



South Louisiana Community College

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Know. Know How.

April 30, 2014

Dr. Monty Sullivan, President
Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, LA 70806

Dear Dr. Sullivan,

Please find attached for your review and approval South Louisiana Community College's 2014 GRAD Act Annual Report. This report is submitted in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature. Included are the following documents:

- Student Success Narrative
- Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- Hard copy of Regents online GRAD Act data report
- Attachment D
- IBC reporting requirements

The college point of contact for this information is Charles Miller, Ph.D. He can be reached at (337) 521-8990 or via email at charles.miller@solacc.edu.

Sincerely,

A handwritten signature in blue ink that reads "Natalie Harder".

Natalie Harder, Ph.D.
Chancellor

South Louisiana Community College



GRAD Act Performance Objectives Student Success

2014 Annual Report

April 30, 2014

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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.

South Louisiana Community College (SLCC) exceeded three of the college's five Student Success targeted measures. First to second year retention performance improved by 3.8 percentage points from Year 3 and exceeded the Year 4 target. Same institution graduation rates also improved from 5.2% to 9.6%, exceeding the Year 4 target set for this measure. Percent change in program completers at the Associate degree level exceeded the college's target by 14.2 percentage points.

Reporting year performance on percent change in program completers below the Associate degree level fell below the target established for this measure. However, performance on this measure for the most recent two years (average = 21.7%) exceeded average performance for prior reporting years (average = 21.3%), indicating an acceptable level of performance on this measure for the reporting year. Reasons for a decline in reporting year performance on this measure are as follows:

- *Decrease in Technical Student Enrollment.* Fall 2010 enrollment on the campuses of the former Acadiana Technical College (ATC) totaled more than 5,000 students. Enrollment on those same campuses dropped to 4,150 in Fall 2011 and 3,550 in Fall 2012. A variety of factors contributed to this enrollment decline, including impact of the merger of ATC and SLCC, challenges associated with implementation of the Banner Student Information System, and Technical Program Redesign (see below).

The reduction in total number of students entering technical programs over the past three years has subsequently reduced the total number of students eligible to earn degree credentials in those programs. The vast majority of certificates awarded by SLCC are in the technical program areas, so fewer students enrolled in those programs over time resulted in fewer certificates being awarded in the reporting year.

- *Technical Program Redesign.* With the merger of ATC and SLCC, a comprehensive overhaul of technical programs was launched. Low enrollment programs on individual campuses were eliminated and program offerings were consolidated among the seven technical campuses of the former ATC to improve institutional efficiency and instructional productivity. Additionally, moratoriums were placed on enrollment in a number of technical programs based on the availability of suitably qualified faculty. Collectively, these actions had an impact on the total number of students in the technical degree seeking cohort and, subsequently, the total number of credentials awarded.

Award productivity performance for the reporting year fell 0.03 points below the target for this measure. However, award productivity levels for the most recent two years (average = 0.35) exceeds average performance for prior three years (average = 0.29), indicating an acceptable level of performance on this measure for the reporting year. Award productivity levels in the reporting year were clearly impacted by the factors delineated above. Given the decline in technical program enrollment, a comparable decline in annual undergraduate FTE for the college would be expected. This was not the case for SLCC in the current reporting year. Declines in technical program FTEs were more than offset by FTE gains in non-technical degree programs and non-degree seeking student instruction. Consequently, the college's award productivity measure was negatively impacted by this shift in FTE hour production from technical to non-technical program instruction.

The college's performance in the number and percent change in program completers at the Associate degree level provides evidence that SLCC successfully continues to pursue the goal of improving program completion and award rates. The college's performance with regard to completions at the less than Associate degree level and, subsequently, award productivity during the reporting year are a reflection of a fundamental redesign of the offerings of the college and not an indication of inattention to the college's fundamental charge of successfully producing completers.

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

Policies Continued/Adopted

South Louisiana Community College follows policies set forth by the Louisiana Community and Technical College System (LCTCS) and as well as the institution itself. These policies promote student success opportunities through recognition of student achievement and completion of degree programs. LCTCS policies to help students acquire a degree include amnesty from past attempts in postsecondary education; cross enrollment opportunities for students with schedule conflicts; awarding credit for past experiences and/or certifications; credit for high school courses that meet articulation agreements; and dual enrollment opportunities.

The LCTCS policies include:

- 1.002 Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates. Effective date: May 10, 2000.
- 1.006 Academic Amnesty. Effective date: October 10, 2002.
- 1.010 Program Assessment of Effectiveness. Effective date: March 14, 2001.
- 1.014 Assessment. Effective date: November 14, 2001.
- 1.016 Cross Enrollment. Effective date: November 14, 2001.
- 1.020 Academic Status. Effective date: Fall 2003.
- 1.023 Non-Traditional Credit. Effective date: December 12, 2001.
- 1.025 Articulation. Effective date: December 12, 2001.
- 1.028 Academic Renewal. Effective date: February 14, 2002.
- 1.029 Disclosure of Degree Program Transferability. Effective date: August 14, 2002.
- 1.036 Cross Enrollment Agreement Between System Institutions Inter-Institutional Cross-Enrollment Form. Effective date: July 9, 2003.
- 5.025 Tuition Discounts and Waivers. Effective date: August 10, 2005.

