Analysis:

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

Louisiana Delta Community College		
Expenditures by Function:	Amount	% Total
Instruction	\$8,730,840	46.4%
Academic Support	\$1,029,570	5.5%
Student Services	\$1,805,751	9.6%
Institutional Services	\$5,005,807	26.6%
Scholarships/Fellowships	\$16,671	.10%
Plant Operations/Maintenance	\$1,923,885	10.20%
Total E & G Expenditures	\$18,512,524	98.5%
Transfers out of Agency	\$288,494	1.5%

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASE LINE YEAR	# Students receiving certifications
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2011-2012	18
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2011-2012	11
Certified Manufacturing Specialist	CMS	Georgia Quickstart	2011-2012	106
EMT Basic	NREMT-B	State Database	2011-2012	9
Fork Lift	Forklift	Workforce Dept.	2011-2012	10
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	2011-2012	58
HVAC - EPA - 608	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)	2011-2012	21
Internet and Computing all areas (COMPTIA, CISCO, IC3)	Network +, A+, iNet+, A+ COMPTIA (multiple)	Pearson VUE/Prometric	2011-2012	6
Microsoft Office User Specialist (MOUS)	MOUS	Certiport	2011-2012	54
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation	2011-2012	130
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2011-2012	425

Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals	2011- 2012	387
Nursing-PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2011- 2012	15
OSHA	OSHA	Occupational Safety and Health Administration	2011- 2012	65
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	2011- 2012	7
Welding	AWS, NCCER	American Welding Society	2011- 2012	361
WorkKeys (all areas, levels)	workkeys	ACT	2011- 2012	164
				1478
<p><i>Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with √ on Appendix #1</i></p> <p><i>Baseline Year = most recent year data published by entity that grants licensure/certification</i></p>				