



# CAPITAL AREA TECHNICAL COLLEGE

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**Kay McDaniel,  
Ph.D.  
Director**

April 23, 2012

Dr. Joe May, President  
Louisiana Community and Technical College System  
265 South Foster Drive  
Baton Rouge, Louisiana 70806

Dear Dr. May,

Attached you will find copies of the 2012 GRAD Act report for Capital Area Technical College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included in this submission are the following documents:

- Student Success Narrative
- The Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- A copy of the online data submission
- Attachment D Year 2
- IBC reporting template – Appendix 2 Attachment B

The college point of contact for this information is Rebecca Lovell. She can be reached at (225) 359-9356 or via email at [rlovell@catc.edu](mailto:rlovell@catc.edu).

Sincerely,

Dr. Kay McDaniel  
Director

CAPITAL AREA  
TECHNICAL COLLEGE

**Baton Rouge Campus  
Baton Rouge**

**Folkes Campus  
Jackson**

**Jumonville Memorial  
Campus  
New Roads**

**Port Allen Extension  
Port Allen**

**Westside Campus  
Plaquemine**

CATC is an Equal  
Opportunity  
College

*Governed  
By  
Board of Supervisors of the Louisiana Community and Technical College System  
And  
Louisiana Board of Regents*

# CAPITAL AREA TECHNICAL COLLEGE



## GRAD Act Performance Objective 1 Student Success

### 2012 Annual Report



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**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.**

Capital Area Technical College (CATC) has several policies that were established by LCTCS and adopted by the institution. Two policies govern the criteria upon which students are admitted to CATC. Policy SA1930.254 Requirements for First-Time Freshmen establishes the guidelines for admission. Applicants who have not earned a high school diploma or GED equivalent and who are at least 17 years old must pass an approved ability to benefit test in order to be admitted into a diploma program. Policy SA1930.255 Admission of Transfer and Re-Entry Students defines the procedures for the transfer of students from other institutions and the admission requirements for readmitted students.

**Student success policies implemented during the reporting year:**

Policy #	Policy Name	Effective Date
FS 300	Student Tuition and Fee Increase Hardship Waiver	8/22/2011

**1.a.iii Fall to Spring Retention Rate (Measures: Targeted)**

	Baseline	Actual Year 1	Actual Year 2
	2008-09	2009-10	<b>2010-11</b>
Targeted Retention %		62.8%	<b>63.3%</b>
Actual Retention %	62.3%	69.7%	<b>68.9%</b>
# in Fall Cohort	509	509	<b>289</b>
Retained following Spring	317	355	<b>199</b>



See attachment

Capital Area TC  
Attachment D Year 2

The Admission Status of 1st Time Student to identify Fall Cohort is a manual process in the Student Enrollment Database. An employee was updating the field for internal purposes and inadvertently changed the status prematurely. This caused the fall cohort and corresponding number retained the following spring to be understated. This issue has been addressed to prevent future occurrences.

**Element b:**

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

CATC recognizes that program completion is not a means to an end; it is, indeed, an ongoing concern that begins before the student completes the application process. Completion involves recruitment, enrollment, retention *then* graduation. Capital Area Technical College continues to focus on retention strategies in order to improve student success and completion.

Campuses have continued to improve the mandatory New Student Orientation that students must attend prior to registering for classes. This one-hour session for all new, transferring, and returning students provides them with information about their responsibilities as a student. It is also designed to prevent obstacles which could hinder their academic progress. Providing students with this knowledge at the beginning of their career path empowers them with the tools they need to be successful. The Student Orientation ensures that students are aware of college policies, procedures, financial assistance, and campus resources available to the students.

To increase completion, retention, and placement rates, CATC opened a Student Success Center (SSC) in Fall 2010. The SSC, which is located on the Baton Rouge campus, continues to provide services to support a successful educational experience for potential, new, and continuing students including mentoring/counseling, career assessment survey, career services, library/media center, and disability services. Students utilize the mentoring/counseling and career assessment survey in order to determine what career path is the best fit for their personality, interest, and job values. Students also receive counseling to ensure that they understand the expectations, requirements, and demands of the career path they chose. Students with disabilities receive adequate assistance from the SSC. Students who have disabilities that require isolated testing or extended time on testing are able to use the SSC's private testing room. Students with impaired vision, cognitive disabilities, and/or physical impairments are able to check out

specialized equipment to assist them in the classroom environment. The SSC continues to acquire relevant instructional resources for the library/media center. Students use the library/media center to check out books, magazines, videos and DVD's. Students receive assistance with job readiness skills. Students are able to utilize the Optimal Resume software to prepare for employment by creating resumes, cover letters, and developing the appropriate interviewing skills. Students benefit from a College Life course to learn about services and strategies to help them succeed.