SLCC also adheres to policies set by the Louisiana Board of Regents [[Board of Regents Policies](#)]. These policies address matters directly related to student success. For example, the Board stipulates minimally acceptable placement test scores in mathematics, reading and English. Again, these policies are the policies of SLCC and are implemented effective with their passage by Regents.

During the reporting year, SLCC adopted Policy BO 300 – Hardship Waiver of Tuition and Fees Policy – effective August 1, 2012 – supporting student retention and completion. SLCC also continued to follow a procedure adopted at the time of the ATC/SLCC merger, allowing former ATC students enrolled prior to the merger to complete their degree program at the tuition prices set by the former ATC. This ensured that no ATC student prior to the merger would be hindered from completion of their program based on changes in tuition rates resulting from the merger

Initiatives Implemented

During the reporting year, SLCC launched a number of initiatives supporting Student Success college-wide.

- *Curriculum Redesign.* A comprehensive review of degree programs in the college was launched during the reporting year. Programs were evaluated to determine how they might be streamlined to reduce the number of credit hours for completion and to identify opportunities for additional program exit points. Many of the college's technical programs were semesterized, providing clear paths for student progress and more timely completion of these programs.

- *Redesign of Student Support Services.* A complete redesign of SLCC's Student Support Services area was completed. The college established a Student Success Center which offers advising for incoming students and non-degree seeking students, tutoring services for all SLCC students, Disability Services, and testing. Services offered by the Student Success Center were extended to all SLCC campuses in the Acadiana region. The college also appointed a Director of Student Activities to coordinate student organization and student life activities. Collectively, these and other changes to the college's Student Services area are directly tied to goals of increasing student retention and completion.
- *Redesign of College Administrative Structure.* In response to the merger of ATC and SLCC, the college's administrative structure was completely realigned during the reporting year. The appointments of vice chancellors, deans, department chairs, and program coordinators were made with the goal of optimizing academic program support, efficiency, effectiveness, and accountability.
- *Special Initiatives.* During the reporting year, the college launched three special initiatives to that will directly impact Student Success. Taskforces were appointed to investigate and generate recommendations in the following areas:
 - *Learning Foundations.* This taskforce evaluated SLCC's developmental education offerings and options for improving success rates and more timely completion of developmental education requirements. Findings of this taskforce were reported April 2014.
 - *College Success.* This taskforce is charged with evaluating SLCC's College Success course offering. The taskforce is considering course content and structure which will optimize its applicability and effectiveness for future SLCC students. Findings of this taskforce are expected Fall 2014.
 - *15 Is Full-Time.* This taskforce investigated benefits and challenges of encouraging students to enroll 15 hours per semester in order to complete programs in a timely manner. Findings of this taskforce were reported April 2014 and a number of recommendations by this group have already been addressed by the college.

Initiatives Continued

In order to enhance student retention, students in the entering cohort are assigned to full-time faculty advisors. Students in the retention cohort were clearly identified to ensure that advisors paid special attention to contacting and advising these students. Advisors also worked proactively with degree-seeking students with more than 30 credit hours to guide these students toward graduation. Additionally, academic advisors worked with the large number of students identifying themselves as degree seeking transfer students not planning to complete their degrees with SLCC to encourage them to earn an associate degree before transferring to a four-year institution.

Staff from the LEAs and SLCC meet regularly to discuss ways to strengthen dual enrollment. Career Coaches have also been employed by the SLCC to assist high-school students to identify career goals and utilize resources to accomplish the goals. In addition to collaboration on career diploma implementation, LEA's and SLCC partner on numerous activities to educate students on options available at the postsecondary level. These include but are not limited to the following:

- 1) Campus tours by middle and high school students
- 2) SLCC participation in high school career days
- 3) Awarding of SLCC credentials to dually enrolled students upon high school graduation (AGS, TCA, CTS and TD)

In 2008, SLCC partnered with the Lafayette Parish School System (LPSS) to establish the first Early College Academy (ECA), or middle college, in Louisiana. The ECA is a partnership enabling secondary school students to simultaneously earn a high school diploma and an associate degree. This associate degree is fully articulated with the University of Louisiana at Lafayette (ULL) and is transferrable state-wide. In 2013, Lafayette Parish Schools committed \$1 million to the construction of a new building on SLCC's Lafayette campus that will include a dedicated wing for the Early College Academy. SLCC and LPSS's long-term goal is to grow ECA enrollment to 1,000 students.

