

# ACADIANA TECHNICAL COLLEGE



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

### **2011 Annual Report**



## Table of Contents

### Performance Objective Student Success (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..... **3-6**

**Element b)** Increase the percentage of program completers at all levels each year ..... **7-9**

**Element c)** Develop partnerships with high schools to prepare students for postsecondary education ..... **10-13**

**Element d)** Increase passage rates on licensure and certification exams and workforce foundational skills ..... **14-16**

### Performance Objective – Articulation and Transfer (2)

**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 ..... **17-19**

**Element b)** Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution..... **20-21**

**Element c)** Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution..... **22-24**

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

**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..... **25-28**

**Element b)** Increase use of technology for distance learning to expand educational offering ..... **29-31**

**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 ..... **32-34**

### Performance Objective – Institutional Efficiency and Accountability (4)

**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 ..... **35-37**

### Performance Objective – Reporting Requirements (5)

**Elements (a) through (h)** ..... **38-46**

**Performance Objective: Student Success (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

## Narrative

Acadiana Technical College (ATC) strives to achieve cohort “completer” rates and “completer” productivity goals that are consistent with institutional peers. The mission of ATC is to “provide training which assists students in acquiring the skills necessary for employment.”

This mission is accomplished by providing training programs to assist students in completing specific credentials that will result in gainful employment. The credentials are integral to the mastery of technical skills and represent success for technical college students. The credential may or may not be “graduation” from a program but at minimum is evidenced by awarding of a technical college credential. These credentials include but are not limited to: TCA – Technical Competency Area, CTS – Certificate of Technical Studies, TD – Technical Diploma, AAS – Associate of Applied Science.

Economic conditions are an important factor to consider when examining retention in a technical college environment. Job availability in a particular season, part of the region, and/or specific industry spike will directly affect retention. This figure may be expected to vary widely based on current economic factors.

Policies adopted by LCTCS and followed by Acadiana Technical College (ATC) to address completers include: (Note: These policies can be accessed at [www.lctcs.edu](http://www.lctcs.edu))

1. Policy # 1.002 – Delegation of Authority to Chancellors to sign and Distribute Degrees, Diplomas and Certificates
2. Policy # 1.006 – Academic Amnesty
3. Policy # 1.010 – Program Assessment
4. Policy # 1.014 – Assessment
5. Policy # 1.016 – LCTCS Cross-Enrollment Policy
6. Policy # 1.018 – Academic Honors
7. Policy # 1.020 – Academic Status
8. Policy # 1.023 – LCTCS Policy on 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 # 1.036 – Cross Enrollment Agreement between System Institutions
13. Policy # 5.025 – Tuition Discounts and Waivers

In addition to LCTCS, ATC has adopted the following policies to enhance student completion: (Note: These policies can be accessed at [www.ltc.edu](http://www.ltc.edu). After July 1 policies will be accessed at [www.acadiana.edu](http://www.acadiana.edu))

1. Policy # IS1930.100 – Academic Diplomas, Certificates, Technical Competency Areas Completions and Acknowledgements of Completion
2. Policy # IS1930.102 – Academic Status
3. Policy # IS1930.101 – Academic Renewal
4. Policy # IS1930.106 – Acceptance of Transfer Credit
5. Policy # IS1930.124 – Course Substitution/Course Waiver

6. Policy # IS1930.126 – Credit by Examination
7. Policy # IS1930.139 – Developmental Education Guidelines
8. Policy # IS1930.171 – Non-Traditional Credit
9. Policy # IS1930.173 – Placement Examinations
10. Policy # SA1930.253 – Admission of Dual Enrollment High School Students
11. Policy # SA1930.254 – Requirements for First Time Freshman
12. Policy # SA1930.255 – Admission of Transfer and Re-Entry Students

The LCTCS plans to adopt a policy defining and quantifying a 2 year college student success measure that reflects the performance of its colleges. This policy will assist in providing parameters to track student retention leading to completion. This policy is scheduled to be considered by the LCTCS Board of Supervisors at its April 2011 meeting.

