



**GRAD Act Performance Objectives
Student Success**

**2012 Annual Report
May 1, 2012**

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

Delta met its targets for graduation rate, and number of awards for AY 2010 – 2011. Delta awarded 125 Associate Degrees, a 34.4% increase over year one. The year two target for Associate Degrees was 93. Delta's graduation rate for the same period was 11%, compared to 9.4% for the baseline year, and the year two target of 10.4%. Delta also awarded 20 certificates compared to one during the baseline year, a 1900% increase (See Appendix-Table 5). The year two target for certificates was a 200% increase. Delta awarded 127 Technical Diplomas and several Continuing Education Certificates of Completion (See Appendix-Tables 9 & 10).

Delta had the fourth highest first-time, full-time, degree-seeking, freshman graduation rate (11.8%) among Louisiana's ten Community Colleges for cohorts 2004 through 2007. The 2007 cohort reached 150% of the time needed to complete an Associate Degree in May, 2010 and is the latest cohort year for which data is available (See Appendix-Table 4).

However the target for retention was not met. Delta's year two target for retention was 46.3% and the year two actual was 43.35%. Following Delta's mandated merger with the Tallulah and Lake Providence campuses of the NELTC on July 1, 2010, Delta requested a revision of its retention target due to significant changes in the makeup of the student body. A large number of these students were under prepared and developmental. Additionally our proposal was supported by the fact the original target was based on retention data prior to the implementation of Pell Awards, at which time the College had a four-year average retention rate of 60.4%. With the advent of Pell, the College enrolled significant numbers of under prepared and developmental students.

This request for retention target revision was approved by our System Office on 9/26/11, but unfortunately the BOR denied our request. We believe the data submitted in the request overwhelmingly supported the adjustment, and Delta implemented initiatives aimed at addressing the expected drop in retention. In the two years following the implementation of Pell Awards and the merger with the Tallulah/Lake Providence NELTCs, Delta's retention rate plummeted to a two-year average of 41.4%, causing the College to miss its GRAD Act target by 2.95%. However, Delta's retention rate did increase from 39.4% in year one to 43.35% in year two. We believe that over time our retention efforts will support a higher retention rate.

Delta is an open-admissions institution with a large population of developmental students and is unable to selectively admit only those students with a high statistical probability of success. The changing demographics caused by the merger and Pell implementation exacerbated the falling retention rate.

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

a.) Delta continued use of its Student Success Center located adjacent to the Library in which our faculty allocated tutorial times to work one-on-one with students. Faculty was allowed to

substitute time spent as office hours for tutorial time as an inducement to work in the tutorial center. This significantly increased faculty and student participation in tutorials.

b.) Delta's Division of Student Services conducted 29 student engagement programs throughout the 2010 – 2011 year to increase student retention and engagement. Research data collected by Noel-Levitz strongly supports these types of student-centered initiatives aimed at better retention and higher graduation rates. These activities and workshops educated students on: Financial Aid, Mental Health Issues, Campus Safety, Career Exploration, Breast Cancer, Domestic Violence, Tobacco Free Lifestyles, Money Management, and Resume and Job Search Preparation.

Student social programs included a Gumbo Cook-Off, Spring Fest, Celebration of the Arts, Black History, and Cinco de Mayo. These initiatives increase student success by promoting connections and a sense of belonging between the students and the institution.

c.) Delta coordinated ULM Day at Delta whereby Administrators, Faculty, Staff, and Students from ULM spent half a day at Delta encouraging transfer, providing guest lecturers in the classrooms, and a meal for the Delta family. This event has continued for a second year in 2012 and has proved to be successful for connecting students for transfer upon completion of the associate degree.

d.) Each summer since 2009 Delta has sent three students and three faculty members to the Salzburg Seminar on Global Awareness in Salzburg, Austria. Students and faculty members spend eight days attending lectures, touring the area, and exchanging cultural ideas with other participants from Europe, Africa, Southeast Asia, and the Middle East. Upon returning, these students and faculty members make numerous presentations throughout the year sharing their experiences with student, faculty, and community groups. This global endeavor promotes intellectual relationships, cultural diversity, and intellectual exchange and growth for our students and faculty.

e.) While attending the Salzburg Conference, a Delta faculty member met two representatives from the United Nations who traveled to Delta in the 2011 Spring Semester to lead a three-day seminar on the Delta campus entitled *Global Challenges with Local Solutions*. Delta students, community leaders, and area residents were invited to the campus to take part in presentations on a myriad of issues affecting the global community, to exchange ideas, and to ask questions and to get answers.

f.) As part of its SACS-COC accreditation requirements, Delta conducts cyclic assessments of its programs, general education, developmental education, and administrative operations in an on-going process to upgrade the quality and to improve services. Delta is currently in the process of developing its Quality Enhancement Plan prior to SACS onsite visit in 2013.

g.) Delta's faculty has developed a series of math and science web-based tutorial programs focusing on identified areas of difficulty (Math & Science) for high-risk students. This allows students to access information on these "problem" areas in the classroom and receive additional instruction via the internet and/or smart phones

(<http://www.ladelta.edu/community/phocasMath.asp> ;
<http://www.ladelta.edu/community/phocasScience.asp>).

(Different modules are shown by clicking on the word “Next” found at right, mid-screen.) Thus far 50 tutorial modules have been developed and made available to Delta students and the general public. Students encountering difficulty in a particular unit in mathematics or science, can receive additional instruction via these modules, thus maximizing their understanding of classroom instruction. To Delta’s knowledge, no other Institution in our system has developed a similar set of online tutorial modules, reinforcing classroom instruction and learning for at-risk students.

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

Delta faculty initiated an in-house exit exam for its graduates to assess general education competencies. The exam covered reading, mathematics, and fine arts. Exam scores were: Reading 84.1%; Fine Arts 78.9%; and Mathematics 60%. Additionally, Delta conducts yearly SACS assessments of course learning outcomes to ensure content mastery.

Delta is also a member of the Community College Survey for Student Engagement and administers two surveys: The Community College Survey for Student Engagement and the Survey of Entering Student Engagement each year. Data collected and analyzed from these surveys assists the College in developing student centered programs to improve student retention and success.

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

Delta became a member of the National Student Clearinghouse in January 2010. Tracking students through the NSCH, found that 36 members of the 2005 cohort received degrees. Twenty-four received Associate Degrees from the following institutions: Delta, 15; Delgado, 2; Southern Shreveport, 1; and six out of state. Prior to membership in the NSCH Delta was unable to track the success of students transferring out of state.

Twelve members of the cohort earned Bachelor’s Degrees within six years of their enrollment at Delta: ULM, 7; LSU-A, 1; NSU, 1; ULL, 1; GSU, 1; and out of state, 1. Delta’s role in placing students on track to earn a Bachelor’s Degree is notable. **(See Appendix-Table 2)**

NSCH data also showed that 124 first-time freshmen enrolled at Delta in the 2004 Fall Semester but transferred without receiving an Associate’s Degree. Eight of those received Associate Degrees at other institutions and 41 earned Bachelor’s Degrees within six years of enrolling at Delta. Many of those students were not counted in the first-time cohort because they enrolled at Delta with the intention of transferring and did not need to declare a degree for financial aid purposes because Delta was not yet Pell eligible.

Data from the Board of Regents shows that among Louisiana’s Community Colleges, Delta graduates average the shortest time to earn an Associate’s Degree. Delta’s graduates require 3.0 years to complete a degree compared to 4.25 for the system **(See Appendix-Table 3)**.

Financial Aid Satisfactory Academic Progress tracks the success of all students receiving financial aid. Delta has begun implementing the Dept. of Education required Academic Plan whereby students in jeopardy of losing financial aid are required to have a signed academic plan with their academic advisor, targeting achievement goals.

All students taking online classes are required to attend an orientation sessions for success in online classes, to verify identity for SACS purposes, and to learn of College services provided, including access to Joule and online library services.

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

Delta uses data gathered from the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) surveys to plan and develop Student Services programs to increase student engagement and satisfaction. These surveys are administered on a yearly basis.

The results of these surveys are used by the Student Services Division to develop programs and presentations to increase student engagement and success by addressing student issues revealed by the surveys. During the 2010 – 2011 academic year 29 programs were conducted including: Tobacco Free Awareness, Mental Health Awareness, Career Workshop, Domestic Violence Awareness, Financial Aid Awareness, Black History, Career Fair, and Spring Fest.

The two biggest student complaints were lack of parking and food services. As a result, Delta contracted to add 280 additional parking spaces. Delta changed its food service provided to Subway.

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.

Delta has implemented Board Policy 1.025 as revised 5/11/11 to increase articulation and transferability of coursework among state institutions. Delta reduced Associate Degree programs to 60 hours, excluding those programs whereby licensure and state advisory board requirements demanded additional coursework. This assured our graduates could transfer 60 hours into baccalaureate programs. Delta adopted six Louisiana Transfer degrees and is working on a seventh in business.

Delta has also established several 2+2 transfer agreements with ULM (13), La. Tech (2), Northwestern State (7), and Grambling (Comparing curricula). Delta also participates in LCTCS online by: (1) enrolling students in LCTCS online for classes not offered on our campus and; (2) providing instruction through LCTCS online for students enrolled in other LCTCS institutions.

We believe implementation of these agreements helped increase Delta's graduation rate for the 2010 – 2011 academic year to 11%, compared to 8.9% for the system.

b) Increase the percentage of program completers at all levels each year. (See Appendix-Table 5)

A faculty member from Social/Behavioral Sciences was appointed to serve as the Coordinator for Certificates in General Studies to identify students eligible for and to promote pursuit of certificates prior to earning their associate degrees. This drastically increased the number of certificates awarded.