In March 2012 faculty and staff attended a professional development at CATC conducted by national presenter Mark Perna of Tools for Schools. The presentation entitled, "*How to Be Enrollment and Retention Rich with Millennials,*" included strategies on how to engage students by having them focus on the "light at the end of the tunnel." This age group (12-33 years) is motivated by the adage "WIFM—What's In It For ME" and will work toward an achievable goal that they set for themselves. Other tips suggested for retention included beginning the first day of the semester with topics that engage the student, especially hands-on projects so as not to lose their interest, to build solid relationships by creating common ground, and to always remember the students' characteristics that make up their generation and their learning styles.

With the addition of the Patient Care Technician (PCT) program on the Baton Rouge campus, prospective Practical Nursing (PN) students who show signs of academic weakness (low COMPASS scores, enrollment in developmental courses, failure in previous coursework) will be encouraged to enroll in PCT rather than continue in PN. Using Mark Perna's suggested strategy, enroll the RIGHT student in the RIGHT program (some in PN, some in PCT) for the RIGHT reason (desire a career in healthcare).

In an effort to increase completion rates, the Practical Nursing program at Westside added a pre-nursing semester. Pre-nursing students will be required to take Medical Terminology, Medical Math, and Basic Body Structure before being fully admitted into the nursing program. This practice is being used by the Baton Rouge Campus and has proven to be very successful.

Faculty advising is the role of the program instructors who are constantly reminded that retention, completion and placement rates are important measures of the program and of the institution. Credentials are issued at a number of different levels—TCA and CTS certificates, diplomas, and associate degrees. During the reporting period, CATC had an increase in the number of certificates and diplomas issued and showed progress in the number of associate degrees awarded.

**1.b.i Percent change in completers (per award level) (Measures: Targeted)**

	Baseline	Actual Year 1	Benchmark Year 2	Actual Year 2
	2008-10	2009-10		2010-11
% +/- Award Level 1 Cert.				<b>96.6%</b>
# Certificate completers	253	234	<b>255</b>	<b>460</b>
% +/- Award Level 2 Dip.				<b>7.5%</b>
Diploma	350	359	<b>352</b>	<b>386</b>
% +/- Award Level 3 AAS				<b>-19.0%</b>
# Associate Degree	18	21	<b>20</b>	<b>17</b>

The calculations below indicate that Capital Area Technical College is showing progress in its associate degrees awarded because the most recent 2-year average is greater than its prior 3-year average.

Completers	2010-11	2009-10	2-Yr Avg.
Associate Degrees Awarded	17	21	19

Completers	2008-09	2007-09	2006-07	3-Yr Avg.
Associate Degrees Awarded	13	21	16	17

**Most recent 2-year average of 19 > prior 3-year average of 17**



See attachment

Capital Area TC  
Attachment D Year 2

### ***Element c:***

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

Prior to the beginning of the school year, a meeting was held with the local school system representatives and CATC personnel to adjust dual enrollment procedures. These adjustments greatly improved the process used to collect and process dual enrollment applications.

The Start Agreement dual enrollment program continues to be a successful mechanism that allows high school students to earn high school and technical college credit simultaneously. Our partnerships with high schools have strengthened and steadily progressed since the initiation of the Start Agreement in 2008. Under this agreement, high school students remain on their high school campus and are taught by secondary instructors. CATC partnered with the following parishes to provide dual enrollment: East Baton Rouge, West Baton Rouge, East Feliciana, West Feliciana, Ascension, Iberville, Pointe Coupee, Jefferson, and the Zachary Community School District.

CATC partners with Career Compass of Louisiana, a non-profit organization dedicated to helping high school students in their postsecondary endeavors. Its mission is to bridge the gap between high school and postsecondary education. Students receive college and career coaching, help in completing college and financial aid applications, and information on area schools including programs available.

The CATC Public Relations Officer visits area high schools and regularly conducts tours on the CATC campus for high school students to get a preview of what each program offers. The students have an opportunity to meet with instructors and the Student Affairs staff.

CATC utilizes its College & Career Transition Coordinator (CCTC) to engage all area high schools in meetings regarding dual enrollment and articulation. The CCTC meets with local school districts to work on funding collaboration, professional development, postsecondary tours, and career exploration opportunities. Funding and monitoring Career Compass is also handled by the CCTC.

Students from Port Hudson Career Academy, the Zachary school district's alternative school, are continuing their dual enrollment in various programs at the Baton Rouge campus. The Central School District started a similar program in Fall 2011 by transporting a small group of alternative students to the Baton Rouge campus for dual enrollment. Both school districts send instructors to supervise their students while on the CATC campus.

The Folkes campus taught carpentry classes on the East Feliciana High School campus. The program was expanded from its pilot design in 2010 to include mainstream, at-risk, and special needs students with plans being made to teach classes all day next school year.