The LCTCS Board of Supervisors receives recommendations from institutions and LCTCS staff to address issues facing the colleges. As policies are developed and approved, implementation is typically within the semester following approval. ATC will also submit policies as needed for approval to facilitate student completion and/or graduation.

**Data**

iii. Fall to Spring Retention Rate

Baseline Data: 582

Current Year Data: First – Time Full-Time Degree Seeking Students  
Fall 2010 to Spring 2011  
639 enrolled fall 2010  
475 retained in spring 2011  
74.3% Retention Rate

See attached spreadsheet



Acadiana TC  
Attachment D Year 1

**Performance Objective:** Student Success (1)

**Element:**

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

## **Narrative**

Completers as defined in a higher education setting typically indicates the awarding of a credential for completion of a set of predetermined courses and/or credit hours. The training provided by Acadiana Technical College (ATC) may result in an industry based certification, CEU as recognized by industry, and/or a credential such as a TCA (Technical Competency), CTS (Certificate of Technical Studies), TD (Technical Diploma), or AAS (Associate of Applied Science). Students are awarded a completion credential as they complete designated exit points. The exit points have been established in each curriculum per input from business and industry.

However, it is important to note that specific training on a new technique in industry may require very short term training/instruction and not result in a credential. The purpose, however, of the technical college is still accomplished by providing specific occupational training tied to a specific industry need. Though the college's mission is accomplished, some types of training are not reflected in formal completer rates.

Acadiana Technical College (ATC) is accredited by the Council on Occupational Education (COE). This agency is geared toward the evaluation of colleges focused on occupational training. COE defines a completer as a student who has demonstrated the competencies required for a program or an exit point within a program, and has been awarded the appropriate certificates, diplomas, and/or degrees upon completion. Students acquiring marketable skills with or without a credential are tracked as completers. COE interprets individuals exiting with a marketable skill as an indication of positive institutional performance. ATC reported an "acceptable rate of completers" on its 2009/2010 annual COE report.

Technical colleges prepare individuals for immediate employment. Skills acquired during training are graduated from basic to advanced levels. The training goals of the student determine the level of completion. Students seeking entry level skills may seek to acquire minimal training and exit at the TCA (Technical Competency Area) level. Others seek advanced skills training and choose to exit at the TD (Technical Diploma) or AAS (Associate of Applied Science) levels. Completers at all levels signify accomplishment of the technical college mission.

ATC ensures student mastery of competencies and completion of course/credits by conducting a degree audit on each individual prior to graduation.



## Data

- i. Percent change in program completers: **4.3%**

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

Current Year Data: **Associate of Applied Science (AAS) 71**  
**Technical Diploma (TD) 516**  
**Certificate of Technical Studies (CTS) 587**

See attached spreadsheet



Acadiana TC  
Attachment D Year 1

**Performance Objective: Student Success (1)**

**Element:**

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

## **Narrative**

Acadiana Technical College (ATC) consists of 7 technical college campuses. These campuses include Acadian Campus – Crowley, C.B. Coreil Campus – Ville Platte, Evangeline Campus – St. Martinville, Gulf Area Campus – Abbeville, Lafayette Campus – Lafayette, T.H. Harris Campus – Opelousas, and Teche Area Campus – New Iberia. Each of the college campuses has strong relationships with the K – 12 system within their parish. Dual enrollment has been a highly successful program within the Acadiana area for a number of years. Dual enrollment increased from 1289 students in Fall 2009 to 1417 students in Fall 2010. These figures represent both BoR Early Start enrollees and dually enrolled students via individual parish programs. Parish partnership programs have been established through an MOA with the LEA and technical colleges. These programs focus primarily on 11<sup>th</sup> and 12<sup>th</sup> grade high school students. The programs are as follows:

- Acadia Parish – Careers at Acadian Campus Promote Success (CAPS)
- Evangeline Parish – Pending
- St. Martin Parish – Tomorrows Adults Reaching Goals Through Evangeline Campus Technology (TARGET)
- Vermilion Parish – Seniors Technically Advancing with Gulf Area Education (STAGE)
- Lafayette Parish – Jump Start
- St. Landry Parish – Pending
- Iberia Parish – Teche Area Program for Seniors (TAPS)

These partnerships represent a collaborative effort between the LEA and technical colleges to provide technical training to high-school students on the high school and/or technical college campus. The elements of the partnerships include but are not limited to: bus transportation provided by LEA, instruction provide by technical colleges, supplies provided by LEA, equipment provided by the technical college, etc.