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

During the reporting year, SLCC's Office of Institutional Effectiveness generated historical trend data for all degree programs including program enrollment, retention, and completion measures. The college's Associate Vice Chancellor of Institutional Effectiveness then met with deans, campus coordinators, and department chairs to provide guidance on the analysis and interpretation of trend data provided. Program administrators evaluated the performance of each program by campus and college-wide and reported results to the President's Cabinet. Based on these analyses, program redesign (as described earlier) was initiated. Programs were consolidated, suspended or terminated if past and anticipated performance indices pointed to the need for these changes.

During the reporting year, SLCC also completed a comprehensive redesign of its academic program review process. Beginning in 2014 and into the future, SLCC academic program reviews will include a comprehensive assessment of program curriculum, student performance, and personnel characteristics to ensure the viability, effectiveness, and relevance of all academic degree programs.

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

During the reporting period, SLCC continued with the implementation of the Banner student information management system and associated COGNOS data reporting software. This system has provided faculty and staff with a wider range of student information than was available in SLCC's legacy systems and supports student performance monitoring and retention efforts college-wide.

South Louisiana Community College re-focused efforts to maintain a central repository for compiling and sharing information on student program progress information. A dedicated drive on the college's intranet [career degree plan on 'apollo\faculty-staff shared\ faculty departments' (K:)], developed in reporting year 2, allows sharing of all student advising information including degree program audits assessing student progress to applicable exit points. SLCC's new Student Services team has targeted efforts to ensure that all information shared in this depository is complete and up-to-date.

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

Each SLCC degree program has an advisory committee which meets once or more each academic year. Included in agenda of these committee meetings is the assessment of student performance in the respective degree program. Additionally, SLCC's accreditation cycle has provided the College with a continuous feedback from program/discipline accreditation agencies on its performance in meeting program objects in preparing students.

Success of transfer students is reported to SLCC by 4-year institutions in the State via reports of transfer-in rates and subsequent student performance at those institutions.

Performance Objective 1: Element a.

Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Measures - Targeted

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

Year 1 & 2 actual performance levels are based on combined SLCC & ATC Associate Degree seeking student retention. Year 4 target exceed by 1.8 percentage points.

| Entering Cohort Year | Actual Year 1 2009-10 | Actual Year 2 2010-11 | Actual Year 3 2011-12 | Actual Year 4 2012-13 | Target Year 5 2013-14 | Target Year 6 2014-15 |
|-------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|
| Retention Rate - Target | | | 48.7% | 49.1% | 49.5% | 50.0% |
| Retention Rate - Actual | 52.7% | 45.1% | 47.1% | 50.9% | | |
| Fall cohort count | 463 | 628 | 577 | 662 | | |
| Retained following Fall | 244 | 283 | 272 | 337 | | |

1.a.ii. 1st to 3rd year retention rate: *Not applicable to South Louisiana Community College*

1.a.iii. Fall to Spring retention rate: *Not applicable to South Louisiana Community College*

1.a. iv. Same institution graduation rate

All data and targets based on cohorts established prior to merger of SLCC and ATC. Target exceeded by 6.0 percentage points.

| Year | Baseline 2008-09 | Actual Year 1 2009-10 | Actual Year 2 2010-11 | Actual Year 3 2011-12 | Target Year 4 2012-13 | Target Year 5 2013-14 | Target Year 6 2014-15 |
|-------------------------|---------------------|--------------------------|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|
| Target | | 2.2% | 2.7% | 3.1% | 3.6% | 4.1% | 4.6% |
| Actual | 1.6% | 7.4% | 6.3% | 5.2% | 9.6% | | |
| Fall cohort count | 247 | 203 | 269 | 306 | 313 | | |
| Completers in 150% time | 4 | 15 | 17 | 16 | 30 | | |

1.a. v. Graduation Productivity: *Not a target measure for South Louisiana Community College*

1.a.vi. Award Productivity

Baseline, Year 1 & Year 2 actual performance levels are based on combined SLCC & ATC awards and FTE. Average performance for most recent two years (0.35) exceeds average performance for prior three years (0.29).

| Year | Baseline 2008-09 | Year 1 2009-10 | Year 2 2010-11 | Year 3 2011-12 | Year 4 2012-13 | Year 5 2013-14 | Year 6 2014-15 |
|------------------------------------|---------------------|-------------------|-------------------|-------------------|--------------------------|-------------------|-------------------|
| Target | | | | 0.34 | 0.36 | 0.38 | 0.40 |
| Productivity Ratio - Actual | 0.29 | 0.27 | 0.31 | 0.37 | 0.33 | | |
| Number of Awards | 1,441 | 1,591 | 1,893 | 2,080 | 1,609 | | |
| FTE | 5,002 | 5,834 | 6,164 | 5,608 | 4,898 | | |

1.a.vii. Statewide graduation rate: *Not a target measure for South Louisiana Community College*

1.a.viii. Percent of freshmen admitted by exception:
Not applicable to South Louisiana Community College

1.a.ix. Median professional school entrance exam score:
Not applicable to South Louisiana Community College

Performance Objective 1: Element b.
Increase the percentage of program completers at all levels each year.

