

Louisiana Delta Community College

Annual Report Narrative

for the

Louisiana Granting Resources and Autonomy for Diplomas Act
(LA GRAD Act)

Submitted to the

Louisiana Community and Technical College System

April 1, 2011

Louisiana Delta Community College

7500 Millhaven Rd.

Monroe, LA 71203

Table of Contents

STUDENT SUCCESS (1)	5
1 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.....	5
1A i 1 st to 2 nd year retention rate.....	7
1A ii 1st to 3rd year retention rate	8
1A iv Same institution graduation rate	8
1A v Graduation Productivity –	8
1A vi Award Productivity –	10
1A vii Statewide Graduation Rate	11
1A viii Percent of freshmen admitted by exception	11
1A ix Median Professional School Entrance Exam.....	11
1B. Increase the percentage of program completers at all levels each year	12
1C. Develop partnerships with high schools to prepare students for post-secondary work.	14
1C i Number of high school students enrolled.....	16
1C ii Number of semester credit hours in which high school students enroll	16
1C iii Number of semester credit hours completed by high school students.....	16
1D. Increase passage rates on licensure and certification exams and workforce foundational skill	16
1D i Passage rates on licensure/certification exams –	16
1D ii Number of students receiving certifications	18
1D iii Number of students assessed and receiving WorkKeys certificates –.....	18
1D iv Other assessments and outcome measures for workforce foundational skills to be determined.....	18
ARTICULATION AND TRANSFER (2)	19
2A. 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.	19
2B. Provide feed-back to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.	24
2B ii Number of baccalaureate completers that began as a transfer student with an associate degree –	25
2C. Develop referral agreements with four-year universities to redirect students who fail to qualify for admission into the university.	26

2C i Number of students referred.....	27
2C ii Number of students enrolled.....	27
2D. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.....	28
2D i Number of students enrolled in a transfer degree program.....	28
2D ii Number of students completing a transfer degree	29
2D iv Number of baccalaureate completers that began as a transfer student with a transfer associate degree	29
WORKFORCE AND ECONOMIC DEVELOPMENT (3.....	30
3A. 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.	30
3A i Number of programs eliminated	30
3A ii Number of programs added or modified.....	32
3A iii Percent of programs aligned with workforce and economic development needs	33
3B. Increase use of technology for distance learning to expand educational offerings..	33
3B i Number of course sections with 50% and 100% instruction through distance education.....	34
3B ii Number of students enrolled in courses with 50% and with 100% instruction through distance education	35
3B iii Number of programs offered through 100% distance education	35
3D. 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.....	35
3D i Percent of completers found employed.....	37
3D ii Increasing the performance of associate degree recipients who transfer.....	37
INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY	38
4C. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.	38
4C i Total tuition and fees charged to non-resident students.....	38

4D. 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 40

 4D i Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions 41

 4D ii Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development 41

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: 42

Appendix 2C 1 45

Louisiana Delta Community College
Grad Act Performance Objectives/Elements/Measures

STUDENT SUCCESS (1)

1 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.

Response:

Policy/policies adopted by the management board.

Louisiana Delta Community College is deeply committed to student success as a core college value. Delta has participated fully in the development of LCTCS policies targeting student success, and has developed institutional policies which complement those developed at the system level.

LCTCS has developed several academic policies specifically designed to increase graduation rates. These policies address general admission requirements, probation, suspension, amnesty, cross-enrollment, repeat/delete courses, programmatic accreditation, and non-traditional credit, to name a few. These policies were approved as stated below:

1. 1.002 Delegation of authority to Chancellors to Sign and Distribute Degrees, Diplomas. May 10, 2000.
2. 1.006 Academic Amnesty. October 10, 2002.
3. 1.010 Program Assessment. March 14, 2001.
4. 1.014 Assessment. November 14, 2001.
5. 1.016 LCTCS Cross-Enrollment Policy. November 14, 2001.
6. 1.020 Academic Status. Fall, 2003.
7. 1.023 LCTCS Policy on Non-Traditional Credit. December 12, 2001
8. 1.025 Articulation. May 11, 2011.
9. 1.028 Academic Renewal. February 14, 2002.
10. 1.029 Disclosure of Degree Program Transferability. August 14, 2002.
11. 1.036 Cross-Enrollment Agreement between System Institutions, July 9, 2003.
12. 5.025 Tuition Discounts and Waivers. August 10, 2005.

Timeline: Many of the policies listed above have already been implemented. Additional policies under review will be implemented by spring semester 2012.

Subsequent Delta Policies

Delta's Student Handbook (2008 – 2010) lists current policies which complement the LCTCS policies and promote student retention, persistence, and graduation. The current *Student Handbook* is being updated for printing in the 2011-2013 academic years.

1. 4.01:01 The right to participate in academic, co-curricular and extracurricular activities and benefit functions of the College.
2. 4.01:04 The right to a formal appeals procedure by which reconsideration of an action by the College through one of its employees, which adversely affects a student may be requested.
3. 4.02 Responsibilities of Students
4. Satisfactory Academic Progress Policy (Delta Student Handbook)
5. Mandatory referral to Student Success Center for at-risk students (Spring 2012)
6. Early intervention procedure for excessive absence/poor early course performance (Spring 2012)

Timeline: Subsequent Delta policies addressing retention, persistence, and graduation have already been implemented or in the process of being implemented. Additional strategic discussions regarding developmental coursework, mandatory referral to Student Success Center, and early intervention strategies for at risk students are under consideration and will be developed during the fall 2011 semester.

Delta's current College Catalog includes Policies and Procedures addressing the following areas which also parallel the LCTCS policies listed above and address the challenges our students face in completing programs and degrees. These include: Academic Load, Attendance, Grading, Probation/Suspension, Incomplete grades, Scholastic Honors, Degree, Certificate, and Program Requirements, General Education Outcomes Assessment, Graduation Requirements, Course Descriptions, Hardship Waivers of Tuition and Fees, and many others designed to promote student success. The Policies can be obtained in hardcopy or online at www.ladelta.edu/documents/publications/academiccatalog1011.pdf .

Delta's new facility is state of the art and addresses student technology needs in laboratories and classrooms. All classrooms in the 135,000 square foot facility are equipped with symposiums (interactive screens for writing electronic notes and for recording audio

synchronized data files) and projectors. Both buildings are equipped with wi-fi and Compressed Video capability throughout. The Advanced Technology Center is equipped with over \$750,000 of state of the art, hands-on industrial equipment focusing on Process Technology and Advanced Manufacturing.

Developmental Coursework Revisions

To enhance student success and improve graduation rates, Delta has instituted changes to Developmental Reading, English and Mathematics. Beginning in the fall 2011 semester, a pilot program will be implemented whereby developmental math students required to take both Math 095 and 099 will be able to complete both courses by enrolling in a total immersion mathematics course. The class meets four days a week, two hours per day, taught by the same instructor. Our studies show that students who take developmental math in shortened summer sessions passed at a higher rate than students in a regular semester course due to the intensified exposure in the total immersion experience. A similar “best practice” is employed by the U.S. State Department and Military to successfully teach foreign language in a short period of time.

1A i 1st to 2nd year retention rate.