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

### **Strengthening Partnerships**

The parish CTE supervisors and teachers in conjunction with College and Career Transition Coordinators (CCTC) and technical college faculty have partnered to create junior and senior dual enrollment English and Math courses needed for implementation of the Career Diploma. These courses will meet high school graduation requirements and will be articulated for technical college credit. The courses were initiated within the LEA's and Acadiana Technical College (ATC), sent to DOE and LCTCS for approval. The courses will be implemented for Fall 2011. Staff from the LEA's and Acadiana Technical College (ATC) meet regularly to discuss ways to strengthen dual enrollment. Career Coaches have also been employed by the Acadiana Technical College (ATC) to

assist high-school students to identify career goals and utilize resources to accomplish the goals.

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

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

ATC has developed and implemented 3 district career pathways. These include: Advanced Manufacturing, Health Sciences, and Information Technology. The following activities have been conducted jointly by LEA's and ATC to promote utilization of career pathways:

- 1) Career Pathways Workshops for high school and technical college faculty, staff, and students
- 2) Summer Camps for students – Includes exposure to business environment in specific occupational fields
- 3) Development of an expanded dual enrollment matrix for use by staff to award high school and technical college credit

### **Feedback Report**

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

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



**Performance Objective: Student Success (1)**

**Element:**

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

## **Narrative**

Historically, the Council on Occupational Education (COE) has mandated the reporting of licensure for programs that require it for employment. Students completing their programs are tracked and reported annually. Other certifications however, not required for employment have not been tracked in any consistent manner. There are several issues to consider when tracking optional student certifications. Some of these issues include but are not limited to:

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

The Louisiana Workforce Commission (LWC) recently discontinued the practice of sponsoring students for Workkeys certificates. Students at ATC complete the Workkeys assessment as part of the Job Seeking Skills (JOBS) class. ATC recognizes the importance of assessing Workforce foundational skills and thus requires the assessment of all students enrolled in the JOBS course. This is a culminating course completed by students prior to graduation and includes information on job seeking and keeping skills. ATC has continued to absorb the expense to provide Workkeys certificates to students but will be charging students in Fall 2011.

**Data**

- i. Passage rates on licensure/certification exams.

Baseline Data:

Current Year Data: **96.67% passage rate – COE 2009/2010 report**



AcadianaTC  
Attachment after D-A#2 to



Copy of Appendix  
Attachment B F

- ii. Number of students receiving certifications.

Baseline Data: 0

Current Year Data: 0

**Not currently tracked**

- iii. Number of students assessed and receiving Workkeys certificates.

Baseline Data: 2008 Assessed	<u>689</u>	Certificates Platinum Awards:	<u>1</u>
		Certificates Gold Awards:	<u>75</u>
		Certificates Silver Awards:	<u>396</u>
		Certificates Bronze Awards:	<u>217</u>

2009 Assessed	<u>649</u>	Certificates Platinum Awards:	<u>3</u>
		Certificates Gold Awards:	<u>60</u>
		Certificates Silver Awards:	<u>352</u>
		Certificates Bronze Awards:	<u>234</u>

Current Data: 2010 Assessed	<u>688</u>	Certificates Platinum Awards:	<u>2</u>
		Certificates Gold Awards:	<u>89</u>
		Certificates Silver Awards:	<u>401</u>
		Certificates Bronze Awards:	<u>196</u>

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



AcadianaTC  
Attachment after D-A

- iv. Other assessments and outcome measures for workforce foundational skills to be determined. **N/A for 2011 reporting period**



**Performance Objective:** Articulation and Transfer (2)

**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.

## Narrative

Acadiana Technical College (ATC) is an open admission institution. Policies have been developed to enhance student success and retention. These policies address numerous areas including admission, program effectiveness, cross enrollment, awarding non-traditional credit, articulation, and online opportunities. ATC adheres to the following policies to increase student retention.