The Folkes campus partnered with East Feliciana High School and Northeast High School to host the south and south-central Louisiana FFA soils judging contest. This activity is a technical skill and leadership training activity of the Northeast, East Feliciana, and West Feliciana high school agri-science programs. Approximately 120 students from 30 schools participated.

Three years ago, East Feliciana Parish school system, Folkes Campus, and Anvil Attachments partnered to bridge the gap between high school and employment. The East Feliciana school system provided Folkes the funds to purchase shop equipment to be used by EFHS students attending the Folkes campus. Anvil Attachments has provided funds, guest speakers, site tours, and welding projects for the students. Anvil personnel frequently visit the welding shop at Folkes to speak to students about employer expectations and to recruit prospective employees. Success Story: A female East Feliciana High School student is graduating with a technical diploma in welding from CATC Folkes along with a high school diploma and will be hired by Anvil Attachments upon her graduation.

The Jumonville Campus continues to strengthen its relationships with Livonia High School, Pointe Coupee Central High School, False River Academy, Catholic High School, and Baker High School through dual

enrollment. Each of these high schools attend a campus tour and/or the annual job fair. College staff visited area high schools to give potential students enrollment information. SGA members and student mentors hosted activities on campus for high school students.

The Jumonville Campus also developed a partnership with the Pointe Coupee Chamber of Commerce, the Division of Administration, Office of Information Technology and local high schools to offer digital media classes.

During the 2011-12 school year, Westside expanded its dual enrollment market by offering a college transition course entitled "Education for Careers/College Transition." Students are given a personality profile and a career guide to allow them to see how their core needs can help them choose a career that they will enjoy. Students explore a variety of career offerings, salaries, and educational requirements in an effort to educate themselves on careers in technical education.

Using adjunct instructors, the Westside Campus taught postsecondary courses to over 250 high school students in 2011-12. Dual enrollment opportunities will continue to grow in 2012-13 with the addition of Certified Nurse Assistant at three additional high schools in the region. An Industrial Maintenance program (Electrician component) will also be offered to Iberville Parish high school students in 2012-13.

#### **Use of external feedback reports to high schools:**

Feedback reports are given to high schools in the form of student grade reports, attendance, IBC certification, and completion of courses. High school administrators give feedback regarding their satisfaction with the programs offered to high school students. Feedback is received from the College and Career Transition Coordinator during quarterly meetings throughout the school year. Career Compass sends quarterly reports regarding student meetings, number of students who applied for financial aid and applied to postsecondary schools. CATC administrators and campus deans meet with high school superintendents, principals, career and technical supervisors, and counselors throughout the year.

#### **Measures (Descriptive)**

##### **1.c.i Number of high school students enrolled at institution while still in high school**

<b>Term</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Summer	-	-	-
Fall	863	1,632	1,567
Spring	1,069	1,377	1,508
AY Total	1,932	3,009	3,075

##### **1.c.ii Number of semester credit hours in which high school student enroll by semester**

<b>Term</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Summer	-	-	-
Fall	3,312	6,221	7,304
Spring	5,734	5,236	6,332
AY Total	9,046	11,457	13,636

##### **1.c.iii Number of semester credit hours completed by high school students with a grade of A, B, C, D, F or P by semester**

<b>Term</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Summer	-	-	-
Fall	3,228	6,081	5,349
Spring	5,560	5,001	5,383
AY Total	8,788	11,082	10,732

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

Practical Nursing, Barber-Styling, and Cosmetology programs require a licensure exam to obtain employment in the field. Licensure certification results are tracked and reported on the COE Annual Report. This reporting year all programs achieved a licensure exam pass rate based on an acceptable range of 70% or higher.

Practical Nursing graduates are candidates for licensure and are required to pass the NCLEX-PN exam, which measures the competencies needed to practice as an entry-level nurse. Passing the exam demonstrates that the nursing graduate is ready to launch his/her nursing career. To focus on the NCLEX – PN preparation, the Practical Nursing program has replaced the ATI practice exam with the HESI practice exam. The instructors feel that that the HESI exam will better prepare students for successful licensure results. Once exam results are obtained, nursing instructors will review NCLEX failure reports from former graduates to detect widespread troublesome areas and to re-examine teaching methods for these topics.

A professional development day for nursing instructors is planned whereby the Louisiana State Board of Nurse Examiners personnel and guest speakers will present best practices. Nursing instructors will have the opportunity to meet in small group breakout sessions to discuss problems and solutions regarding student issues in passing the NCLEX exam.

Several programs at Capital Area Technical College offer students the opportunity to earn industry-based certifications (IBC). These programs include the following: Culinary ServSafe, Heating Ventilation and A/C, HVAC EPA, NCCER Welding, Phlebotomy, WorkKeys, Pharmacy Technician, and Medical Assistant.