Measures - Targeted

1.b.i. Percent change in completers: from the baseline year, per award level

Year 3 targets renegotiated (increased) based on SLCC / ATC merger and actual performance of the institutions in Years 1 & 2. Year 4 target met for Associate Degrees.

| Associate Degrees | Baseline 2008-09 | Actual Year 1 2009-10 | Actual Year 2 2010-11 | Actual Year 3 2011-12 | Actual Year 4 2012-13 | Target Year 5 2013-14 | Target Year 6 2014-15 |
|--------------------------|---------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------------|-----------------------------|-----------------------------|
| Increase – Target | | 0.4% | 1.3% | 36.9% | 47.9% | 58.4% | 68.9% |
| Increase – Actual | | 8.7% | 26.0% | 68.5% | 62.1% | | |
| Awards – Target | | 228 | 230 | 300 | 324 | 347 | 370 |
| Awards – Actual | 219 | 238 | 276 | 369 | 355 | | |

1.b.i. Percent change in completers: from the baseline year, per award level (continued)

Percent change in total awards at Less Than Associate Degree Year 3 targets renegotiated (increased) based on SLCC / ATC merger and actual performance of the institutions in Years 1 & 2. Average actual performance in Years 3 & 4 (21.7%) exceeded the average performance for prior reporting years (21.3%), indicating acceptable performance on measure based on this evaluation method.

| Diplomas | Baseline 2008-09 | Actual Year 1 2009-10 | Actual Year 2 2010-11 | Actual Year 3 2011-12 | Actual Year 4 2012-13 | Target Year 5 2013-14 | Target Year 6 2014-15 |
|--------------------------|---------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|-----------------------------|-----------------------------|
| Increase – Target | | 0.2% | 0.4% | 27.2% | 31.3% | 35.2% | 39.3% |
| <i>Increase – Actual</i> | | 1.0% | 23.3% | 38.7% | 17.6% | | |
| Awards – Target | | 512 | 513 | 650 | 671 | 691 | 712 |
| <i>Awards – Actual</i> | 511 | 516 | 630 | 709 | 601 | | |

| Certificates | Baseline 2008-09 | Actual Year 1 2009-10 | Actual Year 2 2010-11 | Actual Year 3 2011-12 | Actual Year 4 2012-13 | Target Year 5 2013-14 | Target Year 6 2014-15 |
|--------------------------|---------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|-----------------------------|-----------------------------|
| Increase – Target | | 0.3% | 0.6% | 38.3% | 39.4% | 40.3% | 41.4% |
| <i>Increase – Actual</i> | | 19.8% | 37.3% | 38.3% | -5.3% | | |
| Awards – Target | | 642 | 644 | 885 | 892 | 898 | 905 |
| <i>Awards – Actual</i> | 640 | 767 | 879 | 885 | 606 | | |

| ALL LESS THAN ASSOCIATE | Baseline 2008-09 | Actual Year 1 2009-10 | Actual Year 2 2010-11 | Actual Year 3 2011-12 | Actual Year 4 2012-13 | Target Year 5 2013-14 | Target Year 6 2014-15 |
|------------------------------------|---------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|-----------------------------|-----------------------------|
| Increase – Target | | 0.3% | 0.5% | 33.4% | 35.8% | 38.1% | 40.5% |
| <i>Increase – Actual</i> | | 11.5% | 31.1% | 38.5% | 4.9% | | |
| Awards – Target | | 1,154 | 1,157 | 1,535 | 1,563 | 1,589 | 1,617 |
| <i>Awards – Actual</i> | 1,151 | 1,283 | 1,509 | 1,594 | 1,207 | | |

Performance Objective 1: Element c.

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

Measures – Descriptive

1.c. High School Dual Enrollment 2012- 13

| Term | Students Enrolled | Hours Enrolled | Hours Completed |
|---------------------|-------------------|----------------|-----------------|
| Fall 2012 | 1,581 | 9,617 | 8,884 |
| Spring 2013 | 1,418 | 7,668 | 7,124 |
| Academic Year Total | 2,999 | 17,285 | 16,008 |

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

| Institution | Academic Year | | | | |
|---------------------|---------------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Academic Year Total | 2,420 | 2,985 | 3,589 | 2,722 | 2,999 |

1.c.ii. Number of semester credit hours in which high school enroll: by semester/term

| Institution | Academic Year | | | | |
|---------------------|---------------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Academic Year Total | 12,335 | 14,925 | 12,790 | 12,816 | 17,285 |

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

| Institution | Academic Year | | | | |
|---------------------|---------------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Academic Year Total | 11,281 | 14,083 | 11,936 | 12,307 | 16,008 |

Performance Objective 1: Element d.