LCTCS Policies: (Note: These policies can be accessed at [www.lctcs.edu](http://www.lctcs.edu))

1. Policy #1.004 – Admission Policy Statement for First time Freshman
2. Policy #1.005 – General Admissions Requirements
3. Policy #1.010 – Program Assessment of Effectiveness
4. Policy #1.014 – Assessment
5. Policy #1.016 – Cross Enrollment
6. Policy #1.018 – Academic Honors
7. Policy #1.023 – Non-Traditional Credit
8. Policy #1.025 – Articulation
9. Policy #1.028 – Academic Renewal
10. Policy #1.045 – LCTCS Online Initial Policy Statement
11. Policy #5.025 – Tuition Discounts and Waivers

ATC Policies: These policies can be accessed at [www.ltc.edu](http://www.ltc.edu) (Note: Launching a new website, expected July 2011. Policies will then be available at [www.acadiana.edu](http://www.acadiana.edu)).

1. Policy #IS1930.101 – Academic Renewal
2. Policy #IS1930.106 – Acceptance of Transfer Credit
3. Policy #IS1930.126 – Credit by Examination
4. Policy #IS1930.139 – Developmental Education Guidelines
5. Policy #IS1930.171 – Non-Traditional Credit
6. Policy #SA1930.253 – Admission of Dual Enrollment Students
7. Policy #SA1930.254 – Requirements for First Time Freshman
8. Policy #SA1930.255 – Admissions of Transfer and Re-Entry Students

Students enrolled in the campuses of ATC frequently have deficiencies in the academic area of Reading, Language, and/or Math. Developmental studies courses provide remediation assistance to student in order to increase chances of success and improve retention. Students also enroll in General Education courses to improve their academic capabilities. Successful completion of General Education courses results in improved retention and completion. ATC General Education courses are taught by South Louisiana Community College (SLCC) to facilitate transferability to a 4 year college/university.

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

- 1) Professional Development Workshop, December 2009 – The Lifeblood of the LTC: Retention, Completion, and Placements.
- 2) Retention Workshop - Community College Survey of Student Engagement (CCSSE), Kay McClenney-Presenter
- 3) Professional Development Workshop, December 2010 – Is the Grad Act Really About Graduation?

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

**Performance Objective:** Articulation and Transfer (2)

**Element:**

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

## **Narrative**

ATC is accredited by the Council of Occupational Education (COE), while four year colleges and universities are accredited by Southern Association of Colleges and Schools (SACS). This makes the articulation and transfer process between these institutions more challenging than the normal transfer process. However, ATC utilizes its collaborative relationship with South Louisiana Community College (SLCC), a SACS accredited institution to facilitate the transfer process. Students enrolled in ATC associate degree programs complete their general education courses at SLCC. This process facilitates transferability of 15 credit hours of general education courses to 4 year colleges and universities.

LCTCS is implementing an Enterprise Resource Planning (ERP) System that will enable its member institutions to participate in a National Clearinghouse which will enable tracking of graduates/completers. The adoption of the data system will improve the ability of colleges to share information on student performance.

Additionally, a majority of the courses/programs offered at ATC campuses have minimal commonalities with courses/programs offered at 4 year colleges and universities. Students in courses such as Practical Nursing (PN) may participate in a bridge program with UL-Lafayette and/or challenge courses. It is important to note that the Associate of Applied Science (AAS) offered by ATC is a terminal degree focused on occupational and career preparation.