Element Reference		Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
Attachment D 4-year university, 2-year college, technical college - Year 1 Annual Report Louisiana Community and Technical College System Institution: Louisiana Delta Community College Date:												
GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets												
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%	46.6%	46.9%	47.2%	47.5%
			Actual Baseline Data: # in Fall 08 Cohort	297		343						
			# retained to Fall 09	137		136						
	ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	na							
			Actual Baseline Data: # in Fall 07 Cohort									
			# retained to Fall 09									
	iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
			Actual Baseline Data: # in Fall 08 Cohort									
			# retained to Spring									
	iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	9.4%	9.9%	10.0%	10.4%	10.9%	11.4%	11.9%	12.4%
			Actual Baseline Data: Fall revised cohort (total)	85		92						
			completers <=150% of time	80		9						
	v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	na							
		optional	Actual Baseline Data: 2008-09 undergrad FTE									
			completers (undergrad)									
	vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	na							
		optional	Actual Baseline Data: 2008-09 undergrad FTE									
			awards (duplicated)									
	vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na							
		optional	Actual Baseline Data: # of Fall 02 FTF (cohort)									
			completers <=150% of time									
b.	i.	Targeted ***	Percent Change in program completers (+/-)**									
			Certificate - 1 yr (Award level 1)	2008-09 AY	1	0	3	3	4	5	6	7
			Associate (Award level 2)	2008-09 AY	8.8%	3.3%	2.2%	3.3%	4.4%	5.5%	6.6%	
				2008-09 AY	91	99	99	93	94	95	96	97

Response:

Delta had traditionally reported high retention rates, averaging 60.4% for the previous five years, achieving the highest retention in the system in 2006 – 2007 (66.5%). After SACS accreditation Delta became eligible for Pell Awards in the fall of 2009. Knowing that larger numbers of academically challenged students would be enrolling, Delta projected a lower retention rate for its GRAD Act baseline. Unfortunately the adjustment was not enough to compensate for the influx of at-risk students. Given the history of success rates of Pell Grant Recipients, Delta has already begun discussion on ways to help these students succeed.

As a result of the increased numbers of students requiring additional support, Delta has put in place programs and services to address these students’ needs in order to increase their retention rate. These include a comprehensive orientation session for first-time, full time students, a student success course, and access to peer and faculty tutoring in the college’s new Student Success Center. Delta continues to provide course advising from full-time faculty for all students.

1A ii 1st to 3rd year retention rate – NA

1A iv Same institution graduation rate – Delta’s same institution graduation rate was 12.9% .

1A v Graduation Productivity –

Completers in 2008 - 2009	
Certificates	2
Associate	92
Completers 2009 - 2010	
Certificates	2
Associate	99
Completers 2010-2011	
Diploma	38
Certificates	23
Associates	125

1A vi Award Productivity –

Completers in 2008 - 2009	
Certificates	2
Associate	92
Completers 2009 – 2010	
Certificates	2
Associate	99
Completers 2010-2011	
Diploma	38
Certificates	23
Associates	125

Response:

Few certificates were awarded in 2008 – 2009 and 2009 – 2010 because students were not eligible for Pell Awards if they enrolled in certificate programs. Following the consolidation with Tallulah/Lake Providence LTCs, Delta made a request to the Department of Education to allow Pell Grant Awards to certificate seekers pursuing certificates requiring 30 or more hours of college credit. For that reason we anticipate awarding more certificates in the future.

Delta also instituted a policy change, effective January 2011, to actively check the progress of Associate Degree students who may have met the qualifications for a Certificate of General Studies enroute to receiving the Associate Degree. The chart above shows that Delta awarded 23 certificates this year because of the policy changes.

In addition to producing academic completers the Workforce Development Program at Delta provides training for industry needs. The table below shows the workforce training completers for 2010-2011.

2010 – 2011 Workforce Training Completers			
Training Provided	Attempted	Completers	Pass Rate
Asbestos Abatement	4	4	100%
Asbestos Worker Refresher	4	4	100%
Certified Manufacturing Specialist	237	166	70%
Power Safe Testing	71	71	100%
OSHA 10	21	21	100%

Forklift Safety	10	10	100%
Advanced Hydraulics	7	7	100%
Advanced Pneumatics	8	8	100%
Specialized Excel Access	12	12	100%
Post Emergency Oil Spill Cleanup	353	352	99.7%

1A vii Statewide Graduation Rate – 13.33%

(<http://as400.regents.state.la.us/pdfs/grate/grs0304.pdf>)

Fall 2002 Cohort	
Cohort Size	Graduates
NA	4
Fall 2003 Cohort	
Cohort Size	Graduates
NA	6

1A viii Percent of freshmen admitted by exception – NA

1A ix Median Professional School Entrance Exam – NA

Response:

Delta began its inaugural semester in fall 2001 with 232 students. Enrollment increased to 280 in fall 2002 and 568 in fall 2003. Delta did not have a computerized record keeping system; and therefore cannot identify a first-time, full-time cohort.

Delta admits no students by exception since we are an open admissions institution. We also have no professional school for which entrance exams are required.

The LCTCS has adopted policy statements regarding achieving graduation rates and productivity goals that are consistent with institution peers. Additionally the LCTCS Board adopted a proposal developed by Chief Academic and Student Affairs within the system that recommends revising operational definitions and measures that would increase graduation rates that would better reflect the mission of Technical and Community Colleges.

With the consolidation with LTC Tallulah/Lake Providence, Delta has been reviewing policies and procedures that might present a hindrance to achieving better graduation and retention rates. These reviews to enhance success include but are not limited to: articulation, course placement, developmental education requirements, and student financial aid policies and procedures. Committee recommendations are due August 1, 2011.

Currently Delta has ongoing meetings to define the use of the *Plato* supplementary learning software and its relevance to improving the success rate of students in a non-face-to-face teaching environment. The English and Reading Departments have combined Reading into the Developmental English courses, thus aligning us with current course descriptions at ULM, GSU, and Louisiana Tech. This puts us in a better position to teach the Developmental Education requirements for the area four-year institutions as they transition away from offering these courses.

Delta has partnered with the Ouachita Parish School Board’s GED Program. The administrators and teacher are housed in Delta’s Eastgate facility. The Ability To Benefit Exam is administered to prospective Delta students at this site. A Crosswalk was developed to allow GED students to enroll in the Work Keys Program at Delta. Upon completion students are “work ready” or can enroll in a College program at Delta.

1B. Increase the percentage of program completers at all levels each year.

Percent Change in completer from baseline year, per award level

Completers in 2008 – 2009	
Certificate (1-yr.)	2
Associate	92
All Awards	94
Completers in 2009 – 2010	
Certificate (1-yr.)	2
Associate	99
All Awards	101
Calculated % increase over baseline	7.5%

year	
Completers in 2010 – 2011	
Certificate (1-yr.)	23
Diplomas	38
Associate	125
All Awards	186
Calculated % increase over previous year	84.2%

Response:

The large increase in the number of Certificates in the 2010 – 2011 academic year is due to the approval by the Department of Education to award Pell Grants for students seeking Certificates, as stated earlier. The increase in diplomas is a result of the consolidation with Tallulah/Lake Providence LTC. Prior to the consolidation, Delta offered no diploma programs.

Prior to the development of the AA - LT and AS - LT this past year, associate degrees did not transfer well to state universities. Students realized that transferring courses beyond those listed on the BOR Matrix (i.e. general education courses) was not without risk, and many students exited Delta before completing the associate degree. The new transfer degrees will enhance transfer options for students and encourage completion of the associate's degree before transfer, thereby significantly raising the number of degree completers at Delta.

Other factors contributing to students transferring to four-year universities prior to completing the Associate Degree are: (1) the close proximity of four-year universities in the region -- ULM (6 miles), LTU (35 miles), and GSU (42 miles); (2) familial ties to the universities; and (3) students living in Union, western Ouachita, Lincoln, and Jackson Parishes are closer to LTU and GSU than to Delta.

As an example, 116 Delta students enrolled in the fall 2004 semester transferred to four-year universities in the state. Within six years of their enrollment at Delta these 116 students earned 45 Baccalaureate Degrees, 8 Associate Degrees, and 1 certificate. Only five of these students completed an Associate Degree prior to transfer.

Delta should also improve the number and percentage of award completers in the future as a result of the consolidation with LTC – Tallulah/Lake Providence. The College offered only two TCAs and two Certificates prior to the merger, 2010 – 2011. Delta is poised to be a “Comprehensive Community College” and can now offer a wide range of programs that include TCAs, Technical Certificates, Technical Diplomas, and Associate Degrees.