Prior to the inception of the Grad Act, these IBC's were not being tracked by the college. In March 2011 CATC was notified that IBC's needed to be tracked for GRAD Act reporting. Instructors were notified at that time to begin tracking these certifications. Therefore, the IBC data reflected for the current reporting year is not a true representation of the actual certifications earned. The IBC data reported next year will reflect more comprehensive data captured by the institution.

**Measures (Tracked)****1.d.i Passage rates on licensure exam**

	2008-09	2009-10	2010-11
# Students Took	89	71	66
# Students Passed	84	60	62
Pass Rate	94.4%	84.5%	94.0%

**1.d.ii Number of students receiving Industry Based Certifications**

The data is reported using Appendix #2 template. See attachment.



Appdx 2 AttchmB  
Reporting Template L

**1.d.iii Number of students assessed and earning WorkKeys certificates**

WorkKeys Levels	2008-09	2009-10	2010-11
Bronze	-	171	39
Silver	-	201	211
Gold	-	43	179
Platinum	-	1	19
Total	-	416	448

The WorkKeys data was not tracked for 2008-09.



# CAPITAL AREA TECHNICAL COLLEGE



## GRAD Act Performance Objective 2 Articulation and Transfer

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- d. N/A

***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.**

As an open-enrollment institution, Capital Area Technical College (CATC) has several policies currently in place to address student retention and graduation rates. While the general admission standards did not increase, CATC focused on increasing admission standards for the following programs: Practical Nursing, Patient Care Technician, and Medical Assistant. The decision to increase admission standards was based on the rigorous nature of the nursing program and the attrition rate in all of these programs.

For the Practical Nursing program, in addition to meeting the general requirements for admission, these applicants must also meet or exceed the HESI A2 entrance exam score requirements. The HESI A2 entrance exam is designed specifically for nursing programs and is used to evaluate prospective students and their potential for successful program completion.

For the Patient Care Technician and Medical Assistant programs, in addition to meeting the general admission requirements, these applicants are now required to have a high school diploma or GED. After experiencing that students without a high school diploma or GED were generally not successful in these programs, the higher admission standards were added.

The developmental education policy was revised in an effort to increase student retention and completion. This revision focused on developmental coursework for the following programs: Barber-Styling, Cosmetology, and Pharmacy Technician. These programs are located at nearby extension campuses, but the developmental courses for these programs are taught at the Baton Rouge Campus. The policy requires students to complete all required developmental courses at the Baton Rouge campus prior to beginning the core program courses at their extension campuses.

***Element b:***

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

Capital Area Technical College does not participate in the Louisiana Transfer Degree programs.

**Use of Feedback Reports**

The mission of CATC is to prepare students for the workforce. Students who are pursuing either the Technical Diploma or the Associate of Applied Science degree focus mainly on the coursework for career preparation skills. An additional 15 credit hours of general education coursework is required to earn the AAS degree. CATC has an MOU with Baton Rouge Community College (BRCC) whereby the general education courses are taught by BRCC instructors on the CATC campus. These courses continue to be transcribed by BRCC. For students in good standing this makes these courses easily transferrable to any number of community colleges or universities.

CATC is accredited by the Council on Occupational Education which requires that the institution track students for the COE Annual Report. This report is instrumental in providing feedback on the performance of all students, including associate degree recipients. Instructors submit information on former students to indicate whether they are seeking employment, have obtained employment, or if they are continuing their education.

Each campus performs annual follow-up activities with employers of former students. An employer survey questionnaire is mailed to employers of former students to evaluate students' skills and performance. The feedback is compiled into a follow-up report by program area. The results are shared with administration and with the instructors.

CATC is still planning to participate in the National Student Clearinghouse which will enable the institution to track students who transfer to a community college or university. Once the Banner ERP system is fully implemented later this year, we will be able to move forward with National Student Clearinghouse.

***Element c:***

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

Students who fail to qualify for admission into 4-year universities become prospective students for open-enrollment community colleges. No referral agreements have been developed between the 4-year universities and technical colleges.

**Use of Existing Agreements with Community Colleges and Technical Colleges**

CATC and BRCC have an approved MOU by which CATC students can enroll in BRCC's transferrable general education courses. BRCC has continued to provide designated class sections for the CATC students' general education requirements. The Student Affairs Offices at both institutions work together in the enrollment process.

A referral process exists among the technical colleges. If a CATC diploma graduate wishes to pursue an associate degree that is not currently offered by the institution, the student is referred to another technical college which offers the degree. Other technical colleges reciprocate by sending students to CATC's associate degree programs.

CATC and BRCC continue to work together to redirect students to a suitable program and/or institution. Although no formal referral agreements exist, when a prospective student inquires about a program that is not offered by CATC, the individual is referred to the closest LCTCS institution that offers the program. For example, an applicant inquiring about the Criminal Justice program would be referred to BRCC.