**Performance Objective:** Articulation and Transfer (2)

**Element:**

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

## **Narrative**

Acadiana Technical College (ATC) and South Louisiana Technical College (SLCC) work collaboratively to direct students to the institution best suited to their needs. SLCC and ATC (both LCTCS institutions) have an approved MOU by which students are able to enroll at either or both institutions while pursuing educational goals. SLCC has an approved MOU with UL-Lafayette where students can ultimately articulate credit to the 4 year university.

Additionally, ATC is in the process of terminating its Care and Development of Young Children (CDYC) program and transferring staff, supplies and equipment to SLCC. This action is recommended in an effort to benefit students who will be able to ultimately transfer to UL-Lafayette and apply earned credits toward a Bachelor's Degree.

Additional MOUs are to be developed as opportunities expand with 4 year colleges and universities.

**Data**

- i. Number of students enrolled.

Baseline Data: 0

Current Year Data: 0

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



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

**Element:**

- a) Eliminate academic programs offerings that have low student completion rates as indentified 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.

## Narrative

Acadiana Technical College (ATC) has reduced and eliminated course offerings with low completion rates. From fall 2009 to fall 2010, the college eliminated 17 course offerings from the BoR CRIN. It should be noted, however, that each exit level reported in the CRIN does not necessarily reflect the most likely completion point for the program. For example: In a welding program, there are very few completers at the technical diploma level. This program is designed to focus on a variety of welding techniques that address specific industry needs. Students may enroll specifically for Gas Metal Arc Welding (GMAW). This exit point may be reflected by completion of a CTS – Certificate of Technical Studies. Another student may focus on Shield Metal Arc Welding (SMAW) and go to work in this specific area. The only technical diploma graduate would be the student who completes all focus areas in welding. The technical diploma in welding however should not be eliminated because student needs may include a TCA or CTS certificate or Technical Diploma. The curriculum is developed to provide access to as much or as little of the types of welding as needed by the student. All exit points should be offered, however, to achieve the mission of the college and address the varied needs of business and industry and students. The welding curriculum can be accessed at [www.ltc.edu](http://www.ltc.edu) or [www.acadiana.edu](http://www.acadiana.edu) (Programs and Curricula).

It is also important to note that each completion level as well as total programs are typically taught by one technical instructor. This individual manages students at different levels in the craft and can address different student needs simultaneously as described in the welding example. The costs related to the program are the same regardless if the program offers one exit level or ten exit levels. The students, equipment, supplies, instructor are the same, and only the point of exit will vary per student.

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

ATC has modified programs/courses based on feedback from business and industry. For example: the Diesel Powered Equipment Technology program was modified. The initial program was retained but a new program emerged from requests for modification – Industrial Agriculture Mechanics. Additionally, the need for training in solar panel installation resulted in the creation of Solar training courses and the addition of these courses to the Industrial Electronics, Air Conditioning and Refrigeration, and Industrial Agriculture Mechanics programs.

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

COE mandates the annual reporting of completion rates. ATC must comply with the minimal acceptable range of completion. Non-compliance results in the development of a performance improvement plan that is monitored by COE until compliance is reached.

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

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

## Data

- i. Number of programs eliminated: 17

Baseline Data:

Current Year Data:

- ii. Number of programs modified or added: 8

Baseline Data:

Current Year Data:

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

Baseline Data:

Current Year Data:



AcadianaTC  
Attachment after D-A

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

**Element:**

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

## Narrative

**Acadiana Technical College (ATC) currently has an application filed with the Council on Occupational Education (COE) for approval to offer courses that are greater than 49% delivered through distance education. Approval of that request is currently pending.**

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

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

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

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

The Care and Development of Young Children (CDYC) department periodically offers courses through compressed video to individuals seeking to obtain a Child Development Associate Certificate (CDA). The courses typically originate at the Lafayette Campus and are delivered to the Lake Charles area.