At the end of the 2010 – 2011 Academic Year, Louisiana Delta Community College had increased the number of Certificates awarded by 1900%. The number of Associate Degrees awarded increased by 37% over the baseline year.

Delta's graduation rate (11%) ranks 97th among its peer group of 115 SREB institutions, up from 101st (9%) during the baseline year. The mean graduation rate for the 115 member peer group is 22.1% with a median of 21%

c) Develop partnerships with high schools to prepare students for postsecondary education. (See Appendix-Table 6)

Delta had a significant increase in dual enrollment students and participating high schools. Some of our dual enrollment students are simultaneously completing High School and earning a certificate at Delta with 30 or more hours of college credit.

Delta negotiated an agreement with Northwestern State University and Bastrop High School to institute an accelerated degree program. High School students can earn up to 30 hours of college credit from Delta, earn an A.S. Degree from Delta the following year, and transfer to Northwestern to complete the Bachelor's Degree within three years of high school graduation.

The number of high schools, students, hours attempted, and pass rates have demonstrated a positive trend over the past three academic years. Delta is currently studying the feasibility of establishing a middle college for area high school students.

Delta expanded its dual enrollment program at Bastrop High School to include career pathway courses such as Process Technology which provides at-risk students with the opportunity to complete the career diploma. This increased student retention at the high school and provided entry into Delta.

A career coaching model was implemented at Wossman High School and Caldwell Parish High School. This program guides students in selecting career pathways and provides appropriate dual enrollment classes leading to the completion of the career pathway.

Delta piloted Developmental Reading and Developmental English classes at Bastrop High School in the 2011 Spring Semester. The pass rate for Reading at the high school was 100%, compared to 56% on the main campus. These students attend developmental classes each day compared to two or three times per week on the main campus. The high school English pass rate was 75% compared to 59% on the main campus.

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

Pass rates continue to be in the 95% to 100% range for LPN exams and was 89% for Delta's first RN graduating class. The national average for passing the RN licensing exam is 87.5% (**See Appendix-Tables 7 and 8**).

Delta also maintains a high completion rate among its Technical and Workforce training programs (**See Appendix-Tables 9 and 10**).

Appendix

Table 2
Tracking Delta Students through NSCH

Cohort	Associate Degrees	Bachelor's Degrees
2005	24	12

Table 3
Average Time to Earn an Associate Degree

Institution	Avg. Time to Assoc. Degree
Baton Rouge Community College	4.0
Bossier Parish Community College	3.9
Delgado	6.4
Louisiana Delta Community College	3.0
Nunez Community College	4.6
River Parishes Community College	3.9
South Louisiana Community College	4.0

Table 4
Total Graduation Rates for 2004 – 2007 First-Time, Full-Time, Degree-Seeking Cohorts

College	Total Graduates from 2004 through 2007 Cohorts	Revised Cohorts 2004 through 2007	Graduation Rate
SOWELA	189	493	38.3%
Fletcher CC	118	616	19.2%
SU – Shreveport	180	1,196	15.1%
Delta CC	56	474	11.8%
River Parishes CC	70	725	9.7%
Bossier Parish CC	295	3,103	9.5%
Nunez CC	31	401	7.7%
LSU – E	202	2,852	7.1%
SLCC	38	788	4.8%
Delgado CC	93	4,585	2.0%
Totals	1,414	19,308	7.3%

Table 5
Associate Degrees and Certificates earned at Delta

Louisiana Community College Completers*			
Award	2008 - 09	2009 - 10	2010 – 11
Certificates	1	0 (-100%)**	20 (+1900%)**
Associate Degrees	91	99 (+8.8%)**	125 (+37.4%)**

*Data Source: Data submitted to NCES by College via IPEDS.

**Percentages indicate changes from baseline year.

Table 6
High School Dual Enrollment Growth

Year	No. of H.S.	No. of Students	Hrs. Attempted	Hrs. Earned	% Passed
09 – 10	7	200	1,514	1,319	87%
10 - 11	12	435	3,359	3,091	92%
11 - 12	16	543	3,845	-	-

Table 7
LPN Licensure Exam

Year	No. Attempting	No. Passing	Pass Rate
2009 – 2010	8	8	100%
2010 – 2011	21	20	95%

Table 8
RN Licensure Exam
(First Cohort)

Testing Cycle	No. Attempting	No. Passing	Pass Rate
Dec. 2011	18	16	89%

Table 9
Technical Diplomas Earned

Program	Completers	Employed	% Employed
Business Technology	7	7	100%
Info. Comm. Tech.	12	10	83%
Lic. Prac. Nurse	21	20	95%
Welding	29	27	93%
Automotive Tech.	3	2	67%
Diesel Tech.	12	9	75%
Total	127	109	86%

Table 10
Continuing Education
Certificates of Completion

Course	No. of Students	Hrs. per Student	Total Hrs.
Cert. Manufacturing Specialist	81	160	12,960
Country Line Dance	11	9	99
English as Second Language	3	24	72
Crime Scene First Responder	3	4	12
Forensic Hair Analysis	1	12	12
PowerSafe Entergy Fossil Specific	132	3	396
PowerSafe Generation	126	1	126
Defensive Driving – Mann	60	4	240
Asbestos Working - PAC	5	8	40
WorkKeys Assessments – NCRC	33	33	1,089
Total	455		14,960



**GRAD Act Performance Objectives
Articulation and Transfer**

**2012 Annual Report Template
May 1, 2012**

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Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.4

Development/use of agreements/external feedback reports during the reporting year.4

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.4

b)Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.4

c)Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.5

d)Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.5

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

The number of articulation agreements with Northwestern State University was increased from two to seven, including the agreement to sign a two year RN crosswalk from Delta to the B.S.N. at NSU during the 2010 – 2011 academic year. The agreements are complete and are awaiting a signing date when administrators from both institutions can meet.

A similar RN to B.S.N. agreement with ULM began planning and negotiations in 2011 and was signed on March 12th of 2012. This brings the number of articulation agreements with ULM to thirteen.

Through our system office we have increased the number of articulations with out-of-state colleges by two: University of Phoenix and Western Governors University. Delta continues to benefit from previous agreements with Ashford University (Iowa), Kaplan University (nationwide locations), and Regis University (Colorado).

Delta's Associate of Applied Science Degree in Process Technology articulated with Northeast Louisiana Technical College's Industrial Instrumentation program whereby 34 college hours of credit were awarded from the technical side to the degree side at Delta. The proposed consolidation of Delta with the NELTC will result in greater articulation between programs benefitting students. This is the first agreement whereby technical curriculum credits were articulated to meet half of the degree requirements from both institutions by matching learning outcomes for each course. Additionally this would allow students in PTEC and Industrial Instrumentation to earn degrees in both programs thus making them more marketable in industry.

Delta initiated the Louisiana Transfer Degrees in the 2010 Fall Semester. Students enrolled in the Associate of Science and Associate of Arts degree programs were given the option of remaining in those programs or changing to the transfer degree option. Only 77 of the 794 students in those programs opted at that time to switch to the transfer degree. The reason being, the transfer degree required 39 hours of general education while their current degree required 27. Those courses had already been articulated to ULM through 2+2 agreements. Of those 77, three graduated with the transfer degree in May 2011. In the 2011 Fall Semester the number of students enrolled in the transfer degree program rose to 144.

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

Delta conducts yearly general education assessments to ensure that students are mastering the course learning outcomes as part of its required SACS reporting. These assessments cover the 11 general education requirements described in BOR policy 2.16.

Delta's retention rate for first-time, full-time, degree-seeking freshmen increased from 39.7% in 2009 - 2010 to 43.35% in the current reporting year. Our number of Associate Degrees increased from 91 in the baseline year to 125 in the current reporting year. We credit these increases to a campus-wide effort to increase student engagement in several areas of campus life including: faculty tutorial programs in

our Student Success Center, 29 Student Services student engagement programs, building mentoring relationships through faculty advising, and financial aid counseling and awareness programs.

From the 2004 Fall Semester to the 2009 Fall Semester Delta's average retention was 60.4%. Since the introduction of Pell Awards in the Fall 2009 Semester and the merger with the Tallulah/Lake Providence campuses of the NELTC in July, 2010, Delta's retention rate among first-time, full-time, degree-seekers has dropped to a two-year average of 41.5%, in spite of engagement and retention strategies put into place. This result reinforces the previously known correlation between lower retention and increased numbers of under prepared and developmental students.

Delta's graduation rate increased to 11% from 9.4% in the baseline year. Delta has tracked its transfer students from the Fall 2004 and Fall 2005 Semesters through the National Student Clearinghouse and found that 53 of those students have earned Bachelor's Degrees after transferring from Delta.

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

Delta became a member of the National Student Clearinghouse in January 2010. This allows Delta to track the graduation rate of our students who have transferred to four-year institutions. The six year graduation rate of students transferring from Delta to ULM is higher than the ULM graduation rate for members of the same cohort entering ULM. Fifteen graduates from Delta's 2004 cohort transferred to ULM and five earned a Bachelor's Degree by May, 2010. This is a completion rate of 33% within 150% of the time allotted for a four-year degree. ULM's average was 30.5% for its 2004 cohort.

According to NSCH 124 freshmen enrolled at Delta in the 2004 Fall Semester transferred without earning an Associate's Degree and 41 of those earned B.S. or B.A. degrees within six years of their enrollment at Delta. Many of these students were not counted in the 2004 cohort (Delta's official cohort in 2004 was 89) because they entered Delta with the intention of transferring and did not declare a degree.

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

Delta has local advisory boards for Process Technology, Business Technology, and Care and Development of Young Children that report to the Program Directors periodically for recommendations on program improvements and on the success of Delta graduates they have employed. This allows Delta to track employment, performance, and salary data of our graduates.