Research indicates that students enrolled in technical programs complete certificate and diploma programs at a higher rate than those seeking associate degrees. Technical awards are more attainable and can quickly lead to employment. This consolidation will lead to Delta’s producing larger numbers and percentages of certificate, program and degree completers.

1C. Develop partnerships with high schools to prepare students for post-secondary work.

Response:

Delta has spent a considerable amount of time developing relationships with Superintendents, Principals, and Counselors in our service area. The Chancellor has met with area Superintendents to cultivate opportunities for Delta to meet their needs while offering dual credit in their schools. Specifically, Delta is working with Monroe City Schools to align curriculum, provide advising, and enhance college readiness for graduates.

Delta has developed Dual Enrollment Agreements with the following public school systems in our region -- Caldwell, East Carroll, Franklin, Madison, Monroe City, Morehouse, Ouachita, Richland, Tensas, West Carroll, and other private parochial schools. Instruction is delivered in multiple settings, including on-campus classes, compressed video and high school delivery.

An evaluation tool of our teaching and support services was implemented in the fall of 2009, which gives an assessment of how our instructors and our dual enrollment coordinator perform and allows input for future needs.

Many of these students were considered “at risk” prior to their enrollment and the success earned in their initial post-secondary experience will encourage them to continue their education after high school. Some of these students are completing high school with 30 hours of college credit earned at Delta. Additionally Delta has partnered with Northwestern State University to implement an accelerated degree program whereby a high school student can earn 30 hours of college credit, attend Delta for one year, and complete a two-year degree,

and can then transfer to Northwestern and complete the four-year degree in two additional years.

Additional Student Success Programs

In addition to increasing measures of academic success/performance, licensure and certificate pass rates, the College invests resources to enhance student success through a variety of in-house programs through activities provided by Student Services. National studies show that students that participate in campus activities and programs have a higher retention rate and tend to be more successful academically.

The Career Services Department

1. Establishes and maintains a career services website with a Facebook link with job postings and career resources information.
2. Purchased and implements the “Kuder Journey” Online Career System for students with over 400 students’ using the system each semester.
3. Provides annual Career Fairs for student with over 25 employers participating each year since 2009.
4. Provides ongoing career workshops in classrooms and as open events: resume writing, job search strategies, mock interviews, dress for success, career research, and decision making. Over 400 students per semester use these services.
5. Purchased and implemented Kuder Journey Online Career System with 400 students using this system per semester.
6. Established contract with the Disney College Program for Louisiana and entered into partnership with GSU to allow Delta students to pursue employment with the Disney College Program. In the first semester of participation four students were placed.
7. Offers individual career counseling services, focusing on identifying academic and career goals.

8. Established on-campus job opportunities for students through the federal work-study program, resulting in 35 students jobs the first year.
9. Established partnerships with local, state, national employers by developing part-time, full-time internships and summer job opportunities for currently enrolled and graduating students. Posts and advertises over 30 jobs per semester.

In summary, national research from Noel – Levitz and CCSSE shows that student engagement in campus activities such as career exploration, student government activities, student counseling and disability services provides avenues and support which enhance student retention and degree completion. Delta uses Perkins funds to supplement disability purchases (Magic Wand Keyboard, Algebrator-Software Tutor, and Voice Recognition Software) for qualifying students

1C i Number of high school students enrolled –

High School Students Enrolled at Delta		
Semester	Unduplicated Headcount	Sections
Fall 2009	112	12
Spring 2010	146	18
Fall 2010	169	18
Spring 2011	274	31

1C ii Number of semester credit hours in which high school students enroll – In the spring 2011 semester Delta’s 274 high school students enrolled in 1,809 credit hours.

1C iii Number of semester credit hours completed by high school students – Delta’s 274 high school students received college credit for 1,521 of those hours, a pass rate of 84.1%.

1D. Increase passage rates on licensure and certification exams and workforce foundational skills.

1D i Passage rates on licensure/certification exams – 76% (73 out of 96)

Attempted	Passed	% Passed	Program
10	8	80%	LPN

86	65	75.6%	Certified Nurse Asst.
----	----	-------	-----------------------

1D ii Number of students receiving certifications –

(NA)*	Registered Nurses
156	Certified Manufacturing Specialist
27	Carpentry
1	Certiport Internet & Computing Core
(380)	WorkKeys
16	OSHA General Industry Safety Training Certification
12	National Retail Association Certification in Customer Service
1	Certificate of Technical Studies in Care and Development of Young Children
1	Welding
13	Bronze Ready Work Certificate
11	Silver Ready Work Certificate

*The initial cohort of Registered Nursing students at Delta is scheduled for graduation in December, 2011.

1D iii Number of students assessed and receiving WorkKeys certificates – 59 of 127 on the Delta Campus; 380 passed WorkKeys at Tallulah/Lake Providence prior to our consolidation in July 2010 (data verifying total attempts not available).

1D iv Other assessments and outcome measures for workforce foundational skills to be determined – Through a grant from the U.S. Department of Labor 180 individuals received Certified Manufacturing Specialist training. 156 (87%) successfully completed this Louisiana Industry Based Certificate program.

ARTICULATION AND TRANSFER (2)

2A. 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.

Response:

Louisiana Delta Community College is committed to working with its university partners to enhance student retention, completion, and transfer. LDCC is particularly focused on working with university partners to meet the needs of students who do not initially meet the admission policies for those universities.

In the fall of 2010, the Board of Regents adopted a revised Policy 2.18: *Minimum Requirements for Placement Into Entry-Level, College-Level Mathematics and English*. As instructed and in the spring of 2011, Louisiana Delta Community College adopted the placement scores in accordance with the revised policy. Note that these requirements are for placement purposes within associate degree programs at Delta.

The table below provides the placement/cut scores as revised by BOR and institutional policy.

Placement Score Requirements			
Effective Spring 2011			
	English 095	English 099	English 101
ACT Scores	0 – 13	14 – 17	18+
Compass	0 – 37	38 – 68	69+

	Math 095	Math 099	Math 105/110
ACT Scores	0 – 15	16 – 18	19+
Compass (Alg*)	0 – 25	26 – 39	40+

	Reading 095	Reading 099	Not Required
ACT Scores	0 – 13	14 - 17	18+
Compass	0 – 60	61 - 80	81+

*Delta uses Algebra scores for its placement domain on the Compass for Math, which exceeds the minimum standard set by the BOR.

Note: Effective summer 2011, after researching national trends and consultation with Louisiana Tech, ULM, and GSU, Delta re-designed its Developmental English 095 and 099 to include the reading component previously addressed in Reading 095 and 099. Delta has eliminated reading as a separate component. This will enable a smoother transition from the Two-Year to the Four-Year colleges after four-year admission requirements are met.

According to the National Center for Higher Education Management Systems' (NCHEMS) Information Center for Higher Education Policymaking and Analysis, Louisiana's Retention Rate for First-Time College Freshmen Returning Their Second Year is 44.5% (2008). The same source provides a national retention rate of 52.2% for this cohort. Delta's 2008-2009 fall-to-fall retention rate for first-time, full-time, degree-seeking students was 56.3%. The College's 2009 to 2010 fall-to-fall retention rate for first-time, full-time, degree-seeking students saw a decrease to 39.7%.

Policy/policies adopted by the management board

The Louisiana Community and Technical College System (LCTCS) has developed several policies designed to enhance student retention and improve graduation rates. These policies include but are not limited to policies that guide general admission requirements, academic amnesty, cross enrollment, academic honors, dropping courses, repeating courses, internal and external articulation, academic renewal, academic probation, and academic suspension. Additionally, Delta has developed institutional policies designed to promote student retention, persistence, and graduation. Examples of such policies include a requirement to attend orientation, a mandatory online tutorial for students enrolling in online coursework, limits on the academic load a student may carry, attendance requirements, and academic appeal procedures. Because attendance and engagement play a critical role in student success, the attendance policy for developmental courses is more stringent. Students may fail developmental courses for excessive unexcused absences.