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

## Data

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

Baseline Data: 0

Current Year Data: 0

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

Baseline Data: 0

Current Year Data: 0

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

Baseline Data: 0

Current Year Data: 0

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

**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.



## **Narrative**

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

Economic conditions are also an important factor to consider when reporting placement. As economic recession provides for instability in the job market, student employment is reflective of market conditions. Historically, as the economy worsens individuals turn to technical colleges for training or re-training or search for new careers after a layoff. Enrollment in technical colleges is typically higher as a result. When the economy is healthy and jobs are plentiful technical college enrollment is down as individuals will forgo training to participate in economic and employment opportunities. Though the current recession has had an impact on the employment of technical college students, several of the programs are able to place over 75% of students.

Because ATC is accredited by the Council on Occupational Education (COE), other postsecondary SACS accredited institutions do not recognize the ATC courses for transfer credit. COE requires a minimum placement rate of 65.69% (ATC does meet the acceptable range for placement as required by COE.) Students are able to challenge courses with the goal of achieving advanced placement.

## Data

- i. Percent of completers found employed. N/A

Baseline Data: N/A

Current Year Data: 2009/2010 – **73.33%** reported employed (COE Report)

- ii. Increasing the performance of associated degree recipients who transfer.

Baseline Data: 0

Current Year Data: 0

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

**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.

## Narrative

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

LCTCS College Proposed Plans for Increasing Nonresident Tuition								
LOUISIANA COMMUNITY & TECHNICAL COLLEGES		Year 1 Current Annual Non-Resident Tuition + Fees for 12 SCH's per semester	Recommended Year 2	Recommended Year 3	Recommended Year 4	Recommended Year 5	Recommended Year 6	SREB Non- Resident Target of \$7,444
Acadiana Technical College	Tuition	\$1,939	\$2,380	\$3,025	\$3,969	\$5,367	\$7,444	
	% annual inc.		21.7%	27.1%	31.2%	35.2%	38.7%	
Baton Rouge Community College	Tuition	\$5,631	\$6,122	\$6,452	\$6,782	\$7,112	\$7,444	
	% annual inc.		8.7%	5.4%	5.1%	4.9%	4.7%	
Bossier Parish Community College	Tuition	\$4,746	\$5,460	\$6,138	\$6,890	\$7,724	\$8,648	
	% annual inc.		15.0%	12.4%	12.3%	12.1%	12.0%	
Capital Area Technical College	Tuition	\$1,848	\$2,967	\$4,086	\$5,205	\$6,324	\$7,444	
	% annual inc.		60.6%	37.7%	27.4%	21.5%	17.7%	
Central Louisiana Technical College	Tuition	\$1,944	\$3,044	\$4,144	\$5,244	\$6,344	\$7,444	
	% annual inc.		56.6%	36.1%	26.5%	21.0%	17.3%	
Deigado Community College	Tuition	\$5,892	\$6,207	\$6,522	\$6,837	\$7,152	\$7,467	
	% annual inc.		5.3%	5.1%	4.8%	4.6%	4.4%	
Elaine P Nunez Community College	Tuition	\$4,948	\$5,447	\$5,946	\$6,446	\$6,945	\$7,444	
	% annual inc.		10.1%	9.2%	8.4%	7.7%	7.2%	
Louisiana Delta Community College	Tuition	\$4,396	\$4,336	\$5,488	\$6,140	\$6,792	\$7,444	
	% annual inc.		10.0%	13.5%	11.9%	10.6%	9.6%	
L.E. Fletcher Tech. Community College	Tuition	\$4,104	\$4,772	\$5,440	\$6,108	\$6,776	\$7,444	
	% annual inc.		16.3%	14.0%	12.3%	10.9%	9.9%	
Northeast Louisiana Technical College	Tuition	\$1,888	\$2,999	\$4,110	\$5,221	\$6,332	\$7,444	
	% annual inc.		58.8%	37.0%	27.0%	21.3%	17.6%	
Northshore Technical College	Tuition	\$1,933	\$3,035	\$4,137	\$5,239	\$6,342	\$7,444	
	% annual inc.		57.0%	36.3%	26.6%	21.1%	17.4%	
Northwest Louisiana Technical College	Tuition	\$1,852	\$3,010	\$4,118	\$5,226	\$6,334	\$7,444	
	% annual inc.		62.5%	36.8%	26.9%	21.2%	17.5%	
River Parishes Community College	Tuition	\$5,414	\$5,770	\$6,145	\$6,554	\$6,985	\$7,444	
	% annual inc.		6.6%	6.6%	6.6%	6.6%	6.6%	
South Louisiana Community College	Tuition	\$4,580	\$5,038	\$5,542	\$6,096	\$6,736	\$7,444	
	% annual inc.		10.0%	10.0%	10.0%	10.5%	10.5%	
SOWELA Tech. Community College	Tuition	\$3,914	\$4,391	\$5,104	\$5,861	\$6,590	\$7,444	
	% annual inc.		12.2%	16.2%	14.8%	12.4%	13.0%	
South Central LA Technical College	Tuition	\$1,928	\$3,031	\$4,134	\$5,237	\$6,340	\$7,444	
	% annual inc.		57.2%	36.4%	26.7%	21.1%	17.4%	