CATC has no way of knowing whether students who apply for admission have been denied or redirected from other institutions. CATC has an open admissions policy. The COMPASS test is used to evaluate basic skills and to determine program eligibility. Students who do not meet the program's cut-off scores are enrolled in appropriate developmental education courses. Applicants with no high school diploma or GED or who do not pass the ability-to-benefit test are referred to the local adult education program for basic skills improvement and/or GED preparation.

**Measures (Descriptive)**

**2.c.i Number of students referred by 4-year universities to 2-year colleges and technical colleges, at any time during the reporting year.**

N/A

**2.c.ii Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.**

N/A

# CAPITAL AREA TECHNICAL COLLEGE



## GRAD Act Performance Objective 3 Workforce and Economic Development

### 2012 Annual Report



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**Element a:**

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

No programs offered by Capital Area Technical College (CATC) were closed this reporting period due to low student completion rate.

**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.**

CATC has a process in place to identify programs that have low completers or are not aligned with current workforce needs. The institution's accrediting agency, Council on Occupational Education (COE), requires an annual report which includes completion rates for each program. The CATC administrative staff reviews the COE Annual Report to analyze completers. The importance of meeting established completion rates are discussed at faculty meetings and with specific program instructors as needed. It is noteworthy to mention that the guidelines upon which COE evaluates program completion rates have changed. In accordance with a new interpretation of student achievement by the U.S. Department of Education, COE has revised its minimum requirements for completion, placement, and licensure pass rate percentages. The new interpretation by the Department requires that the accrediting agency focus on individual program performance rather than on performance of the institution as a whole. Beginning with the 2011 reporting year, each individual program is now required to meet the minimum completion rate established by the accrediting agency. Prior to this, all programs were rolled up into an overall institutional placement rate and the institution had to meet the minimum completion rate set by COE. This has created a heightened awareness with regard to individual program performance as each program is now fully accountable to meet the minimum completion rate. Programs identified as not having met the COE acceptable range for completion are "triggered." Triggered programs at each campus location are required to submit a Program Improvement Plan to address strategies to improve completion rates. When a program is triggered, COE place the program on Probation status. The institution will show appropriate action is taken to address the deficiency within 24 months of the deficiency. Triggered programs that fail to show improvement on the COE Annual Report within the required time will be dropped from accreditation unless the institution can demonstrate good cause.

The Workforce Investment Board reviews the institution's programs on an annual basis to determine if the program meets the completion and placement requirements. An approval status identifies that the program is aligned with current workforce needs. Programs that do not meet minimum completion requirements are not funded by WIA.

The Board of Regents conducts an annual review of Associate of Applied Science programs. No programs were eliminated this year as a result of this review.

**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.**

CATC focuses its efforts and resources to provide workforce needs of local business and industry. The educational programs offered by CATC fully support the institution's mission by providing quality training to meet the needs the students, communities, and industries served by the institution. As a means to accomplish that mission, each program uses a competency-based curriculum to combine academic content and practical hands-on application of skills.

Numerous approaches are used to ensure that the programs are aligned with current workforce needs. Program advisory committee meetings, composed of at least three members from business and industry, are held twice each year. The advisory committee reviews the program and recommends requirements for program content, program objectives, equipment, and the level of



skills and/or proficiency required for completion. The feedback aids in making critical comparisons between the quality of education in each program and the workforce needs of business and industry. Instructors in technical programs maintain liaisons with industry personnel through periodic visitations and personal contact. The purpose of these visits is to be able to gain insight into the workforce needs of the community. The Chief Workforce Development Officer monitors the non-credit needs for the region through partnerships with local business and industry. Coursework is developed in the non-credit division to satisfy the response to specific industry needs.

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

Senator Yvonne Dorsey-Colomb has recommended Dr. Kay McDaniel, Regional Director of Capital Area Technical College, to serve on the Workforce Investment Board. Her appointment is currently being considered by the mayor's office.

CATC received a \$100,000 Title I Comprehensive Youth Program grant from EBRP Workforce Investment Board. The grant funded an ABE/GED/Workkeys instructor and two youth specialists. The instructor provided instruction of Adult Basic Education skills, GED preparation, and WorkKeys assessments with remediation instruction in the areas of Reading for Information, Locating Information, and Applied Mathematics. The two youth specialists provided occupational skills training, counseling, mentoring, leadership development, social and civic awareness activities, and monitored student progress. The grant covered WorkKeys tests for each of the 30 students in the program. CATC is in the process of writing an RFP to extend the grant for another fiscal year.

Other activities include meetings with Workforce Investment Board members, communication with local WIA offices throughout the year, and meetings with industry partners.