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

Louisiana Delta Community College is an open-admissions institution.

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

Delta receives feedback from ULM and Grambling State University as to the success of our transfer students. Grambling recently reported that Delta students transferring to GSU have maintained an average GPA of 3.18, which is above the average of junior students who enrolled at GSU as first time freshmen.

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

Both ULM and Grambling continue in a formalized letter to refer applicants to Delta who do not meet their selective admissions requirements. However, the numbers of referrals are not large because the recruitment process for Delta and both Universities informs ineligible students that they should apply at Delta prior to completing the application process and paying the application fee for admission at the four-year school.

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

Delta has developed articulation agreements with the University of Louisiana at Monroe (13), Grambling State University (course by course), and Northwestern State University (7). Through our system office we have increased the number of articulations with out-of-state colleges by two: University of Phoenix and Western Governors University. Delta continues to benefit from previous agreements with Ashford University (Iowa), Kaplan University (nationwide locations), and Regis University (Colorado).

Science, Math, English, and Business faculty from Delta have participated in Board of Regents committee meetings for common course numbering and common core curriculum as prescribed in R.S. 17:3164 and 17:3165. In accordance with R.S. 17:3166B, Delta has designated a staff member to train faculty in transfer counseling.

Table 1 in the Appendix shows the numbers of first-time, full-time, degree seeking students from the listed cohort year which transferred to the listed institutions one year after enrolling at Delta. Because first-time, full-time, degree seeking freshmen represent less than 18% of our enrollment, they are only a fraction of the students transferring from Delta to four-year institutions.

Tracking through the NSCH determined that 36 members of the 2005 cohort received degrees. Twenty-four received Associate Degrees: Delta, 15; Delgado, 2; Southern Shreveport, 1; and six out of state. Twelve members of the cohort earned Bachelor's Degrees within six years of their enrollment at Delta: ULM, 7; LSU-A, 1; NSU, 1; ULL, 1; GSU, 1; and out of state, 1. Delta plays a significant role in placing students on track to earning a Bachelor's Degree which should not be overlooked.

Appendix

Table 1
Members of Delta's Freshmen Cohort* transferring after one year.

Institution	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
GSU	2	1	1	0	0
ULM	9	14	12	14	9
NSU	0	0	1	0	0
LTU	0	0	4	4	0
LSU – A	1	0	0	0	1
SUS	0	1	0	0	0
SU-BR	0	0	1	0	0
BRCC	2	0	0	0	0
BPCC	1	0	0	0	1
Delgado	0	0	0	0	1
Total	15	16	19	18	12

**As previously mentioned, these numbers represent a fraction of first time freshmen enrolled at Delta for the years 2005 through 2008. Delta was not Pell eligible until the Fall 2009 semester and students entering Delta with the intention of transferring prior to 2009 did not see the necessity of declaring a degree program and would not be counted in the cohort.*



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

**2012 Annual Report Template
May 1, 2012**

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An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.2

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.3

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.3

Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.3

Improved technology/expanded distance learning offerings during the reporting year.4

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 and Louisiana Economic Development.4

b) Increase use of technology for distance learning to expand educational offerings.4

c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers5

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.5

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

Delta met its targets for graduation rate, and number of awards for AY 2010 – 2011 (See Appendix A-Table 3). Delta awarded 125 Associate Degrees, a 37.4% increase over the baseline year. Delta's graduation rate for the same period was 11%, compared to 9.4% for the baseline year, a 17% increase. Delta also awarded 20 certificates compared to one during the baseline year, a 1900% increase. Delta awarded 127 Technical Diplomas and several Continuing Education Certificates of Completion (See Appendix A-Tables 1 & 2). Delta's graduation rate of 11% is above the state average for community colleges of 8.9%

However the target for retention was not met. Following Delta's mandated merger with the Tallulah and Lake Providence campuses of the NELTC on July 1, 2010, Delta requested a revision of its retention target due to significant changes in the demographic makeup of the student body following the merger. This request was approved by our system office on 9/26/11, but unfortunately the BOR denied our request. We believe the data submitted in the request overwhelmingly supported the adjustment. Delta's retention did, however, increase from 39.4% in year one to 43.35% in year two.

Delta is an open-admissions institution and is unable to selectively admit only those students with a high statistical probability of success. In the two years following the implementation of Pell Awards and the merger with the Tallulah/Lake Providence NELTCs, Delta's retention rate has dropped to an average of 41.4%, compared to 60.4% for the prior four years—we believe due to Pell implementation and the merger with Tallulah/Lake Providence because of a significant increase in the numbers of under prepared and developmental students. In order to improve the retention rate Delta has initiated several academic and student engagement programs to address the expected decline.

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.

Delta conducts quarterly reviews of its Workforce Programs as described by regional Workforce Investment Boards (81, 82, 83) to ensure adequate participation and compliance with regional and state strategic initiatives. Delta is a member of boards 81 and 83. No programs were eliminated or found to be not aligned with current workforce needs.

Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.

The Workforce Commission delegates defining high demand occupations to regional Workforce Investment Boards as stated above. Delta's programs are aligned with priorities defined by WIBs 81, 82, and 83. Certified Manufacturing Specialist and Process Technology are two programs in alignment with the demands established by the local WIBs. Delta has and will continue these training programs with customized modifications as long as demand dictates.

One of those modifications was Delta's Associate of Applied Science Degree in Process Technology articulating with Northeast Louisiana Technical College's Industrial Instrumentation program whereby 34 college hours of credit were awarded from the technical side to the degree side at Delta. This modification was suggested by the industry advisory board and allows students in PTEC and Industrial Instrumentation to earn degrees in both programs, thus serving industry and making students more marketable in industry.

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

Delta, in conjunction with WIB 83, collaborated in the development and submission of the Community-Based Job Training program through which Delta provided training and WIB 83 provided case management of enrolled students, including employment tracking. PHOCAS (Professional Healthcare Opportunities – Careers and Support) another grant with WIB 83, provides TANIF eligible students opportunities to obtain training in the healthcare fields.

Delta, a primary training provider, in collaboration with WIB 83 has implemented customized student monitoring and progress reporting, student counseling, and assistance in order to ensure that this high risk population is successful. With these federal funds, Delta has hired an academic advisor to recruit, mentor, and enroll the PHOCAS students in healthcare fields at Delta. The program currently serves in excess of 100 students.

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

Delta has developed web-based components of the Certified Manufacturing Specialist program, in collaboration with Louisiana Tech through the CBJT grant. Delta also developed an online model for refresher-training in asbestos removal.

Through PHOCAS funding, Delta's faculty has developed a series of math and science web-based programs focusing on identified areas of difficulty (Math & Science) for high-risk students. This allows students and the public to access information on these "problem" areas via the internet and/or smart phones for additional instruction. Thus far over 50 video modules have been developed.

(<http://www.ladelta.edu/community/phocasMath.asp> ; <http://www.ladelta.edu/community/phocasScience.asp>).

(Different modules are shown by clicking on the word "Next" found at right, mid-screen.) Thus far 50 tutorial modules have been developed and made available to Delta students and the general public. Students encountering difficulty in a particular unit in mathematics or science, can receive additional instruction via these modules, thus maximizing their understanding of classroom instruction. To Delta's knowledge, no other Institution in our system has developed a similar set of online tutorial modules, reinforcing classroom instruction and learning for at-risk students.

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 and Louisiana Economic Development.

No programs were eliminated or modified as all are in compliance.

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

In addition to the items listed above, Delta has acquired various industrial training units that include virtual labs. Much of the college's coverage area is extremely rural in nature, making it difficult for students to attend classes. By using virtual labs, Delta is attempting to minimize lab time on actual equipment at its main campus.

In addition, Delta signed an agreement with Bossier Parish Community College to offer their Respiratory Therapy Program to students in our service area. The students enroll in Delta's general education classes and prerequisite courses prior to admission to BPCC's RT Program. BPCC provides the RT instructors and Delta provides the classroom space and the technology used to deliver these online courses to area parishes including Alexandria, LA. None of Delta's Workforce programs are taught 100% via distance education.

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

Not Applicable, Delta is not a research institution.

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

The Care and Development of Young Children Program utilizes the Louisiana Delta Center (A Child Care Center for Students and the Public, located on the Delta Campus.) as a learning laboratory for its students. The Child Care Center (State Lic. # 15013) was awarded the top level, 5-Star rating, from the state Bright Star Program. The rating was retroactive to the year 2011.

CDYC graduates have no difficulty in acquiring work in the field or transferring up to 30 hours of College credit to four-year institutions. The Director has established a monitoring system to keep up with the percentage of graduates finding employment. The Director found that 95% either are employment or are pursuing a four-year degree in a similar field of study such as elementary education. Employment information provided by the Louisiana Workforce Commission showed the average salary for Delta CDYC graduates is \$27,120.

Delta's Associate of Applied Science in Business Technology Program produced 52 graduates during the 2010 – 2011 academic year. Of those graduates, 30 are employed full-time, 14 are pursuing a Bachelor's degree, and eight are employed part-time and pursuing a Bachelor's degree.

Data supplied from the Louisiana Employment Outcomes Report for Delta showed that graduates from the 2006-2007, 2008-2009, and 2008-2009 academic years were employed at an average rate of 66%. The average salary for all completers 18 months after graduation was \$24,715 (**See Appendix-B**).

Delta students also earn Technical Diplomas in a variety of offerings. **Table 1 in the Appendix A** shows the Technical Diploma offerings, the number of completers during the 2010 – 2011 year, and the number employed. *Source: Annual COE Audit.*

Delta also issued 43 TCAs for completers of the Nurse Assistant Program. Thirty-four of those students found employment for a rate of 79%.