Subsequent policy/policies adopted by the institution

Delta has drafted and implemented policies, procedures, and practices that are linked to LCTCS policy designed to enhance student retention and improve graduation rates. Examples of such policies include the following: Delta's Student Handbook (2008 – 2010)

lists current policies which complement the LCTCS policies and promote student retention, persistence, and graduation. The current *Student Handbook* is being updated for printing in the 2011-2013 academic years.

Delta's Student Handbook (2008 – 2010) lists current policies which complement the LCTCS policies and promote student retention, persistence, and graduation. The current *Student Handbook* is being updated for printing in the 2011-2013 academic years.

1. 4.01:01 The right to participate in academic, co-curricular and extracurricular activities and benefit functions of the College.
2. 4.01:04 The right to a formal appeals procedure by which reconsideration of an action by the College through one of its employees, which adversely affects a student may be requested.
3. 4.02 Responsibilities of Students
4. Satisfactory Academic Progress Policy (Delta Student Handbook)
5. Mandatory referral to Student Success Center for at-risk students (Spring 2012)
6. Early intervention procedure for excessive absence/poor early course performance (Spring 2012)

Delta's current College Catalog includes Policies and Procedures addressing the following areas which also parallel the LCTCS listed above and address the challenges our students face in completing programs and degrees. These include: Academic Load, Attendance, Grading, Probation/Suspension, Incomplete grades, Scholastic Honors, Degree, Certificate, and Program Requirements, General Education Outcomes Assessment, Graduation Requirements, Course Descriptions, Hardship Waivers of Tuition and Fees, and many others designed to promote student success. The Policies can be obtained in hardcopy or online.

Delta's new facility is state of the art and addresses student technology needs in laboratories and classrooms. All classrooms in the 135,000 square foot facility are equipped with symposiums (interactive screens for writing electronic notes and for recording audio synchronized data files) and projectors. Both buildings are equipped with wi-fi and Compressed Video capability. The Advanced Technology Center is equipped with over \$750,000 of state of the art, hands-on industrial equipment.

All of Delta's first-time students are required to enroll in Academic Seminar 100, a one-credit hour course focusing on Study Skills and orientating the new student to the academic

tools Delta has available: Tutoring Center, Library, Online Library, student email, Joule Access, Student Access Computer Room, Individual Study rooms, etc.

All students requiring two or more developmental class must enroll in Academic Seminar 101, a three-hour course which contains the curricular material as Academic Seminar 100, but allots more time to modeling study methods, listening skills, and note taking.

Developmental Coursework Revisions

To enhance performance Delta has instituted changes to Developmental Reading, English and Mathematics. Beginning in the fall 2011 semester a pilot program whereby developmental math students required to take both Math 095 and 099 will be able to complete both courses by enrolling in a total immersion mathematics course. The class meets four days a week, two hours per day, taught by the same instructor. Our studies show that students who take developmental math in shortened summer sessions passed at a higher rate than students in a regular semester because of the intensified exposure in the total immersion experience. This practice is used by the U.S. State Department and Military to teach foreign language in a short period of time.

Developmental Reading 095 and 099 have been embedded as a component of Developmental English 095 and 099, effective summer 2011. To accommodate the expanded curriculum, Developmental English 095 and 099 have been lengthened from three hours to four hours. This parallels national trends and the needs of the three area universities we support.

Other Articulation Opportunities

Because of changes from the BOR establishing the transfer degree, Delta redesigned its comprehensive advising process to align with the Louisiana Transfer Degree requirements. Students pursuing the Louisiana Transfer Degrees will now be advised by faculty who teach in the content areas of the degrees and have been trained in transfer requirements.

Delta is offering college courses at the high school whereby students can obtain up to 30 hours of college credit while still in high school.

As the number of students enrolling in online courses through LCTCS Online and Delta increases the need for mandatory orientation is essential for student success in these classes.

Delta and Northwestern State University have partnered to develop an accelerated degree program for high school students. Students may earn up to 30 college hours as high school dual enrollment students, transfer to Delta and complete the associate degree in one year; then transfer to Northwestern to complete the Bachelor's Degree in two additional years.

As per directive from System President, Dr. Joe May, Delta has intensified its recruiting efforts to enroll students in LCTCS Online courses. This allows students to take courses in which they otherwise could not enroll due to geographic challenges, employment limitations, and course availability. Delta has exceeded target enrollments for LCTCS Online in both 2010 and 2011.

In the fall 2010 semester Delta expanded its course offerings to Northeast Louisiana Technical College so LTC students could receive the general education courses needed to complete degrees at the Technical College. This provides more LTC students with access to A.A.S. degrees on their home campus.

Timeline for Activities to Improve Retention/Graduation

Activity	Implementation Date
Reading embedded in Dev. English	Summer 2011
Pilot Developmental Math Immersion	Fall 2011
Re-Design Comprehensive Advising Model	Fall 2011
Expand Number of H.S. students w/College Credit	Fall 2010/Ongoing
Mandatory Orientation for Online Students	Ongoing
Design accelerated degree for H.S. students	Fall 2011
Increase participation in LCTCS Online Courses	Ongoing
Partner with NELTC to provide Gen. Ed. courses	Fall 2010/Ongoing

Delta’s current College Catalog includes Policies and Procedures addressing the following areas which also parallel the LCTCS listed above and address the challenges our students face in completing programs and degrees. These include: Academic Load, Attendance, Grading, Probation/Suspension, Incomplete grades, Scholastic Honors, Degree, Certificate, and Program Requirements, General Education Outcomes Assessment, Graduation Requirements, Course Descriptions, Hardship Waivers of Tuition and Fees, and many others designed to promote student success. The Policies can be obtained in hardcopy or online.

1. 4.01:01 The right to participate in academic, co-curricular and extracurricular activities and benefit functions of the College.
2. 4.01:04 The right to a formal appeals procedure by which reconsideration of an action by the College through one of its employees, which adversely affects a student may be requested.
3. 4.02 Responsibilities of Students
4. Satisfactory Academic Progress Policy (Delta Student Handbook)

2B. Provide feed-back to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Grambling State University and Delta signed a memorandum of understanding, April 11, 2011, to provide developmental coursework in the summer to students who have not met the selective admissions requirements for Grambling State University. Additionally, beginning 2012 students not admissible to GSU may fulfill the requirement to be a transfer student to

GSU by enrolling at Delta and completing the appropriate prerequisites. These students will receive dual acceptance letters upon entrance to Delta. LDCC is currently engaged in negotiating a similar agreement with ULM, and initial plans call for the transition of developmental coursework from ULM to Delta beginning with the spring semester, 2012.

Also, Delta and Northwestern State University have partnered to develop an accelerated degree program for high school students. Students may earn up to 30 college hours as high school dual enrollment students, transfer to Delta and complete the associate degree in one year; then transfer to Northwestern to complete the Bachelor's Degree in two additional years. As part of this initiative Northwestern will provide feedback information on these students to Delta including, academic standing and graduation results.

Delta entered into an agreement with the National Student Clearinghouse to receive Student Tracker information in order to better identify those students who transition from Delta to four-year universities. This will allow Delta to monitor the progress and success of our transfer students. It is difficult to obtain academic information from our regional universities because their transfer students are not coded as Delta transfers; they are coded "transfers from a Louisiana College."

Delta has developed specific referral agreements with ULM and Grambling State University. ULM refers its students seeking post-secondary education opportunities who do not meet their selective admission requirements to Delta for developmental coursework and a minimum of 12 hours of 100/200 level coursework to prepare them for the rigors of its programs. Grambling has developed a referral system which generates an email referral which is routed to Delta's Dean of Enrollment Services for follow-up.