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

Measures - Tracked

Passage rate on licensure exams for the reporting year continued to be exceptionally high (89.2%) for the college as a whole. Despite declines in technical program enrollment, the college has been able to maintain the total number of professional licenses and industry-based certifications earned by SLCC students.

1.d.i. Passages rates on licensure exams

| Institution | Academic Year | | | | |
|---------------------------|---------------|---------|---------|---------|--------------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Former SLCC | 75.1% | 79.5% | 90.0% | | |
| Former ATC | 84.5% | 88.7% | 93.1% | | |
| Combined Weighted Average | 79.9% | 82.2% | 91.1% | 93.2% | 89.2% |

1.d.ii. Number of students receiving licensure certification(s): program and/or discipline related

| Institution | Academic Year | | | | |
|-------------|---------------|---------|---------|---------|------------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Former SLCC | 163 | 358 | 398 | | |
| Former ATC | 98 | 130 | 162 | | |
| Total | 261 | 488 | 560 | 1,351 | 908 |

1.d.iii. The number of students assessed and earning WorkKeys® certificates in each of the award levels (Bronze, Silver, Gold, Platinum) Workforce foundational skills

In prior reporting years, WorkKeys® assessment was included as part of a required course for all technical students (JOBS 2450). As a result of curriculum redesign, this course is no longer required of all technical program degree seeking students and the total number of assessments for the reporting year declined. However, pass rates during the reporting year did increase dramatically.

| | Academic Year | | | | |
|-----------------------------|---------------|---------|---------|---------|--------------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Total WorkKeys® Assessments | 689 | 550 | 519 | 630 | 169 |
| Platinum Certificates | 1 | 1 | 0 | 1 | 1 |
| Gold Certificates | 75 | 58 | 49 | 55 | 29 |
| Silver Certificates | 396 | 251 | 145 | 184 | 75 |
| Bronze Certificates | 217 | 44 | 66 | 89 | 30 |
| Total Certificates | 499 | 354 | 260 | 329 | 135 |
| Pass Rate | 72.4% | 64.3% | 50.0% | 52.2% | 79.9% |

South Louisiana Community College



GRAD Act Performance Objectives Articulation and Transfer

2014 Annual Report

April 30, 2014

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

South Louisiana Community College (SLCC) follows policies as set forth by the Louisiana Community and Technical College System. The following LCTCS policies address student retention and graduation rates:

1. Policy #1.004 – General Admission Policy Statement for First Time Freshman
2. Policy #1.005 – General Admission Requirements
3. Policy #1.006 – Academic Amnesty
4. Policy #1.1010 – Program Assessment of Effectiveness
5. Policy #1.014 – Assessment
6. Policy #1.016 – Cross Enrollment
7. Policy #1.018 – Academic Honors
8. Policy #1.023 – Non-Traditional Credit
9. Policy #1.025 – Articulation
10. Policy #1.028 – Academic Renewal
11. Policy #1.029 – Disclosure of Degree Program Transferability
12. Policy #5.025 – Tuition Discounts and Waivers
13. Policy #3.001 – Electronic Learning Statements and Initial Procedures

Note: Full content of these policies may be found here: [LCTCS Policies](#)

The SLCC Catalog has policies and procedures that relate to admission requirements, academic amnesty, course load recommendations, attendance, non-traditional credit, degree plans, transfer agreements, cross enrollment, developmental studies, learning labs, and the Academic Success Center. ([SLCC Catalog](#))

Student retention and graduation rate support is also provided through the services offered by the college's Academic Success Center. This center provides tutoring services and assistance to students with academic challenges.

The Associate of Arts Louisiana Transfer, the Associate of Science Louisiana Transfer, and the Associate of Science in Teaching degrees were created through statewide meetings of faculty from both community colleges and universities to assist Louisiana students in the transfer process. These three programs guarantee students beginning at community colleges transferability as a junior to Louisiana public universities, as long as the student completes the degree with a minimum of a 'C' in all courses and meets the university's eligibility standards for the junior level.

SLCC participated in the process of creating the statewide programs. SLCC meets periodically with representatives of four-year institutions (primarily University of Louisiana at Lafayette, UL-L) providing opportunities to address articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees. A UL-L transfer coordinator

is on-site at SLCC's Lafayette campus on a regularly-scheduled monthly basis and additionally as needed to address transfer issues as they arise. Advisors are also able to contact or refer students directly to the transfer coordinator at any time.