Note: The median/average will be adjusted accordingly to reflect the latest updated data from the SREB.

ATC is located in the interior part of the state with minimal non-resident enrollments. The impact on enrollment and revenue is expected to be minimal.

## Data

- i. Tuition and fees charged to non-resident students.

Baseline Data: \$1,939

Current Year Data: \$1,939

Note: FY 2012 - \$2,380 (22.7% increase)



AcadianaTC  
Attachment after D-A

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

**Elements:**

- a) Number of students by classification.
- b) Number of instructional staff members.
- c) Average class student-to-instructor ratio.
- d) Average number of students per instructor.
- e) Number on non-instructional staff members in academic colleges and departments.
- f) Number of staff in administrative areas.
- g) Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.
- h) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases



Acadiana TC GRAD  
Act Monitoring Plan \_

a) Number of students by classification

- Headcount, undergraduate students and graduate/professional school students

Undergraduate headcount	4,468
-------------------------	-------

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

Undergraduate FTE	3332.4
-------------------	--------

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

Undergraduate headcount	180
FTE Faculty	164.9



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

Average undergraduate class size at	7.1
-------------------------------------	-----

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

Average number of students per instructor	20.2
---	------

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

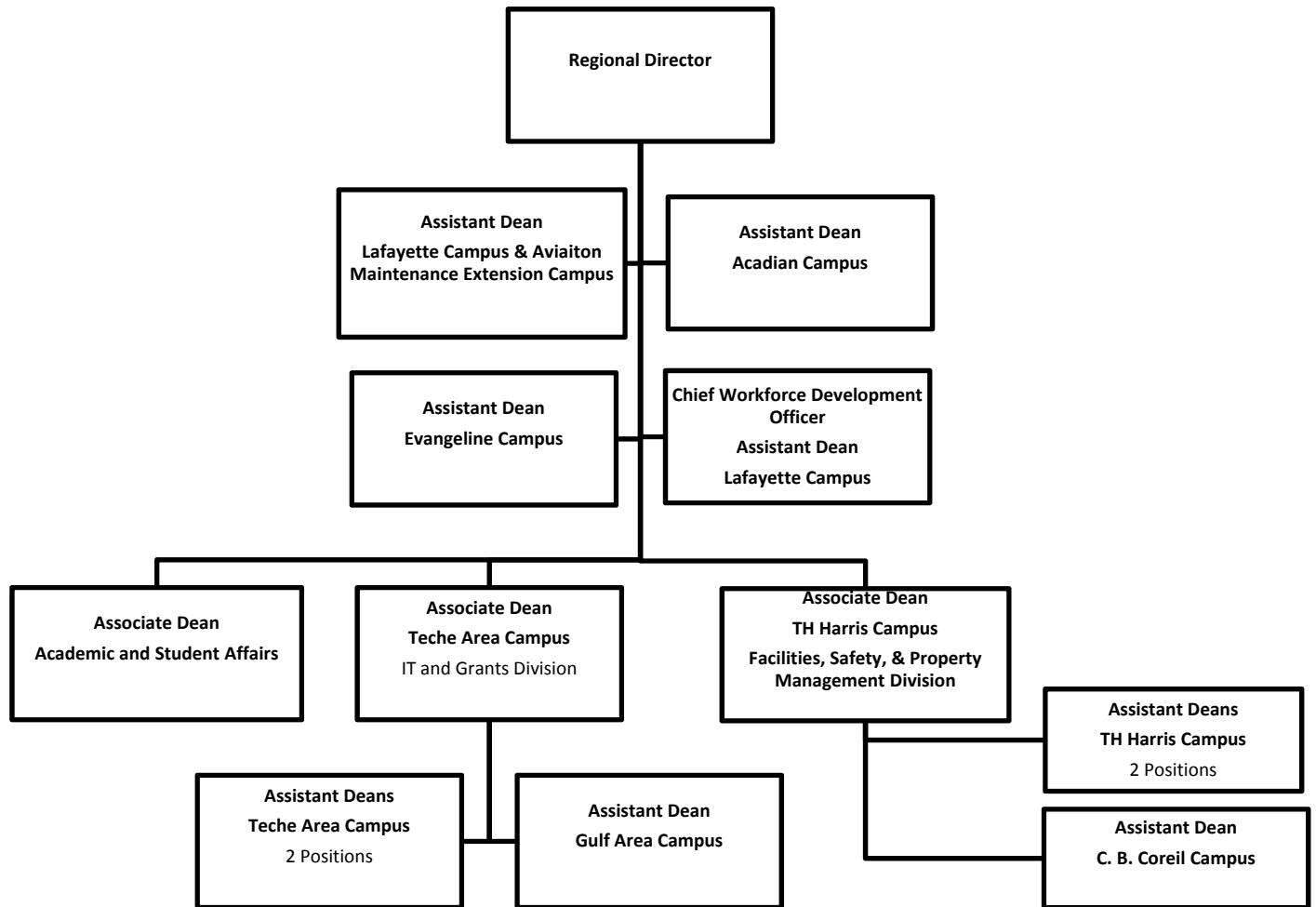