Delta also provides a large variety of non-credit offerings and continuing education on its Monroe campus. The following table shows those offerings with the corresponding number of clock hours. (**See Appendix A-Table 2**)

Delta became a member of the National Student Clearinghouse in January 2010. This allows the College to correctly classify students who have mislabeled themselves as first-time freshman and to track the graduation rate of all students transferring to other NSCH institutions.

NSCH data also showed that 124 freshmen enrolled at Delta in the 2004 Fall Semester transferred prior to earning an Associate Degree. Those transfer students earned eight Associate Degrees and 41 Bachelor's Degrees by May 2010. These successes are not included in traditional state reporting. Most of these students were not counted in the freshman cohort that year because Delta was not Pell eligible and these students did not declare a degree program because they entered school with the intention of transferring and did not need to declare a degree for financial aid purposes.

Appendix A

Table 1
Technical Diplomas Earned

Program	Completers	Employed	% Employed
Business Technology	7	7	100%
Info. Comm. Tech.	12	10	83%
Lic. Prac. Nurse	21	20	95%
Welding	29	27	93%
Automotive Tech.	3	2	67%
Diesel Tech.	12	9	75%
Total	127	109	86%

Table 2
Non-Credit Offerings

Course	No. of Students	Hrs. per Student	Total Hrs.
Cert. Manufacturing Specialist	81	160	12,960
Country Line Dance	11	9	99
English as Second Language	3	24	72
Crime Scene First Responder	3	4	12
Forensic Hair Analysis	1	12	12
PowerSafe Entergy Fossil Specific	132	3	396
PowerSafe Generation	126	1	126
Defensive Driving – Mann	60	4	240
Asbestos Working - PAC	5	8	40
WorkKeys Assessments – NCRC	33	33	1,089
Total	455		14,960

Table 3
GRAD Act Targets

				Attachment D 4-year university, 2-year college, technical college - Year 2 Annual Report					
Louisiana Community and Technical College System									
Institution: Louisiana Delta Community College									
Date: 22-Nov-11									
GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets				2009-10	2009-10	2010-11	2010-11		
Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 2 * Actual		
1. Student Success									
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	46.1%	46.1%	39.7%	46.3%	43.35%	
		<i>Actual Baseline Data:</i>	# in Fall 08 Cohort	297		343		489	
			# retained to Fall 09	137		136		212	
	iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	9.4%	9.9%	10.0%	10.4%	11.0%
			<i>Actual Baseline Data:</i>	Fall revised cohort (total)	85		92		
			completers <=150% of time	80		9			
b. i.	Targeted ***	Percent Change in program completers (+/-)**							
		Certificate - 1 yr (Award level 1)			-100.0%	300.0%	200.0%	1900.0%	
			2008-09 AY	1	0	3	3	20	
		Associate (Award level 2)			8.8%	3.3%	2.2%	34.4%	
			2008-09 AY	91	99	99	93	125	
* Report data in all cells highlighted in BLUE									
** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review									
Institution Notes:									
***This number is the adjusted cohort corrected for inaccuracies on student applications									

Appendix B
Louisiana Employment Outcomes Report
For
Louisiana Delta Community College



LOUISIANA EMPLOYMENT OUTCOMES REPORT

Louisiana Delta Community College

Louisiana Board of Regents
November 2011

BACKGROUND & METHODOLOGY

Utilizing available Board of Regents' (Regents) and Louisiana Workforce Commission (LWC) data, the purpose of this initial baseline report is to examine the employment outcomes of all completers of Louisiana public postsecondary education institutions, as well as Louisiana residents and non-residents separately. Based on completer data and available wage data for six months and eighteen months after graduation, this report is designed to study the personal economic value of public higher education in the state of Louisiana and to determine the following:

1. What is the retention of Louisiana public postsecondary completers in Louisiana's workforce?
2. What impact residency status has on retention?
3. What are completers' earnings six months and eighteen months following graduation?
4. How does level of education impact earnings?



Over the past several years, the Louisiana Board of Regents has participated in data sharing initiatives with other state agencies to address job readiness, employment and transition patterns of public postsecondary education students. In March 2010, the Board of Regents and the Louisiana Workforce Commission took a formal step in the data sharing process to enable LWC to share confidential information obtained through its administration of Louisiana's unemployment compensation system with the Regents. The Board of Regents uses the information to determine how many of its completers are working in Louisiana for program evaluation.

Louisiana public institution completers were identified using the Regents' Statewide Completer's System. The following types of credentials are awarded by Louisiana public postsecondary institutions: certificate, diploma, associate, post-associate, bachelors, post-bachelor's, master's, post-master's, education specialist, doctoral, professional and post-professional degrees. This study examined all levels of credentials except the "post" awards which typically account for approximately 0.1% of awards. This completer data file was submitted to the Louisiana Workforce Commission.

The list of completers was compared to data at LWC. The highest credential earned was selected for students who earned multiple credentials within the same academic year. When a match was found, quarterly wage information was attached to the completers' record. For the purposes of this report, average salary was calculated by multiplying the wages of the last quarter by four, giving a snapshot of what the average annual salary would be at that point in time.

It is important to note that this analysis does not provide a complete picture of employment since it is based only on those employers in Louisiana that contribute to the UI Wage Records System. The UI Wage System does not include those individuals who are self-employed, employed outside of Louisiana, employees of the federal government (e.g., military and postal service) or are employed in occupations or entities that do not participate in the UI records system. It is important to note that all employment rates in this publication are underreported since they do not include employees who do not appear in the UI system.

Any analysis utilizing UI wage records must recognize the following:

1. The absence of a wage record does not equate to being unemployed;
2. Existence of a wage record indicates that an individual was employed; however it does not show that the individual was employed in the field in which the individual graduated;
3. Since this analysis only includes data following time of graduation, it is uncertain as to whether the employment was a result of the training;
4. The quarterly wages give good information to establish certain thresholds, e.g. living wage or a baseline wage level to measure change over time.
5. The wage match for the 2nd (six months) and 6th quarters (eighteen months) does not necessarily indicate employment with the same employer, nor does it show that the employment was continuous.

For a specific list of wages that are not considered to be "employment" and therefore not subject to UI Tax, see LA R.S. 23:1472 (12) (F) (III).

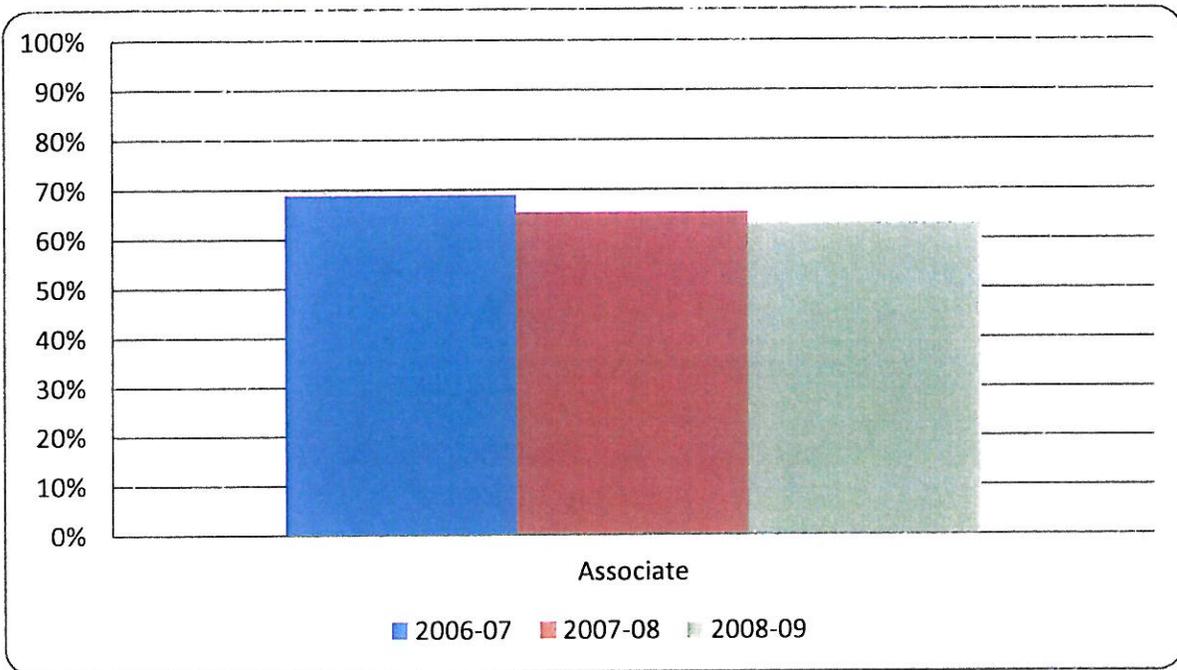
The populations were divided into two groups: (1) Louisiana residents and (2) non-Louisiana residents. Completors were considered Louisiana residents if the original state of residence when entering a Louisiana postsecondary education institution was Louisiana. If the original state of residence was anything other than Louisiana, including international students, then the completer was considered a non-Louisiana resident. Completors who re-enrolled were included in the findings of this report. Although including the completors who re-enrolled caused the overall employment rate to increase, employment rates fluctuated differently at each degree level. As expected, including the completors who re-enrolled decreased the overall average calculated salary of the study.

It is Important to Note:

- Data is not reported for fewer than ten completers in an academic year.
- Degree levels and fields of study with fewer than ten completers in all academic years studied are not shown.
- Data not reported for fewer than ten employed completers in an academic year for information related to wages.
- Degree Levels and Fields of Study with fewer than ten employed completers in all academic years studied are not shown for information related to wages.