Additionally, students who are suspended from ULM are referred to Delta to repair their grade point average and ultimately return to ULM without losing credit hours or time out of school.

2B ii Number of baccalaureate completers that began as a transfer student with an associate degree -

Reporting the fall 2004 first-time cohort with data obtained from the National Student Clearinghouse, 19 students received Associate Degrees from Delta, 15 transferred to four-year institutions, and 5 (26.3%) completed a Bachelor's Degree within six years.

However, an additional 124 students from that cohort transferred to Universities and Community Colleges in Louisiana and out state prior to earning an Associate’s Degree. These students earned 41 Bachelor’s Degrees, 8 Associate Degrees, and 1 certificate within six years of entering Delta (the Bachelor’s Degree completion rate of 33% for students transferring without an A.S. was higher than that of students earning the A.S. prior to transfer.). This information more accurately describes the accomplishment of the community college’s mission – Students complete “their” goals and move on.

Transfers with Associate Degrees earning a B.S./B.A. within six years.

Cohort	A.S. from Delta	Transferred	B.S./B.A.
2004	19	15	5

Students transferring without Associate Degrees earning a B.S./B.A. within six years.

Cohort	Transferred Without A.S.	Associate Degree	B.S./B.A.
2004	124	8	41

2C. Develop referral agreements with four-year universities to redirect students who fail to qualify for admission into the university.

Delta has developed specific referral agreements with ULM and Grambling State University. ULM refers its students seeking post-secondary education opportunities who do not meet their selective admission requirements to Delta for developmental coursework and a minimum of 12 hours of 100/200 level coursework to prepare them for the rigors of its programs. Additionally, students who are suspended from ULM are referred to Delta to repair their grade point average and ultimately return to ULM without losing credit hours or time out of school.

Delta has strengthened its partnership with area institutions and worked to increase feedback from these institutions regarding student referrals, and the success of students who begin matriculation at the Delta and continue at 4-year colleges. For example,

- Delta has developed specific referral agreements with ULM and Grambling State University. ULM refers its students seeking post-secondary education opportunities, who do not meet their selective admission requirements, to Delta for developmental coursework and a minimum of 12 hours of 100/200 level coursework to prepare them for the rigors of its programs. A formal electronic referral form is expected to be in place by August 2011.
- Additionally, students who are suspended from ULM will be referred to Delta to repair their grade point average and ultimately return to ULM without losing credit hours or time out of school.
- Grambling has developed a referral system which generates an email referral which is routed to Delta's Dean of Enrollment Services for follow-up.
- Grambling State University and Delta signed a memorandum of understanding, April 11, 2011, to provide developmental coursework in the summer to students who have not met the selective admissions requirements for Grambling State University. Additionally, beginning fall 2012 students not admissible to GSU may fulfill the requirement to be a transfer student to GSU by enrolling at Delta and completing the appropriate prerequisites. These students will receive dual acceptance letters upon entrance to Delta.

Types of progress to be tracked on students referred to Delta and those students who begin matriculation at Delta and move on to 4-year colleges include retention, graduation rates and job placement.

2C i Number of students referred – GSU referred 25 students for enrollment in summer 2011. ULM referred six for summer enrollment.

2C ii Number of students enrolled – Three of the 25 students referred by GSU enrolled for Summer classes at Delta.

Response:

Delta has a favorable referral relationship with ULM for students that do not meet their selective admissions criteria and for students that are suspended from ULM. In the past referrals were accomplished by phone call or verbal directives to the student.

Delta has asked ULM to send formal referrals in the future so they can be tracked for student enrollment. The formal referral is scheduled for implementation in August, 2010. On March 16, 2011 key faculty and staff from ULM came to the Delta campus for ULM at Delta Day. ULM provided food, T-Shirts, and ULM faculty taught Delta students as guest lecturers. Discussion was held regarding Flight Path software to facilitate the transfer of credit.

2D. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Response: Delta has collaborated with ULM, GSU, LTU, and Northwestern to implement articulation and transfer agreements. In compliance with R.S. 17:361, Delta implemented the AS-LT and AA-LT degrees beginning in the fall semester 2010. Students already enrolled in the Associate of General Studies and Associate of Science degrees already existing were individually advised of the new degrees and many migrated to the new degrees. Data is not yet available to address the results of transferring from Delta to the four-years institutions in the newly developed AS-LT, AA-LT, and the AST Programs. In addition to these transfer degrees Delta has established 11 2+2 Degrees with ULM, two with LTU, two with NSU, and course by course articulation with these three and Grambling State University.

Additionally, Delta benefits from a number of agreements that have been negotiated at the system level including agreements with Ashford University, Kaplan University, Regis University, Western Governors University, and the University of Phoenix.

Delta is currently developing an articulation agreement with ULM whereby Business Management 201 and Business Marketing 201 will be accepted for transfer credit as 300 level courses at ULM.

Delta students will take the ULM final exam in those classes as the final exam for the Delta class. The ULM Registrar will transcript the Delta credit as a Departmental Challenge Exam at ULM and award the credit as ULM credit. This is a tremendous benefit to Delta students as they no longer have to repeat the class after transfer to ULM.

2D i Number of students enrolled in a transfer degree program –

The Associate of Arts-Louisiana Transfer Degree and Associate of Science-Louisiana Transfer Degree became available in the 2010 Fall Semester. Students were given the option of completing their current degree programs or changing to the transfer degree.

Currently 73 students are enrolled in the Associate of Science-Louisiana Transfer Degree and 81 opted to complete the old degree. Thirty students are enrolled in the Associate of Arts-Louisiana Transfer Degree while 17 opted to complete the old degree. These numbers will likely change during advising for the summer or fall sessions.

The Associate of Science in Teaching is a relatively new degree at Delta. Currently there are 70 students enrolled in the pre-teaching curriculum and 13 have been admitted to the professional program. No graduation rates have been established for this degree.

2D ii Number of students completing a transfer degree – No one has completed either designated Transfer Degree since they only became available in the 2010 Fall Semester.

2D iv Number of baccalaureate completers that began as a transfer student with a transfer associate degree – None.

WORKFORCE AND ECONOMIC DEVELOPMENT (3)

3A. 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.

Louisiana Delta Community College is committed to workforce and economic development as a central portion of its mission. This commitment is evidenced by the significant number of programs offered at the college as well as in the inclusion of an Advanced Technology Center, focused on workforce development, at the new campus

3A i Number of programs eliminated – 2: Associate of Arts in Liberal Arts, and Associate of Science in General Science.

Description of the institution’s current review processes to identify academic programs that have low student completion rates or are not aligned with current strategic workforce needs.

Delta regularly meets with representatives of the Workforce Investment Boards Areas 81, 82, and 83 to ascertain increasing and decreasing occupational demands. As the WIBs lack detailed knowledge of economic development initiatives in the region that may require “ramp-up” opportunities, Workforce Development relies heavily on relationships within the Louisiana Department of Economic Development, FastStart, and the Northeast Louisiana Economic Alliance. (Delta provides office space for the Alliance in the Workforce Development *Advance Technology Center*.)

Delta also maintains advisory boards of various industrial groups such as healthcare, process technology, and manufacturing. The college is also a member of the Northeast Louisiana Manufacturing Council.

All academic programs are reviewed internally on a three-year cycle, with review by the Vice-Chancellor of Academic Affairs and the Chancellor.

Description of the institution’s collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current strategic workforce needs.

Through a continuing relationship with LWC, LED, and area economic development agencies, Delta has initiated several programs responsive to regional needs. LWC, through WIB 81, provided funding, as well as office and classroom space for the college to respond to a critical need for process technologists at a local chemical plant – ANGUS Chemical Company. Through the collaboration of WIB 81, ANGUS and Delta, the only process technology program north of I-10 was implemented in less than three months. The program has continued to meet specified needs of the process industry and has received recognition from the Center of the Advancement of Process Technology and the Gulf Coast Process Technology Alliance.