#### **Program Closures/Additions/Modifications**

No programs were closed this reporting period.

The Industrial Maintenance Technology (IMT) program was added at the Westside campus. Classes are scheduled to begin this summer.

The following programs underwent curriculum revisions during the reporting year: Business Office Technology, Culinary Arts, Graphics, Drafting and Design Technology, Air Conditioning and Refrigeration, Information Technology, Patient Care Technician, and Care and Development of Young Children. The focus of these revisions was to comply with BoR requirements to reduce AAS degrees to 60 credit hours, to comply with PELL ratio, and to align curriculums with workforce needs.

Program replications (programs currently being taught in the region but added at other campus locations) include Welding at Jumonville, Patient Care Technician at Baton Rouge, and CTS Electrical Technician in Automotive Technology at Dixon Correctional Institute. Program *replications* are not reported in the data measures.

#### **Measures (Descriptive)**

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

	2009-10	2010-11	2011-12
Number of Programs Eliminated	2	1	0

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

	2009-10	2010-11	2011-12
# Programs Modified or Added	5	2	9

**3.a.iii Percent of programs aligned with workforce and economic development needs as identified by Regents utilizing LWC or LED published forecasts.**

	2009-10	2010-11	2011-12
# of Program Offerings	25	24	25
# Aligned with Workforce Needs	25	24	25
Percent of Programs Aligned	100%	100%	100%

**Element b:**

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

In an effort to meet the diverse needs of the students and increase retention and completion, CATC formed an articulation with LCTCS Online. The agreement allows CATC to offer all LCTCS Online classes that are a part of technical college degrees. Online classes offer students the flexibility, convenience, and freedom that they need in order to complete their program of study. CATC began to offer online classes in Summer 2011. For the 2011-2012 academic year, CATC offered 60 LCTCS Online sections with a total enrollment of 411 students. Several CATC staff members create and teach courses for LCTCS Online. These online courses are developed to enhance and improve student access to technical courses.

Instructors continue to use Joule, a Moodle-based learning management system, to create hybrid courses to blend face-to-face instruction with online components. Instructors use Joule to post announcements, assignments, and documents, create online tests, link resources, communicate with students, and post grades.

Through distance learning, CATC offers Occupational Education courses to technical college instructors statewide. Distance education is an efficient delivery method for instructors to complete the Occupational Education AAS degree in order to fulfill their educational requirements for employment.

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

CATC has an infrastructure in place to support current distance learning opportunities and is equipped to handle future expansion. While the infrastructure to support distance learning is important to CATC, technology improvements were put on hold during the current year. Technology enhancements will resume after all of the core switching and wireless units at the CATC campuses have been replaced or upgraded. The project for upgrading the core switching and wireless units should be completed by this summer. Upon completion this project, the distance learning technology needs will be readdressed.

CATC has plans to implement HealthCenter 21, an online program for technical college students and dually enrolled high school students. This web-based program will engage students with diverse learning styles and abilities. Most importantly, it includes remediation tools to promote student success.

**Measures (Tracked)**

**3.b.i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education, reported separately for 50% to 99% and 100%.**

	2009-10	2010-11	2011-12
50% - 99%	5	2	0
100%	0	0	60

**3.b.ii. Number of students enrolled the reporting year with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%.**

	2009-10	2010-11	2011-12
50% - 99%	88	31	0
100%	0	0	411

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

	2009-10	2010-11	2011-12
50% - 99%	0	0	0
100%	0	0	0

***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.**

CATC continues to focus on its mission to prepare students for employment. Employability skills, integrated into each technical college program, provide students with the ability to seek and obtain employment and advance in their careers. As a measure of effectiveness, each program strives to achieve success in providing job placement for its students. CATC submits placement data each year to its accrediting agency, the Council on Occupational Education (COE). The COE guidelines mentioned earlier regarding completion and triggered programs also apply to placement.

Technical colleges are accredited by the Council on Occupational Education (COE) while community colleges and universities are accredited by Southern Association of Colleges and Schools (SACS). Because SACS accredited institutions do not accept transfer credit from COE accredited institutions, this makes transferring to higher institutions more challenging. Although the technical college AAS degree focuses on career preparation, students are able to transfer the 15 credit hours of general education courses to community colleges and universities to pursue higher degrees.

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

CATC has a Plan for Placement Services involving a collective effort among personnel to assist students in finding suitable careers related to their field of study. The Institutional Researcher is responsible for coordination of college placement services. A designated staff member at each campus is responsible for overseeing that the placement/exit data is processed each semester. The instructors are ultimately responsible for collecting and submitting completion and placement information upon request from the designated campus staff member using the College Exit/Job Placement Form (IS100.51). The database operator at each campus is in charge of entering the placement data in the Student Enrollment Database (SES). Each campus is responsible for maintaining placement data throughout the reporting period in order to generate its COE Annual Report. The administrators review report data for individual and overall placement rates.