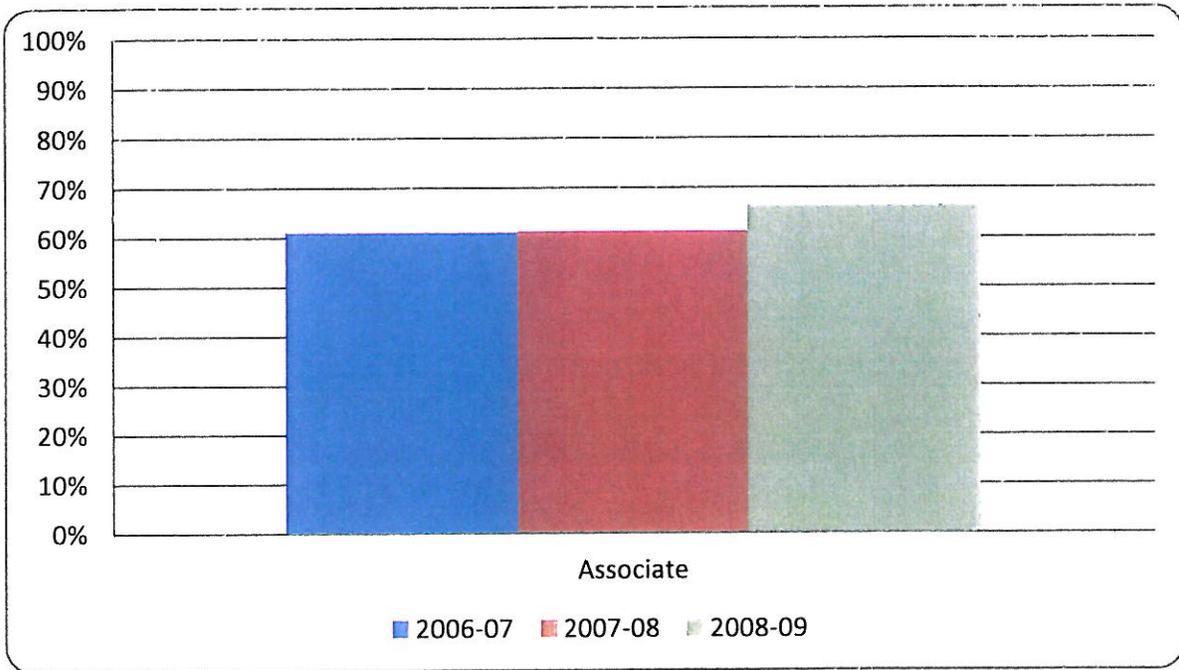
**Employment Rate by Degree Level
Six Months after Graduation
For All Completers**

Max Degree Level	Number of Completers			Percent Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	64	72	92	68.8%	65.3%	63.0%

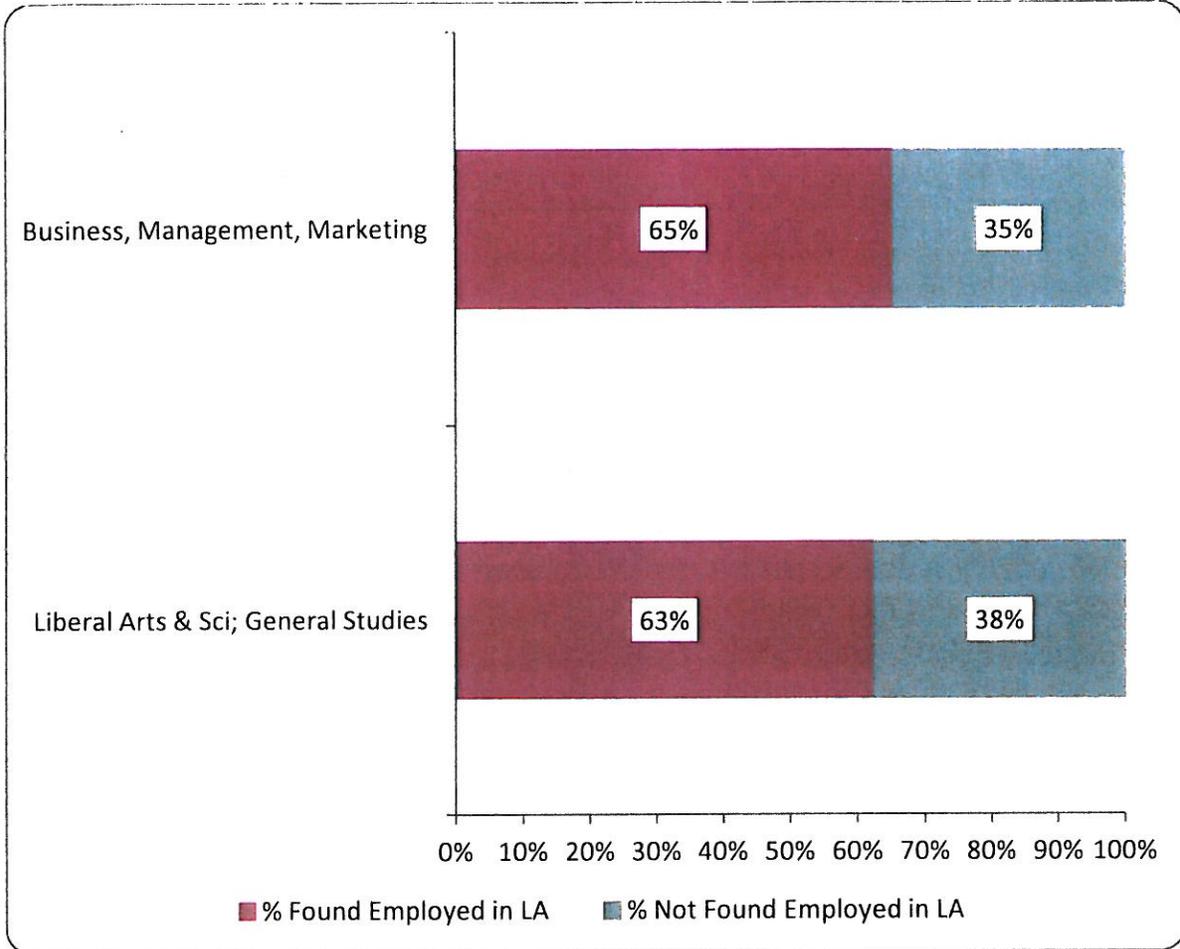


Employment Rate by Degree Level Eighteen Months after Graduation For All Completers

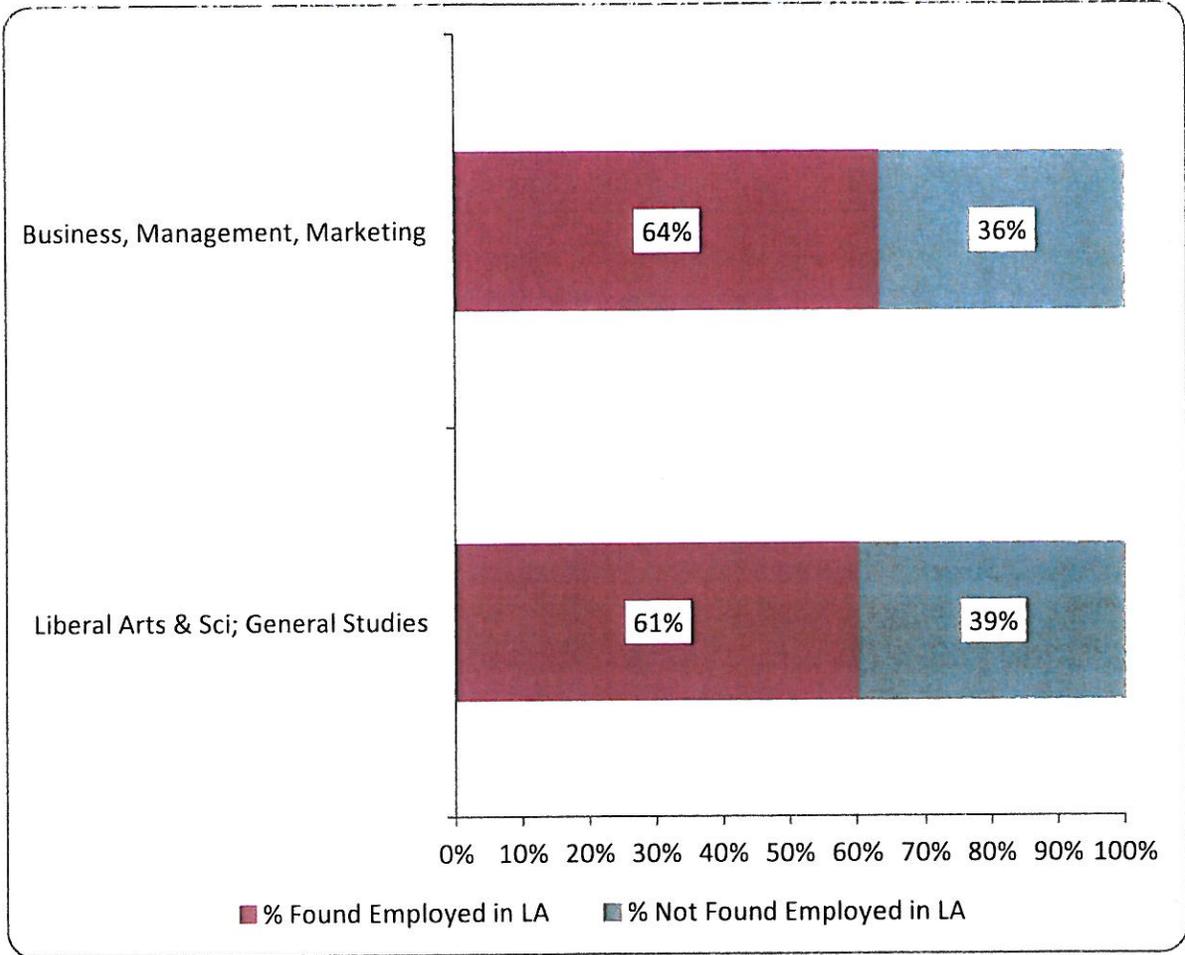
Max Degree Level	Number of Completers			Percent Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	64	72	92	60.9%	61.1%	66.3%