When the need for CNC (Computer Numeric Control) operators was identified as critical for the Monroe plant of Gardner-Denver-Thomas, Delta obtained the first Rapid Response Grant. Delta's rapid response to the needs of the company was credited by both the governor and the secretary of economic development as a key element in the company's decision to consolidate all of its operations in Louisiana. Another example of Delta's ability to rapidly respond to industry needs was the training of 352 individuals for post-emergency clean-up following the BP Oil Spill.

Responding to the identified need of skilled employees by the Northeast Louisiana Economic Alliance, Delta implemented Certified Manufacturing Specialist training. This program has been key to industrial expansion in the area with some companies requiring all potential employees to obtain certification prior to employment and others giving preference to completers. Delta recently approved the program as a TCA offering.

Delta faculty and key level administrators annually review program and degree enrollment, retention, and completion data to determine the continued need and viability of each academic program and exit points. The Associate of Applied Science Degree in Business Technology, and Care and Development of Young Children, both have active advisory committees that meet twice yearly.

These committees are composed of employers and subject matter experts who review program content related to curriculum, equipment, technology, learning resources, and best practices. Any program with low completer issues is reviewed through its committee and Delta administrators to determine program re-alignment or closure.

In collaboration with LED’s FastStart organization, Delta recently installed an integrated, flexible manufacturing system. The unit, the only one of its type in Louisiana, was acquired through FastStart at a cost of \$425,000. The unit along with other equipment established the college as the most advanced manufacturing training facility in the state.

Description of how the institution has worked to modify or initiate new programs that meet current or future strategic workforce needs.

In designing Delta’s new campus, a separate structure, the Advanced Technology Center was built – currently the most advanced industrial training facility in the state. Design of the structure as well as program offerings are initiated based on input from industrial partners and needs identified by LED and LWC.

In collaboration with FastStart Delta is developing educational modules for use with the new integrated flexible manufacturing system. The first of these modules is scheduled for implementation in the fall 2011 semester.

Delta and the Northeast Louisiana Technical College are developing an articulation program whereby the technical college’s Instrumentation Students can transfer into Delta’s PTEC Program. As the result of an industry identified need for employees with more skills than those traditionally provided through the LCTCS’s Industrial Maintenance Program, Delta has applied for a grant that would partner Delta, Northeast LTC, and Louisiana Tech University in the development of an Engineering Technology Program.

3A ii Number of programs added or modified – 3: Associate of Arts-Louisiana Transfer Degree, and Associate of Science-Louisiana Transfer Degree. Process Technology was changed from a concentration within the Associate of General Studies Program to an Associate of Applied Science in Process Technology. Each of these changes occurred in the 2010-2011 Academic year.

Programs Eliminated	Programs Added or Modified
Assoc. of Arts in Liberal Arts	Associate of Arts - Louisiana. Transfer Degree
Associate of Science in General Science	Associate of Science – La. Transfer Degree
	Assoc. of App. Science – Process Technology

3A iii Percent of programs aligned with workforce and economic development needs – 78% of the programs offered at Louisiana Delta Community College are directly aligned with workforce and economic development needs. These include: LPN, Certified Nursing Assistant, Diesel Powered Equipment Technician, Welding, Automotive Technology, Associate of Business Technology, Business Office Technology (ACCT), Business Office Technology (Medical Office), Business Office Technology (Gen. Bus.), Carpentry, Information Communication Technology, Care and Development of Young Children, Registered Nursing, and Process Technology.

Programs that are exceptions to direct alignment with workforce and economic development are the Associate of Science – Louisiana Transfer Degree, Associate of Arts – Louisiana Transfer Degree, Associate of General Studies, and the Associate of Science in Teaching.

3B. Increase use of technology for distance learning to expand educational offerings.

Description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes.

Response:

In developing the Advanced Technology Center, Delta took into consideration of the unique and complex issues associated with industrial training in Northeast Louisiana. The 12 parishes of the region represent the most rural area of Louisiana. In the 11 parishes outside Ouachita Parish, population density averages only 28 people per square mile.

The ATC includes a designated distance learning room, as well as mobile compressed video units on both floors. Through the efforts of Delta's IT Department, quality broadcasts can be provided in any area of the building, including around specialized training equipment. Through a Philadelphia Excellence grant and a Community-based Job Training grant, Delta has acquired nearly 180 industrial training modules, some including virtual labs, which allow training throughout the region.

Although virtual labs will not replace actual “hands-on” time, it reduces the amount of hands-on required for proficiency, thereby making training more affordable and practical for persons throughout the region. In collaboration with Louisiana Tech University, Delta and Tech and developed capabilities for customized distance learning training production.

Delta will be producing “mini-modules” associated with remedial courses through funding provided by Northeast Louisiana Workforce, Inc. Funding is through a five year grant to prepare low income people for healthcare occupations. As part of that grant, Delta’s IT Department has designed a special reporting program that allows WIB case managers to intervene on a monthly basis for students in the program that are not meeting expectations.

Additionally, Delta transitioned to Joule as an online course platform. This platform provides the student a flexible learning centered tool to manage their online and face to face interactions with faculty and other students, as well as providing a user friendly product for faculty development of online and blended courses. Joule is not only a cost saving option for the institution, it also provides the ability for our instructors to monitor student engagement and success in meeting learning outcomes for each course.

Delta also has partnered with Bossier Parish Community College to allow BPCC to offer their Respiratory Therapy Program via compressed video on the Delta Campus, allowing students in the region to receive a critically needed degree not offered in this area. Delta offers the general education courses for these students while the professional courses are taught by BPCC.

Participation in LCTCS Online courses continues to increase each semester since summer 2010. This allows students to access courses that otherwise would be unavailable to them due to distance, funding shortages, or classroom space availability. For example, Delta has 240 enrolled or pending students enrolled in LCTCS online courses for summer and fall, 2011, and has already exceeded targeted goals for enrollment by over 71%.

For the first time spring 2011, Delta no longer mailed hardcopy grades to students, saving postage, paper, and labor, resulting in significant cost savings to the college and providing students with immediate access to their grades and academic status through a technological expansion in our student information system.

3B i Number of course sections with 50% and 100% instruction through distance education – 82, including classes offered through LCTCS Online. Delta’s Coordinator of

eLearning is a Certified Peer Reviewer for *Quality Matters*. In addition to training Delta's online instructors she has participated in online course reviews for seven other institutions.

3B ii Number of students enrolled in courses with 50% and with 100% instruction through distance education – 950 students taking 2,836 SCHs.

3B iii Number of programs offered through 100% distance education – Two – Students registering for LCTCS Online through Delta can complete the requirements for the *Associate of Arts Louisiana Transfer/Humanities* or the *Associate of Arts Louisiana Transfer/Social Science* and receive their Associate Degree from Delta.

3D. 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.

Response:

To support our students in obtaining employment, Delta has hired a Career Counselor. The Career Services Department at Delta is responsible for offering many services to assist student in preparing for and obtaining employment. That department provides the following services:

1. Establishes and maintains a career services website with a Facebook link with job postings and career resources information.
2. Purchased and implements the “Kuder Journey” Online Career System for students with over 400 students’ using the system each semester.
3. Provides annual Career Fairs for student with over 25 employers participating each year since 2009.
4. Provides ongoing career workshops in classrooms and as open events: resume writing, job search strategies, mock interviews, dress for success, career research, and decision making. Over 400 students per semester use these services.
5. Purchased and implemented Kuder Journey Online Career System with 400 students using this system per semester.

6. Established contract with the Disney College Program for Louisiana and entered into partnership with GSU to allow Delta students to pursue employment with the Disney College Program. In the first semester of participation four students were placed.
7. Offers individual career counseling services, focusing on identifying academic and career goals.
8. Established on-campus job opportunities for students through the federal work-study program, resulting in 35 students jobs the first year.
9. Established partnerships with local, state, national employers by developing part-time, full-time internships and summer job opportunities for currently enrolled and graduating students. Posts and advertises over 30 jobs per semester.