**Measures (Tracked)**

**3.d.i. Percent of completers found employed**

	2008-09	2009-10	2010-11
Percent of completers found employed	71.33%	76.48%	71.75%

# CAPITAL AREA TECHNICAL COLLEGE



## **GRAD Act Performance Objective 4 Institutional Efficiency and Accountability**

### **2012 Annual Report**



## Table of Contents

- a. N/A
  
- b. N/A
  
- c. **Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident 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 ..... 3**
  
- d. **Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**
  - **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
  - **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
  - **having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
  - **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
  - **Having a high level of research productivity and technology transfer..... 4**

**Element c:**

**Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident 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.**

**Progress toward increasing non-resident tuition amounts**

The College Nonresident Tuition Increase Plan was approved by the LCTCS Board in February 2011. Following the six-year plan, Capital Area Technical College (CATC) is continuing its progress to steadily increase nonresident tuition amounts over the next five years. In the sixth and final year of the plan, the nonresident tuition for CATC will reach the SREB peer-institution average of \$7,444. The approved schedule shown in the table below outlines the timeline for this increase.

**Impact on enrollment and revenue**

CATC continues to enroll a small number of nonresident students. The majority of CATC campuses are not located near state borders. Only the Folkes branch campus, one of the smaller campuses, is located near a state border. Therefore, the impact of nonresident tuition increases on enrollment and revenue is expected to be minimal.

**Measures (Tracked)****4.c.i. Tuition and fees charged to non-resident students.**

	FY 11	<b>FY 12</b>	FY 13	FY 14	FY 15	FY 16
CATC Nonresident Fee	\$ 1,848	<b>\$ 2,967</b>	\$ 4,086	\$ 5,205	\$ 6,324	\$ 7,444
SREB Peer Nonresident Fee	\$ 7,444	<b>\$ 7,444</b>	\$ 7,444	\$ 7,444	\$ 7,444	\$ 7,444
Difference from Peer Amount	\$ 5,596	<b>\$ 4,477</b>	\$ 3,358	\$ 2,239	\$ 1,120	\$ 0
% Difference from Peer Amount	75%	<b>60%</b>	45%	30%	15%	0%

***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:**

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

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

# **2011-12 Organizational Data**

## **Section 5**

**Submitted to  
The Louisiana Board of Regents  
In Partial Fulfillment of the Requirements of Act 741  
Louisiana GRAD Act  
Capital Area Technical College**



**a. Number of students by classification**

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

Undergraduate headcount	4,260
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	2,471.2
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**b. Number of instructional staff members**

- **Number and FTE instructional faculty**

Total Headcount Faculty	123
FTE Faculty	87.7

**c. Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution**

Average undergraduate class size	10.8
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**d. Average number of students per instructor**

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

Average number of students per instructor	28.2
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**e. Number of non-instructional staff members in academic colleges and departments**