Number of non-instructional staff	FTE non-instructional staff
27	27

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

Number of staff	FTE Staff
14	14

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

Acadiana Technical College Fall 2010



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

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

Position	TOTAL BASE SALARY, FALL 2009	SALARY CHANGES SINCE 6/30/2008	TOTAL BASE SALARY Fall 2010
Regional Director	\$97,088	6.7% Merit Increase \$90,950	\$97,088
Assistant Dean Lafayette Campus	\$75,080	4% Merit Increase \$72,192	\$75,080
Assistant Dean Acadian Campus	\$67,016	4% Merit Increase \$64,439	\$67,016
Assistant Dean Evangeline Campus	\$75,020	4% Merit Increase \$72,135	\$75,020
Chief Workforce Development Officer/Assistant Dean Lafayette	\$92,505	4% Merit Increase \$88,947	\$92,505
Associate Dean of Academic and Student Affairs	\$65,000	Previous Dean Retired , and new Dean hired at lesser salary of \$86,822	\$65,000
Associate Dean Teche Area	\$79,703	4% Merit Increase \$76,637	\$79,703
Assistant Dean Teche	\$64,428	4% Merit Increase \$61,950	\$64,428
Assistant Dean Teche	\$60,334	4% Merit Increase \$58,013	\$60,334
Associate Dean T.H. Harris	\$72,000	Previous Dean Retired, and new Dean hired at lesser salary (\$72,000) \$76,041 (additional responsibilities of Facilities, Safety, & Property Management, that position was cut after the previous Dean retired)	\$72,000
Assistant Dean T.H. Harris	\$59,979	4% Merit Increase \$57,672	\$59,979
Assistant Dean T.H. Harris	\$60,567	4% Merit Increase \$58,238	\$60,567
Assistant Dean C.B. Coreil	\$53,819	4% Merit Increase \$57,749	\$53,819
Assistant Dean Gulf	\$60,000	No change, hired in October 2008	\$60,000