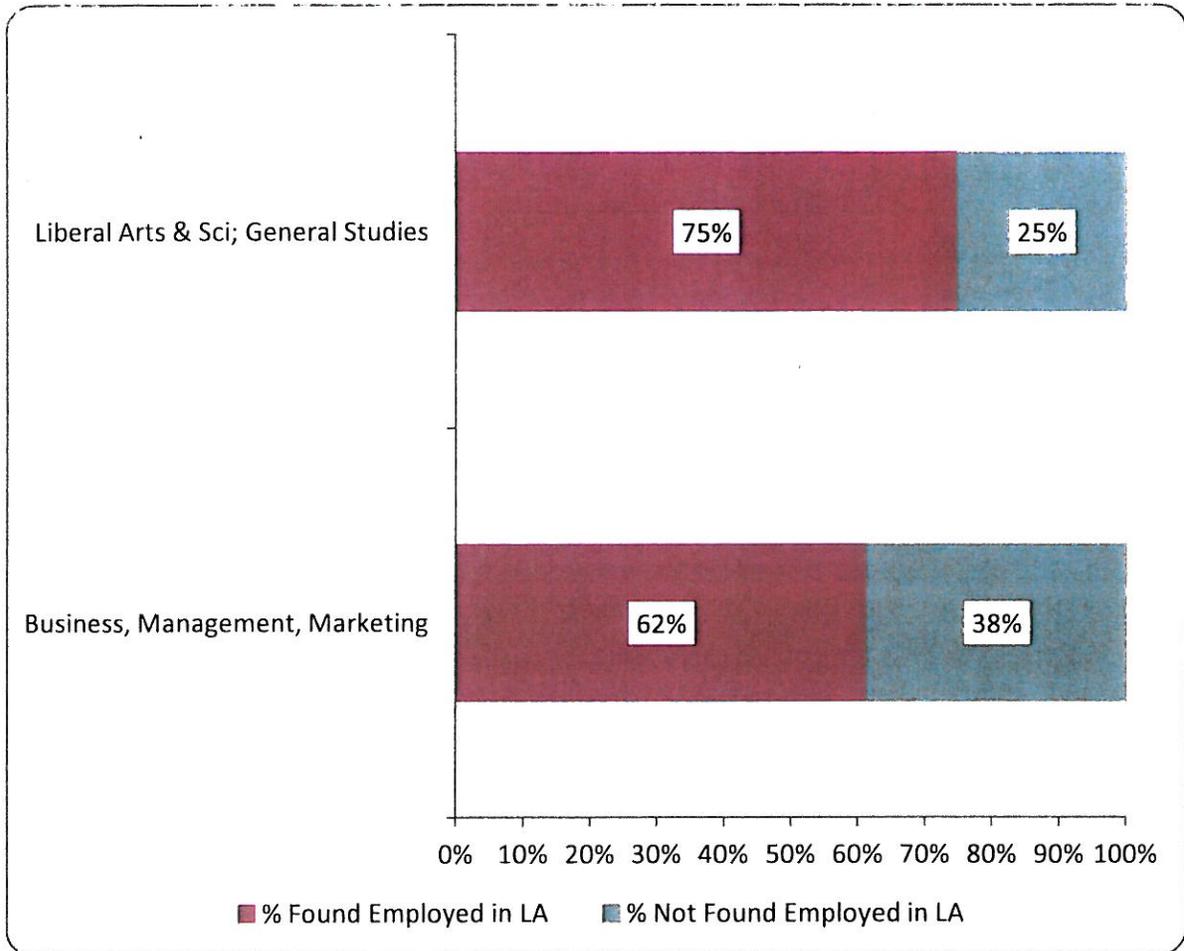
**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2006-07 Associate Degree Completers**



**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2007-08 Associate Degree Completers**



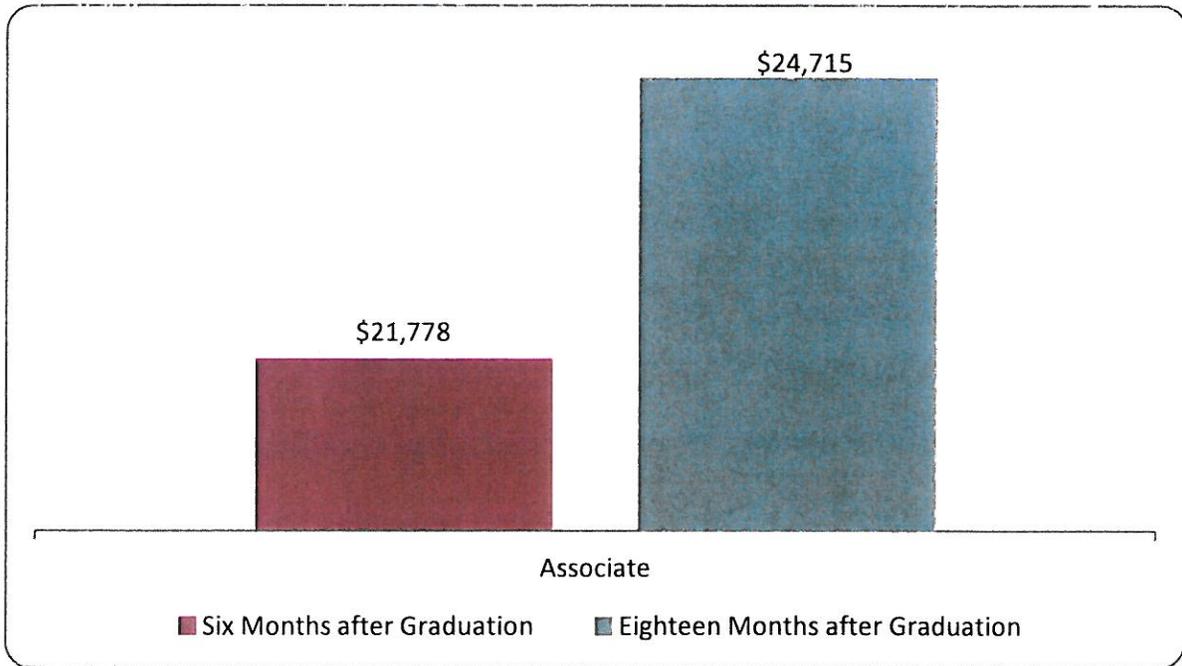
**Employment Rate by Field of Study
Eighteen Months after Graduation
For 2008-09 Associate Degree Completers**



**Average Calculated Salary by Degree Level
For All Employed Completers**

Max Degree Level	<i>Six Months after Graduation</i>			<i>Eighteen Months after Graduation</i>		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	\$17,572	\$21,661	\$25,064	\$18,898	\$25,346	\$27,980

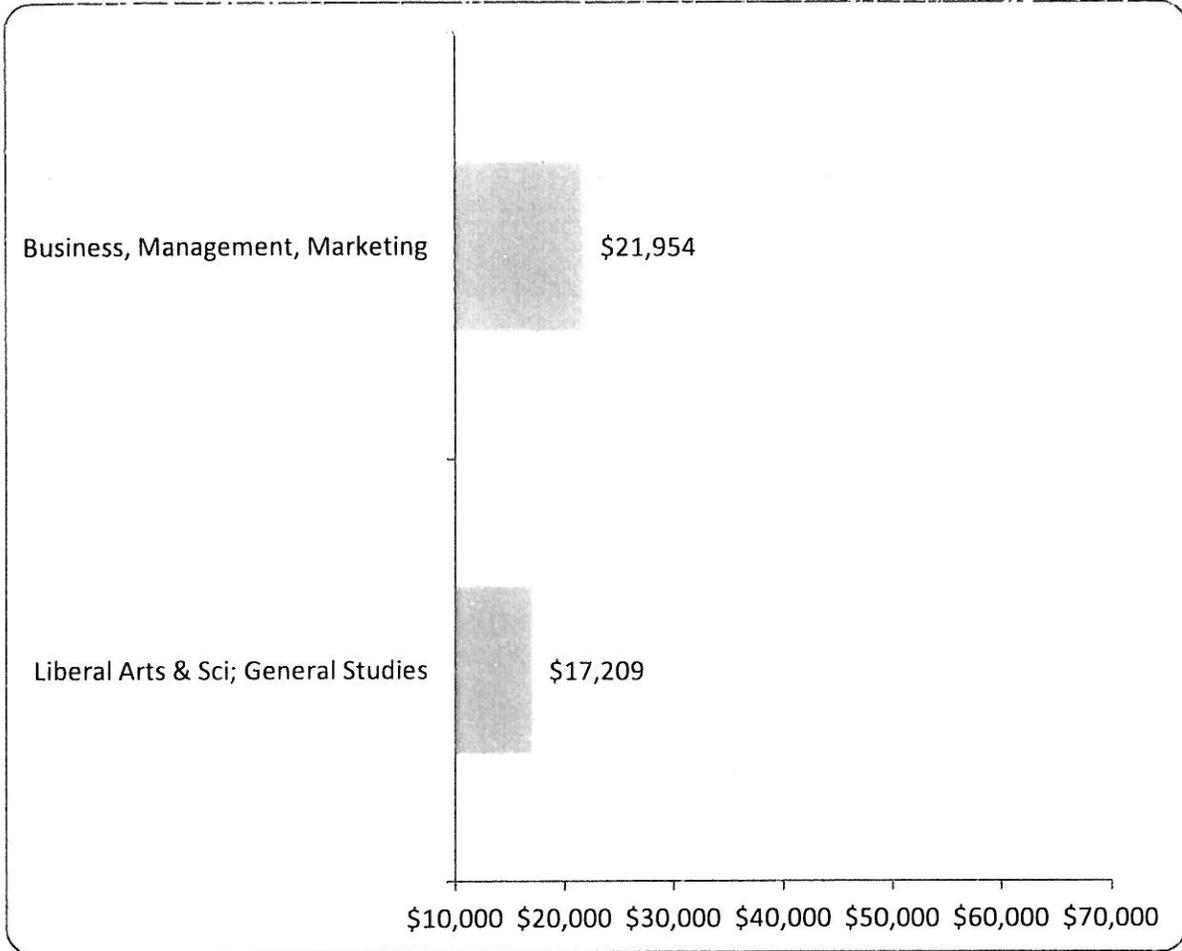
**Average Calculated Salary by Degree Level
For All Employed Completers (Collective 2006-07, 2007-08, and 2008-09)**