3D i Percent of completers found employed – In the Workforce Development Program 85% of Certified Manufacturing Specialist completers are employed.

Academic Programs	
Programs	Per Cent Employed
Process Technology	A tracking System is being put in place to track this measure
Business Technology	A tracking system is being put in place to track this measure
Care and Development of Young Children	A tracking system is being put in place to track this measure
Workforce Development Programs	
Certified Manufacturing Specialist	85%

3D ii Increasing the performance of associate degree recipients who transfer –

Through data obtained from the National Student Clearinghouse, 116 Delta students enrolled in the fall of 2004 transferred to institutions within the state while 21 transferred out of state. Only 15 of the 116 completed an Associate Degree prior to transferring. Within six years of entering Delta, these students had earned 45 Bachelor’s Degrees and 6 Associate Degrees.

INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY (4)

4C. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

Louisiana Delta Community College is one of the most efficient colleges in the LCTCS, providing the citizens of Northeast Louisiana cost-effective access to higher education. LDCC's total expenditures per weighted FTE is \$3,020, third lowest in the LCTCS.

4C i Total tuition and fees charged to non-resident students – Total tuition and fees for a full-time Non-Resident is \$4,396 per year. LDCC has a plan in place to raise non-resident tuition to \$7,444, the current SREB average.

Response:

Annual Plan for increasing non-resident tuition

Delta will comply with the College Non-Resident Tuition Increase Plan that was adopted by the LCTCS on January 27, 2011. According to this plan, member institutions will increase non-resident tuition over six years so that it is equal to the SREB average of \$7,444. The table below outlines the plan for Delta's tuition increase over the next 6- year period.

Impact on Enrollment and Revenue

Current data show only 0.87% of Delta's students are out of state. Therefore, effects on enrollment and revenue from increased tuition rates will be negligible.

LCTCS College Proposed Plans for Increasing Nonresident Tuition								
LOUISIANA COMMUNITY & TECHNICAL COLLEGES		Year 1 Current Annual Non-Resident Tuition + Fees for 12 SCH's per semester	Recommended Year 2	Recommended Year 3	Recommended Year 4	Recommended Year 5	Recommended Year 6	SREB Non- Resident Target of \$7,444
Acadiana Technical College	Tuition	\$1,939	\$2,380	\$3,025	\$3,969	\$5,367	\$7,444	
	% annual inc.		22.7%	27.1%	31.2%	35.2%	38.7%	
Baton Rouge Community College	Tuition	\$5,631	\$6,122	\$6,452	\$6,782	\$7,112	\$7,444	
	% annual inc.		8.7%	5.4%	5.1%	4.9%	4.7%	
Bossier Parish Community College	Tuition	\$4,746	\$5,460	\$6,138	\$6,890	\$7,724	\$8,648	
	% annual inc.		15.0%	12.4%	12.3%	12.1%	12.0%	
Capital Area Technical College	Tuition	\$1,848	\$2,967	\$4,086	\$5,205	\$6,324	\$7,444	
	% annual inc.		60.6%	37.7%	27.4%	21.5%	17.7%	
Central Louisiana Technical College	Tuition	\$1,944	\$3,044	\$4,144	\$5,244	\$6,344	\$7,444	
	% annual inc.		56.6%	36.1%	26.5%	21.0%	17.3%	
Delgado Community College	Tuition	\$5,892	\$6,207	\$6,522	\$6,837	\$7,152	\$7,467	
	% annual inc.		5.3%	5.1%	4.8%	4.6%	4.4%	
Elaine P Nunez Community College	Tuition	\$4,948	\$5,447	\$5,946	\$6,446	\$6,945	\$7,444	
	% annual inc.		10.1%	9.2%	8.4%	7.7%	7.2%	
Louisiana Delta Community College	Tuition	\$4,396	\$4,836	\$5,488	\$6,140	\$6,792	\$7,444	
	% annual inc.		10.0%	13.5%	11.9%	10.6%	9.6%	
L.E. Fletcher Tech. Community College	Tuition	\$4,104	\$4,772	\$5,440	\$6,108	\$6,776	\$7,444	
	% annual inc.		16.3%	14.0%	12.3%	10.9%	9.9%	
Northeast Louisiana Technical College	Tuition	\$1,888	\$2,999	\$4,110	\$5,221	\$6,332	\$7,444	
	% annual inc.		58.8%	37.0%	27.0%	21.3%	17.6%	
Northshore Technical College	Tuition	\$1,933	\$3,035	\$4,137	\$5,239	\$6,342	\$7,444	
	% annual inc.		57.0%	36.3%	26.6%	21.1%	17.4%	
Northwest Louisiana Technical College	Tuition	\$1,852	\$3,010	\$4,118	\$5,226	\$6,334	\$7,444	
	% annual inc.		62.5%	36.8%	26.9%	21.2%	17.5%	
River Parishes Community College	Tuition	\$5,414	\$5,770	\$6,149	\$6,554	\$6,985	\$7,444	
	% annual inc.		6.6%	6.6%	6.6%	6.6%	6.6%	
South Louisiana Community College	Tuition	\$4,580	\$5,038	\$5,542	\$6,096	\$6,736	\$7,444	
	% annual inc.		10.0%	10.0%	10.0%	10.5%	10.5%	
SOWELA Tech. Community College	Tuition	\$3,914	\$4,391	\$5,104	\$5,861	\$6,590	\$7,444	
	% annual inc.		12.2%	16.2%	14.8%	12.4%	13.0%	
South Central LA Technical College	Tuition	\$1,928	\$3,031	\$4,134	\$5,237	\$6,340	\$7,444	
	% annual inc.		57.2%	36.4%	26.7%	21.1%	17.4%	

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

Measure of Revenue Increases per Student per Year			
2009-2010 (Baseline)	Non-Resident Tuition	SREB Average	Difference
2010-2011	\$3,924	\$7,444	- \$3,520
2011-2012	\$4,396	\$7,444	- \$3,048

4D. 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:

- a) Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.
- b) Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.
- c) 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.
- d) 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.
- e) Having a high level of research productivity and technology transfer.

Response:

Although Delta does not have a designated and approved center of excellence, the College offers specialized training that involves partnerships between the institution and business and industry. For example, Delta's Process Technology program was developed in direct response to a request from Dow Chemical to train process technicians for its ANGUS

Chemical plant operation in Sterlington, La. Since its inception, the program has been converted to an AAS degree, with additional industry support from Entergy and Eastman Corporation. The recent addition of Certified Manufacturing Specialist and Advanced Manufacturing programs position LDCC to become a Center of Excellence for Advanced Manufacturing, particularly given the growth of manufacturing in the area in recent years, and the anticipated location of Next Autoworks in Monroe.

4D i Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions – Delta trained 352 unemployed individuals in shoreline cleanup during the BP disaster.

Delta contracted with Coastal Professional Co. to provide customized training for **12** employees in Microsoft Excel and Access.

Through a grant from the U.S; Department of Labor Delta **180** individuals received Certified Manufacturing Specialist training. **156** successfully completed the Louisiana IBC program.

4D ii Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development – Delta’s Certified Manufacturing Specialist training provides core skills for advanced manufacturing jobs. Delta’s CMS curriculum provides the skill set required for **85%** of the jobs being recruited to Louisiana through Louisiana Economic Development. Louisiana Fast Start chose Delta as the site for training on the state’s only Flexible Integrated Assembly System, which trains students employment in a variety of manufacturing processes, including the anticipated Next Autoworks facility in Monroe, Lamb Wesson’s sweet potato processing facility in Richland Parish, and Gardner Denver’s pump assembly plant in Monroe.

Delta’s Process Technology program produced 5 graduates in the fall 2010 semester and 7 students are scheduled to graduate in spring 2011. Three of the five December graduates are employed in the field. The program currently has 27 declared majors.