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

Number of non-instructional staff	FTE non-instructional staff
8	8

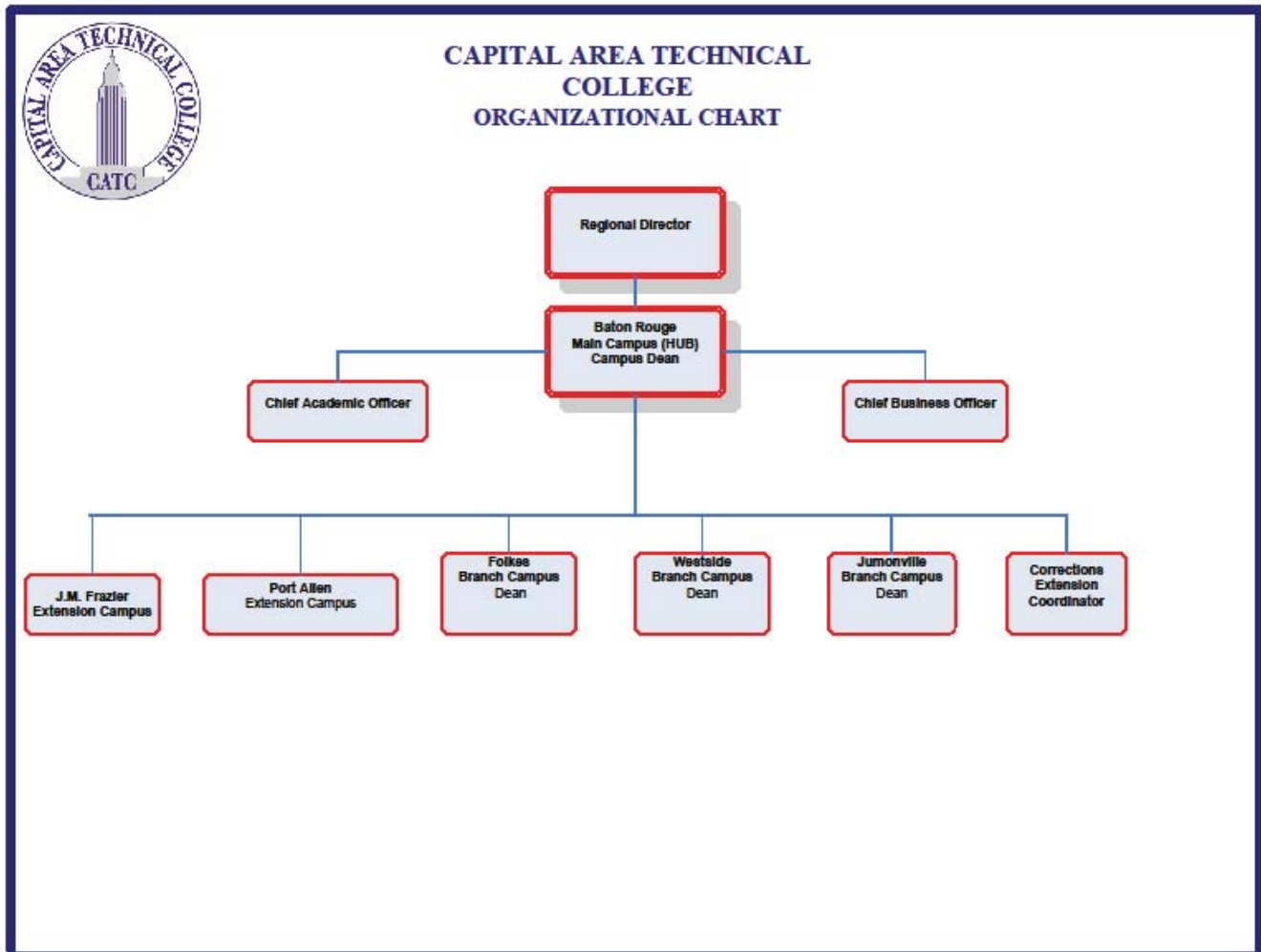
EEO Category equal = "1"

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
8	8

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)



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

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

<b>CAPITAL AREA TECHNICAL COLLEGE</b>			
<b>POSITION</b>	<b>TOTAL BASE SALARY, FALL 2009</b>	<b>SALARY CHANGES SINCE 6/30/2008</b>	<b>CHANGES SINCE FALL '10 - FALL '11</b>
Regional Director	\$101,069.00	0	0
Chief Academic Officer/Student Services	\$84,118.00	0	\$70,000.00 Previous CAO retired, new CAO hired at lesser salary
Chief Business Officer	\$74,360.00	0	0
Corrections Extension Coordinator	\$72,800.00	0	0
Folkes Branch Campus Dean	\$62,400.00	0	0
Jumonville Branch Campus Dean	\$67,193.00	0	0
Westside Branch Campus Dean	\$66,786.00	0	0
Chief Workforce Development Officer	\$54,600.00	0	0

i. A cost performance analysis

3.i.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.

<b>Capital Area Technical College</b>		
<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$5,520,500	55.8%
Research	\$0	0.0%
Public Service	\$0	0.0%
Academic Support**	\$381,029	3.9%
Student Services	\$519,748	5.3%
Institutional Services	\$1,995,728	20.2%
Scholarships/Fellowships	\$0	0.0%
Plant Operations/Maintenance	\$1,109,164	11.2%
<b>Total E&amp;G Expenditures</b>	<b>\$9,526,169</b>	<b>96.3%</b>
Hospital	\$0	0.0%
Transfers out of agency	\$366,703	3.7%
Athletics	\$0	0
Other	\$0	0
<b>Total Expenditures</b>	<b>\$9,892,872</b>	<b>100.0%</b>

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

<b>Capital Area Technical College</b>	
<b>Annual Cost of Attendance (In State)</b>	
Tuition	\$984.00
Fees	\$520.00
Books & Supplies	\$1,200.00
Room & Board	\$8,326.00
Transportation/Personal/ Miscellaneous	\$3,435.00
<b>Total</b>	<b>\$14,465.00</b>

**3.i.iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.**

Average Time to Degree	3.0
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**3.i.iv. Average cost per degree awarded by degree level.**

	State Dollars Per FTE
Average Cost Per Degree by Degree Level	\$2,795

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

	State Dollars Per FTE
Average Cost Per Non -Completer by Degree Program Entered	\$2,795

**3.i.vi. All expenditures of the institution for that year.**

	Total Expenses Deductions – Current Year Total
All expenditures of CATC for 09-10	\$16,556,434