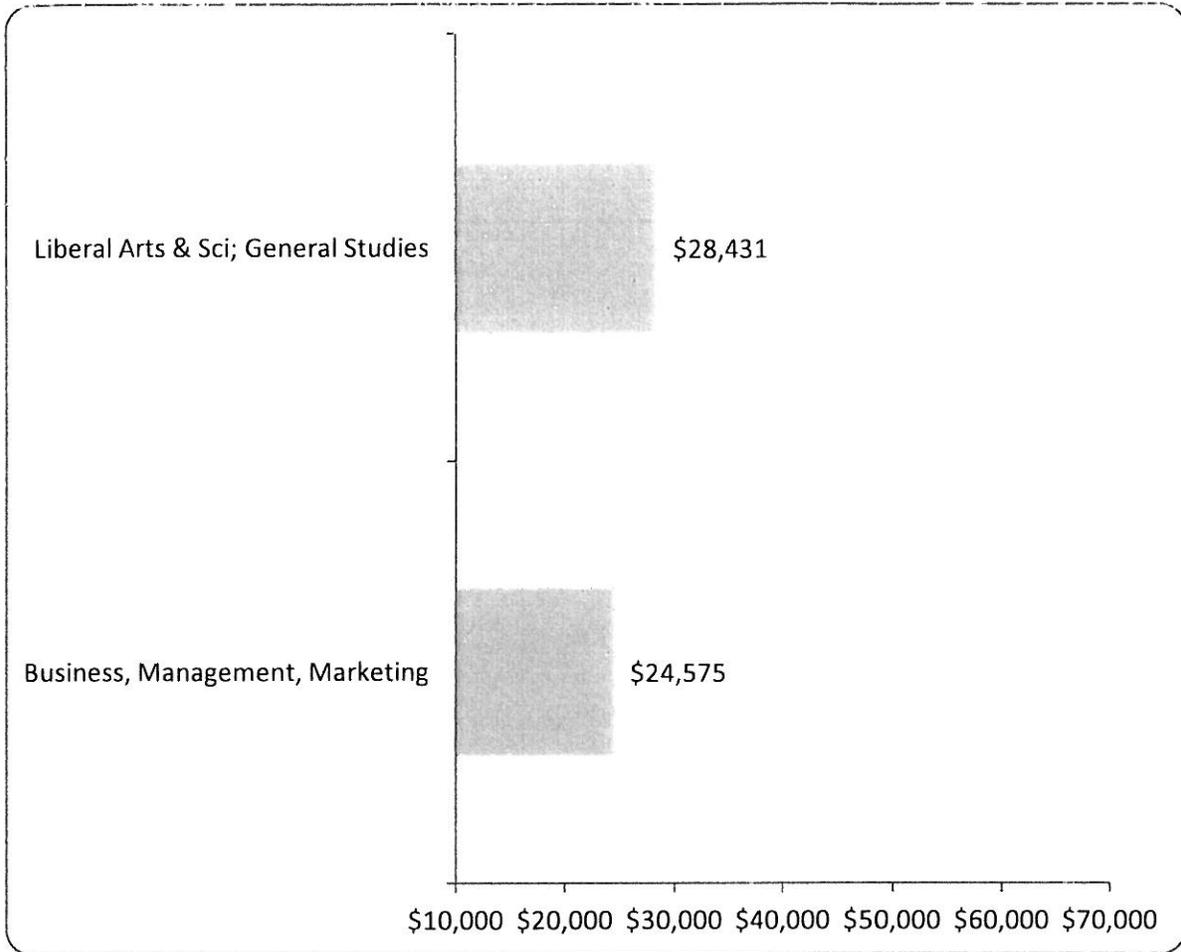
**Average Calculated Salary by Field of Study
For All Associate Degree Completers**

Field of Study		Wages Six Months after Graduation			Wages Eighteen Months after Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
24	Liberal Arts & Sci; General Studies	\$14,113	\$20,490	\$23,655	\$17,209	\$28,431	\$30,054
52	Business, Management, Marketing	\$25,610	\$22,959	\$28,142	\$21,954	\$24,575	\$26,189

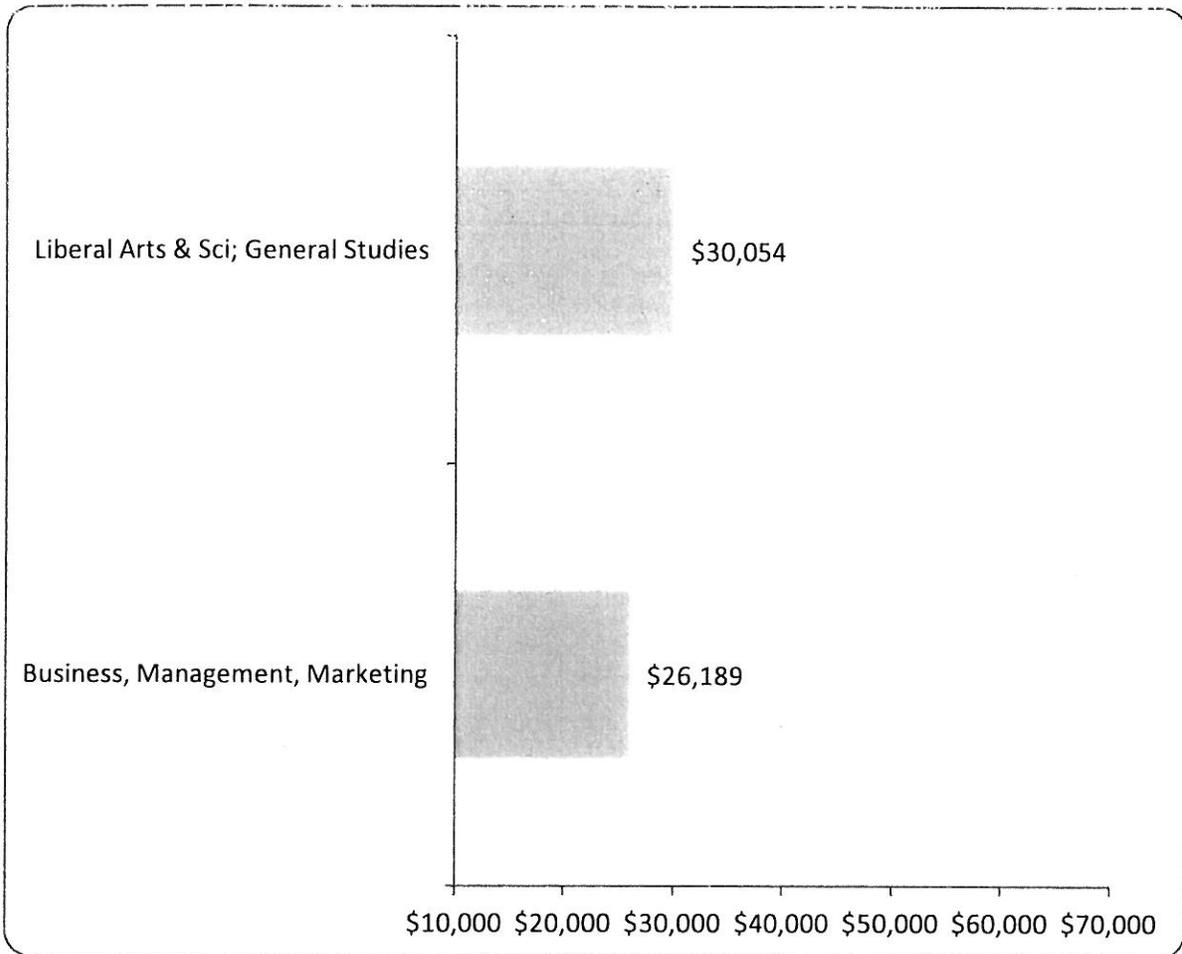
**Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2006-07 Associate Degree Completers**



**Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2007-08 Associate Degree Completers**



**Average Calculated Salary by Field of Study
Eighteen Months after Graduation
For 2008-09 Associate Degree Completers**





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

**2012 Annual Report Template
May 1, 2012**

Contents

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

4. Institutional Efficiency and Accountability

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.

i. Delta met its goals for the number of awards and graduation rate and was allowed to increase its annual tuition/fees charges for non-residents by 10%, from \$4,396 in 2010 – 2011 to \$4,836 in 2011 – 2012. Delta's tuition/fees schedule for non-resident students is still below the SREB average of \$7,444 (2010 – 2011 academic year) per year for non-resident students enrolled at two-year institutions. During that period Delta experienced a 10% drop in the number of non-resident students from 50 to 45 (Non-resident students comprise 1.5% of Delta's enrollment). The SREB tuition/fees schedule for non-residents is currently 54% above Delta's non-resident tuition for the previous year.