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, 2,500. An increase of 52.53%. All of Delta’s students are undergraduates.

B. *Number of instructional staff members* – 108 staff members, 80.7 FTEs.

C. *Average class student-to-instructor ratio* – 20.1 to 1.

D. *Average number of students per instructor* – 21.4

E. *Number of non-instructional staff members in academic colleges and departments* – 41 staff members, 40.5 FTEs.

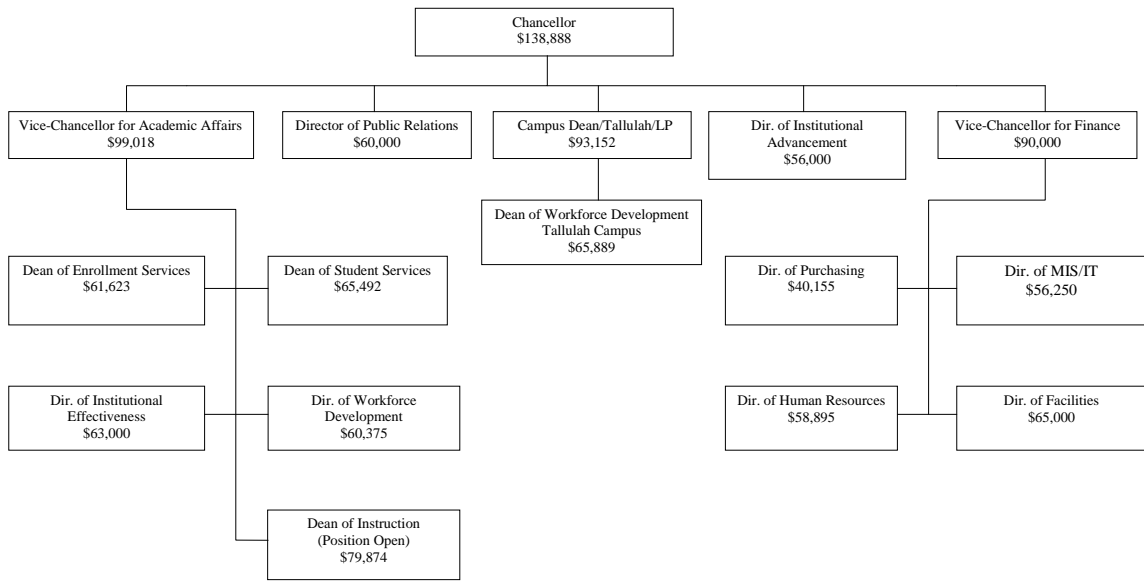
F. *Number of staff in administrative areas* – 15 administrative staff members, 15 FTEs.

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.*

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

Position	Salary	Increases since June 30, 2008
Chancellor	\$138,888	None
Vice-Chancellor for Academic Affairs	99,018	None
Vice-Chancellor for Finance	90,000	None
Campus Dean/Tallulah/Lake Providence	93,152	None
Director of Public Relations	60,000	None
Director of Institutional Advancement	56,000	None
Dean of Student Services	75,292	None
Dean of Enrollment Services	61,623	None
Dean of Workforce Development/Tallulah	65,889	None
Dean of Instruction (Open Position)	(79,874)	None
Director of Institutional Effectiveness	63,000	None
Director of Workforce Development	60,375	None
Director of Facilities	65,000	None
Director of Human Resources	58,895	None
Director of MIS/IT	56,250	None
Director of Purchasing	40,155	None

Louisiana Delta Community College



None of the individuals in the above positions have had pay increases since June 30, 2008.

Appendix 2C 1

MEMORANDUM OF AGREEMENT

BETWEEN
LOUISIANA DELTA COMMUNITY COLLEGE
AND
GRAMBLING STATE UNIVERSITY

Louisiana Delta Community College (hereinafter referred to as Delta) and Grambling State University (hereinafter referred to as GSU) enter into the following agreement governing the matriculation at GSU. Students would receive a dual acceptance letter stating that upon successful completion of the required developmental course work at Delta, the student will be admitted to GSU. Additionally, both colleges agree to develop and provide services and processes that are in the best interest of students and to collaborate on grant opportunities that would serve students. This agreement is aligned with the Board of Regents Master Plan.

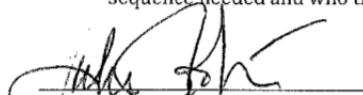
This opportunity will allow students to attend GSU as soon as the developmental education course sequences are completed at Delta. The terms listed below are permanent beginning Fall Semester 2011, but are subject to modification or termination upon agreement by both parties.

During the period of this agreement, Delta will:

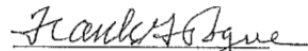
- Admit students to Delta during the summer months who meet admissions requirements and who plan on transferring credits to GSU in the Fall semester once the required Developmental Courses are completed.
- Employ and provide, where necessary, qualified faculty to teach Developmental English, Math, and Reading Courses for transfer to GSU.
- Charge students the tuition and fee rate of Delta students.
- Provide an office space on the Delta campus for a GSU recruiter to engage students regularly who plan to transfer to GSU.
- Provide an opportunity for the GSU Army ROTC program to provide sections of MS 101 and MS101L to students at Delta who intend to transfer to GSU.
- Give GSU personnel access to students enrolled at Delta but who intend to transfer to GSU and have identified themselves as such.

During the period of this agreement, GSU will:

- Refer all students who have applied for admissions to GSU and have one or more developmental requirements which must be met over the summer before they can be fully admitted to Delta.
- Work closely with Delta to schedule courses and to assist Delta in registering students for the specific courses offered by Delta for transfer to GSU.
- Provide a Transfer Analyst to be housed on the Delta campus on a weekly basis to recruit and facilitate a smooth transition for students who wish to transfer to GSU.
- Admit those Delta students who have successfully completed the developmental course sequence needed and who then meet GSU admissions standards; and notify Delta of such.



Luke Robins, Chancellor
Louisiana Delta Community College



Frank G. Pogue, President
Grambling State University

4.1.11

Date of Signing

Appendix 2C Referral

Carey Stickney

From: Carey Stickney
Sent: Wednesday, April 27, 2011 4:02 PM
To: 'brownmarlivia@yahoo.com'
Subject: FW: Marlivia Brown - Fall Application Status

Ms. Brown,

Ms. Annie Moss, Director of Admissions at Grambling State University, sent me a copy of your conditional acceptance letter to Delta/GSU. As your letter from Grambling stated, Delta and Grambling are collaborating to provide you with the necessary developmental courses so that you will be eligible to enroll at Grambling for the Fall 2011 semester.

In order for you to enroll in classes at Delta this summer, you must complete the application for admission (available on our website at www.ladelta.edu under Admissions) and provide Delta with your ACT/SAT scores, immunization information, copy of your drivers' license or legal ID and your official high school transcript if it is not available through the Board of Regents Student Transcript System. If you need assistance with the application process, please contact me or Ms. Regina Wafer at 345-9125.

Registration for the summer sessions will be held May 25-26 at Delta and classes begin on May 31st. Please plan to participate in this registration if you wish to pursue the developmental courses. Tuition and fees must be paid at the time of registration. If you anticipate receiving financial aid for the summer, please contact Ms. Kim Bruce, Assistant Director of Financial Aid, at (318) 345-9147.

Welcome to Delta for the Summer 2011 sessions!

Carey C. Stickney

Dean of Enrollment Services
Louisiana Delta Community College
7500 Millhaven Rd.
Monroe, LA 71203
318.345.9130

From: Annie Moss [<mailto:mossa@gram.edu>]
Sent: Wednesday, April 27, 2011 2:46 PM
To: brownmarlivia@yahoo.com
Cc: Carey Stickney
Subject: Marlivia Brown - Fall Application Status



Marlivia Brown

Name: Marlivia Brown

1