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

During the reporting year, SLCC and UL-L scheduled and conducted meetings with each articulation program area as to ensure that students transferring from SLCC are academically prepared to enter UL-L degree programs as a Junior-level student.

SLCC is a member of the National Student Clearinghouse. This allows the College to identify students and follow the progress of our students who transfer to other NSCH institutions, including University of Louisiana at Lafayette.

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

During the reporting year, UL-Lafayette (UL-L) and SLCC entered into a formal agreement establishing the *Ragin' Cajun Bridge Program*. Students applying to UL-L who do not meet all admissions requirements are eligible to enter the Bridge Program. Students in the program enroll at SLCC at least half-time each fall and spring semester until meeting the requirements for transfer to UL-L. Students qualify for a transfer to UL-Lafayette when they complete at least 24 credit hours and maintain a 2.5 grade-point average at SLCC.

While at SLCC, Bridge Program students' academic progress is tracked and program participants are required to meet with an academic adviser at least once a semester. Bridge Program participants are also granted all regular UL-L student privileges while enrolled at SLCC.

After transferring to UL-Lafayette, students will remain cross-enrolled at SLCC, making them eligible to receive a Certificate of General Studies upon earning 30 credits and an Associate degree after earning 60 credits as they continue to pursue a Bachelor's degree.

In fall 2013, 86 students sought entry into the Bridge Program. Of those 86, 84 enrolled for courses at SLCC that semester. Monitoring of the progress of these students and cohorts entering in subsequent semesters is on-going.

SLCC and UL-L periodically meet to consider course and program transfer agreements. The purpose of these meetings have been to enhance the number and success of transfer students between SLCC and UL-L and to improve the academic preparation of incoming first time freshmen. To achieve this purpose SLCC and UL-L are working together through the UL-L Transfer Task Force committee which began in the spring of 2011. As a result, a UL-L transfer coordinator on is regularly available on the SLCC campus to answer questions for students with regards to transfer.

SLCC and University of Louisiana at Lafayette faculty and staff engage in discussions to determine best practices for referral agreements. Topics addressed included:

- Pre-Transfer advising including the addition of a ULL transfer advisor regularly meeting with students on SLCC campus
- UL-L student privileges
- Common UL/SLCC application process for cross-enrolled students
- Students not meeting UL-L admission criteria are advised enter the Bridge Program or to enroll at SLCC to either complete developmental coursework or complete an associate degree then transfer to UL-L
- Scholarship opportunities for students in these categories

SLCC also participates in the statewide articulation process whereby general education courses are reviewed and articulated across the State. The Board of Regents Articulation Matrix aids in transferability of courses.

Performance Objective 2:

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

Measures – Targeted & Descriptive

2.d.i. Number of students enrolled in a transfer degree program - Targeted

In the reporting year, transfer degree declared majors increased 82% from the previous reporting year. Target set for reporting year was met.

| Program | Baseline 2008-09 | Year 1 2009-10 | Year 2 2010-11 | Year 3 2011-12 | Year 4 2012-13 | Year 5 2013-14 | Year 6 2014-15 |
|----------------------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Target | | | | 250 | 270 | 282 | 300 |
| Academic Year Total | n/a | 10 | 59 | 254 | 462 | | |
| AST | n/a | 10 | 12 | 40 | 51 | | |
| AALT | n/a | n/a | 32 | 121 | 186 | | |
| ASLT | n/a | n/a | 15 | 93 | 225 | | |

2.d.ii. Number of students completing a transfer degree - Descriptive

Limited number of transfer declared majors in Baseline and Year 1 resulted in limited number of transfer degree program graduates. It is anticipated that the number of transfer degrees awarded will increase in future reporting years in proportion to the reported increase in the transfer degree declared majors.

| Program | Academic Year | | | | |
|----------------------------|---------------|----------|----------|----------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Academic Year Total | n/a | 0 | 3 | 3 | 3 |
| AST | n/a | 0 | 0 | 0 | 0 |
| AALT | n/a | n/a | 2 | 3 | 1 |
| ASLT | n/a | n/a | 1 | 0 | 2 |

South Louisiana Community College



GRAD Act Performance Objectives Workforce and Economic Development

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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. | 1 |
| Performance Objective 3: Element a. Eliminate academic programs offerings that have low student completion rates or are not aligned with workforce needs..... | 1 |
| 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. | 1 |
| 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. | 2 |
| Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2012 Employment Outcomes Report. | 2 |
| Performance Objective 3: Element b. Increase use of technology for distance learning to expand educational offerings. | 3 |
| Improved technology/expanded distance learning offerings during the reporting year..... | 3 |
| Performance Objective 3: Element c. Increase research productivity especially in key economic development industries and technology transfer. | 4 |
| Performance Objective 3: Element d. Demonstrate progress in increasing the number of students placed in jobs..... | 4 |

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.

South Louisiana Community College has met targeted measures for this objective.