During the same period, however, Delta's in-state enrollment grew from a fall headcount of 2,435 to 2,909, an increase of 19.5%. Tuition/Fees for in-state students increased 9.6% from \$2,428 in the 2010 – 2011 academic year to \$2,662 for the 2011 – 2012 academic year.

Tracked – Delta Non-Resident Tuition and Fees

	2009 - 10	2010 - 11	2011 - 12	2012 - 13
SREB Targeted Measure	7,444	7,444	7,444	7,444
Delta	3,936	4,396	4,836	
Difference	- 3,508	- 3,048	- 2,608	
Per Cent Difference	-89%	-69%	-54%	

The Board of Regents shall develop a policy for the evaluation of designated of centers of excellence involving institutions and business/industry.



**GRAD Act Performance Objectives
Organizational Data**

**2012 Annual Report Template
April 1, 2012**

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

A. Number of students by classification –

Fall 2009	1,639
Fall 2010	2,490
Fall 2011	2,954

- An increase of 80% over the baseline year.
- **All students are undergraduates.**
- Budgeted FTE – 2,108

B. Number of instructional staff members – 132 Staff Members, 93 FTEs.

C. Average class student – to – instructor ratio – 13.9 to 1.*

*This average is skewed in the low direction because of the way sections are clustered at the Technical Colleges in Tallulah and Lake Providence, e.g. Automotive Technology Classes have 142 students enrolled in 65 sections; Welding has 286 students enrolled in 86 sections; and Developmental classes have 156 students enrolled in 65 sections.

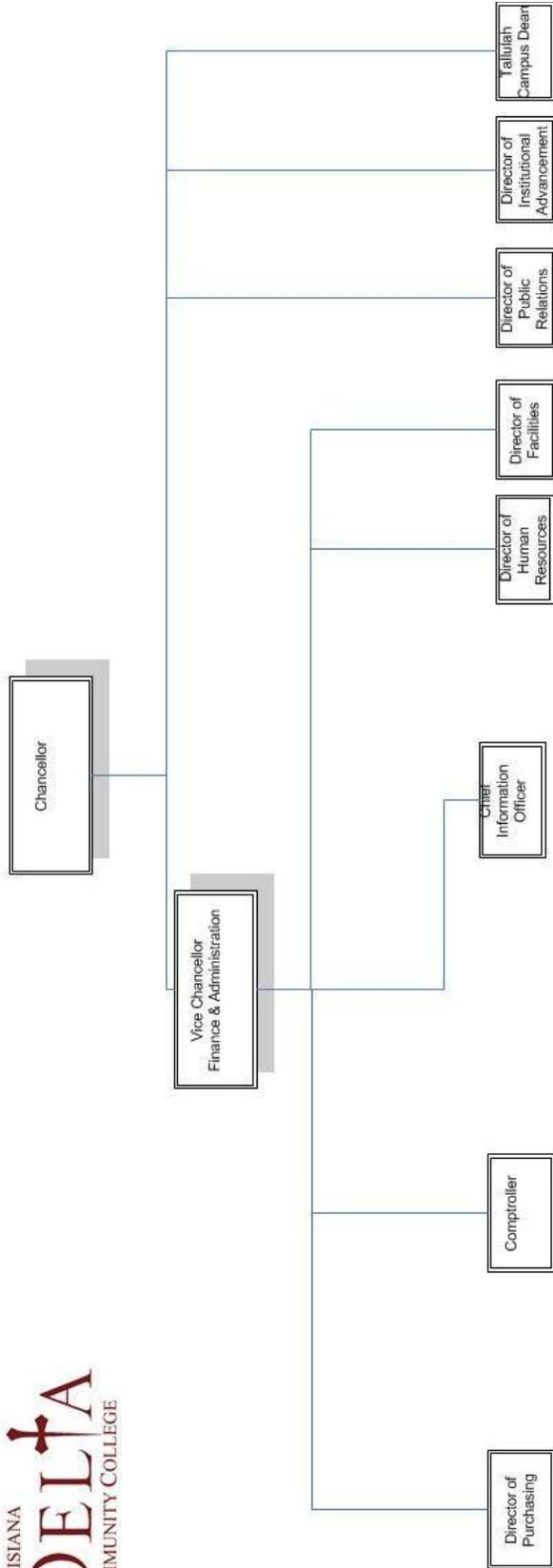
D. Average number of students per instructor – 22.3

E. Number of non-instructional staff members in academic colleges and departments – 73 Staff Members, 72.5 FTEs.

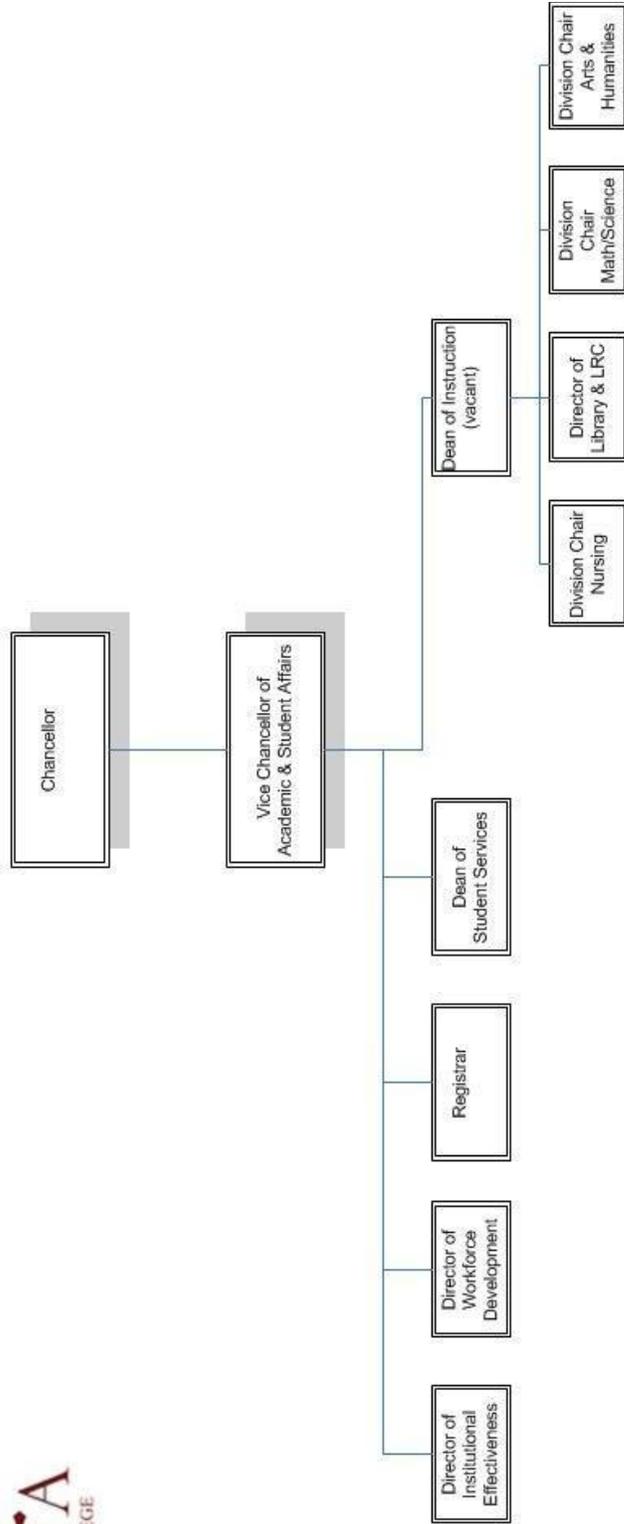
F. Number of staff in administrative area – 19 Administrative Staff Members, 19 FTEs.

G. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the President, Chancellor, or equivalent position.*

*Attached on following pages.



Administrative Services Organizational Chart



Academic and Student Affairs Organizational Chart

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

Position	Base Salary (Fall 09)	Salary Changes Since 6/30/10 reported fall 2011	Salary Changes Since 6/30/2011 reported fall 2012
Chancellor	\$138,888	\$150,888 (4/2011) Added responsibility due to supervision of NELTC	
Vice-Chancellor for Academic and Student Affairs	\$99,018		
Vice-Chancellor for Finance (Hire date 7/19/10)	\$90,000		\$103,000* 1/1/2011
Campus Dean/Tallulah/Lake Providence	\$93,151		
Director of Institutional Advancement (Hire date 3/1/10)	\$56,000 New Position		
Director of Public Relations (Hire date 1/19/10)	\$60,000		\$70,000* 1/1/2011
Director of Facilities (Hire date 1/3/10)	\$65,000 New Position		\$71,500* 1/1/2011
Director of Human Resources	\$58,895		\$70,000* 1/12011
Chief Information Officer	\$56,250		\$70,000* 10/2011
Comptroller (Hire date 11/12/10)	\$70,000		\$80,000* 1/1/2011
Director of Purchasing	\$40,155		
Director of Institutional Effectiveness	\$63,000		
Director of Workforce Development	\$60,375		
Registrar	\$61,623		
Dean of Student Services	\$75,292		
Director of Library	\$53,500		
Division Chair Nursing (Hire date 2/7/09)	\$87,000		
Division Chair Math/Science	\$51,000		
Division Chair Arts/Humanities	\$53,500		

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