Performance Objective 3:

Element a. Eliminate academic programs offerings that have low student completion rates or are not aligned with workforce needs.

| | 2009-10 | 2010-11 | 2011-12 | 2011-12 |
|--|---------|---------|---------|----------------|
| Programs Eliminated as a result of institutional or BoR review | 0 | 1 | 2 | 3 |

2012-13: Barbering program terminated.
 Graphics/Desktop Publishing Associate Degree program terminated.
 Care & Development of Young Children Associate, Diploma, and Certificate programs terminated.

| | 2009-10 | 2010-11 | 2011-12 | 2011-12 |
|--|---------|---------|---------|----------------|
| Programs Added or Modified to Meet Workforce Needs | 1 | 2 | 1 | 1 |

2012-13: Registered Nursing Associate Degree Program approved by Board of Regents (new program).

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--|---------|---------|---------|----------------|
| Total Program Count | 9 | 9 | 32 | 31 |
| Count of Programs Aligned With Workforce Needs | 8 | 9 | 32 | 31 |
| Percent of Programs Aligned With Workforce Needs | 88% | 100% | 100% | 100% |

Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.

During the reporting year, SLCC’s Office of Institutional Effectiveness generated historical trend data for all degree programs including program enrollment, retention, and completion measures. The college’s Associate Vice Chancellor of Institutional Effectiveness then met with deans, campus coordinators, and department chairs to provide guidance on the analysis and interpretation of trend data provided. Program administrators then evaluated the performance of each program by campus and college-wide and reported results to the President’s Cabinet. Based on these analyses, programs were slotted for continuation, consolidation, suspension or termination based on past and anticipated performance indices.

South Louisiana Community College (SLCC) monitors the completion rates of transfer degree and general education programs as identified by the Board of Regents. This information is analyzed by the campus Institutional Effectiveness Office to determine the reason for the low completion rate and to identify the need for program continuation or termination.

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.

During the reporting period SLCC secured approval of all required governing bodies to offer a new program meeting a critical workforce need of the region and state. SLCC received full approval from the Board of Regents and the Louisiana State Board of Nursing to offer an Associate of Science in Nursing (ADN) degree program. This program will address the chronic shortage of nurses in the Lafayette and Acadiana region workforce. Final Board of Nursing approval is immediately pending and the initial cohort of students in this program is scheduled to enroll fall 2014.

Additionally, the college is also actively pursuing the development of two new degree programs in response to regional industry needs. New programs under development to be advanced for Regents' approval include Veterinary Technology and Helicopter Aviation.

All SLCC occupational programs are expected to host advisory committee meetings annually. These committees are comprised primary of representatives from business and industry. Committee members evaluate the curriculum for each program and determine its relevance to business and industry. Feedback from the advisory committee is used to ensure courses and programs are aligned with workforce needs.

During the reporting year technical programs/courses were modified based on feedback from business and industry, BoR mandates, and US Department of Education regulatory updates.

Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2012 Employment Outcomes Report.

Programs are reviewed by the WIB serving the region. Programs that do not meet the current workforce needs and do not meet minimum completion standards are not funded by the agency. This serves as a review of programs and prompts additional cause for discussion on program continuation. All existing SLCC programs have been granted WIB approval.

Tracking of students in the workforce by means other than the Employee Outcomes Report (EOR) was done during the reporting year in response to Perkins Funding reporting requirements. LCTCS secured student-level data for 2011-12 SLCC and ATC completers from the Louisiana Workforce Commission, allowing the institution to assess employment and median wages by program area. Additionally, LCTCS conducted follow-up surveys with completers not appearing in Workforce Commission data to determine current employment status. At the institutional level, data from direct follow-ups with technical program completers was also used as a third source for verifying employment status and wages of completers.

Performance Objective 3:

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

3.b.i. Number of course sections offered through distance education - Tracked

In the reporting year, criteria for designating course sections as “50% - 99% distance education” changed. Course sections involving video conferencing technology were no longer counted and included in this category as was the case in previous reporting years.

| Number of Course Sections | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------------------------------|---------|---------|---------|---------|-----------|
| College Total | 175 | 207 | 197 | 192 | 59 |
| 50% - 99% Distance Education | 115 | 145 | 135 | 132 | 6 |
| 100% Distance Education | 60 | 62 | 62 | 60 | 53 |

3.b.ii. Number of students enrolled in distance education courses - Targeted

Targets established for reporting year exceeded for both categories of distance education instruction considered.

| Number of Students Enrolled | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|---------|---------|
| Actuals College Total | 1,686 | 2,573 | 2,426 | 2,472 | 1,118 | | |
| 50% - 99% Distance Education | 899 | 1,650 | 1,527 | 1,510 | 124 | | |
| 100% Distance Education | 787 | 923 | 899 | 962 | 994 | | |
| Targets - College Total | | | | 425 | 450 | 475 | 500 |
| 50% - 99% Distance Education | | | | 86 | 90 | 95 | 100 |
| 100% Distance Education | | | | 339 | 360 | 380 | 400 |

3.b.iii. Number of degree programs offered through distance education - Tracked

| Number of Degree Programs | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------------------------------|---------|---------|---------|---------|----------|
| College Total | 0 | 0 | 0 | 0 | 0 |
| 50% - 99% Distance Education | 0 | 0 | 0 | 0 | 0 |
| 100% Distance Education | 0 | 0 | 0 | 0 | 0 |

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

With monies provided by a Perkins Career & Technical Education (CTE) Leadership Grant, a team from LCTCS is working on several projects designed to improve online instruction and enhance accessibility for CTE students. The project includes professional course re-design of 14 popular CTE courses. These courses will be available for any school within the system to use to get up and running quickly. In order to minimize the learning curve for at least 40 LCTCS CTE instructors, a six-week online teaching professional development course will be offered. All 700 LCTCS CTE faculty members will be invited to a one day workshop designed to motivate them and introduce them to online teaching. Other products in development are an app for student mobile access and gaming-style learning activities to complement high-quality faculty instruction. These resources will provide a jumpstart to several colleges in adopting online learning and will provide some variety and improved quality for other schools.

At the college level, SLCC has expanded use of the Tandberg video conferencing system with conferencing equipment installed in classrooms at all SLCC campuses. The Tandberg system allows

SLCC to offer course sections in these locations with a minimum enrollment as low as a single student without incurring the cost of a full section instructor salary.

Performance Objective 3:

Element c. Increase research productivity especially in key economic development industries and technology transfer.

While SLCC is not a research institution, it does seek to support Louisiana’s key economic development industries as demand and opportunities present themselves in the Acadiana region. For example, in December 2010 the University of Louisiana at Lafayette and CLECO announced plans to build a research center focused on exploring renewable energy sources. In anticipation of the workforce needs of this center as well as production facilities that will result from the center’s research, SLCC worked with ULL to launch the development of a program to provide the general and technical education that will be required of technicians working in these facilities. Enrollment in SLCC’s Alternative Energy and Process Technology Program began in fall 2012 of the reporting year.

Performance Objective 3:

Element d. Demonstrate progress in increasing the number of students placed in jobs.

The Board of Regents’ 2012 Employment Outcomes Report reported statewide employment rates by degree level eighteen months after degree completion for the 2009-10 academic year. SLCC’s 18-month employment rates exceeded state averages at all degree levels. SLCC’s 2009-10 completer overall employment rate exceeded the state average by 8.5 percentage points (75.8% vs. 67.3%, respectively). Additionally, employment rates increased for the 2009-10 cohort compared to the 2008-09 baseline year cohort.

2009-10 Program Completer Employment – 18 Months Following Degree Completion

| Degree Level | Number of Completers | SLCC % Employed | State Avg. % Employed |
|------------------------|-----------------------------|------------------------|------------------------------|
| Certificate (One Year) | 598 | 73.6% | 63.6% |
| Diploma | 510 | 80.0% | 66.3% |
| Associate | 240 | 72.5% | 71.1% |
| Total | 1,348 | 75.8% | 67.3% |

2008-09 Baseline Year Transfer Program Completer Employment – 18 Months Following Degree Completion (former SLCC only)

| Degree Level | Number of Completers | SLCC % Employed | State Avg. % Employed |
|---------------------|-----------------------------|------------------------|------------------------------|
| Certificate | 202 | 70.3% | 56.4% |
| Associate | 157 | 72.0% | 72.5% |

Performance of Associate Degree Recipients Who Transfer to 4-Year Universities

Please refer to Elements 2.b. and 2.

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| Performance Objective 4: Element c. 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 SREB states and monitor the impact of such increases on the institution. | 1 |
| Performance Objective 4: Element d. Designate centers of excellence as defined by the Board of Regents. | 2 |

Performance Objective 4:

Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

This element is not applicable to South Louisiana Community College.

Performance Objective 4:

Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

This element is not applicable to South Louisiana Community College.

Performance Objective 4:

Element c. 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 SREB states and monitor the impact of such increases on the institution.

Progress Toward Increasing Non-Resident Tuition as Compared to SREB Averages

On January 27, 2011, LCTCS staff forwarded a plan for non-resident tuition increases for all LCTCS colleges in accordance with provisions of Act 741, (the GRAD Act) of 2010. For FY 2010-2011, the LCTCS Board approved nonresident increases for all colleges for the first year of the six year plan, associated with the GRAD Act. The plan submitted presented a schedule of nonresident increases for all LCTCS colleges for the next five years of the six year plan. In the sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions.

Per the schedule approved by the LCTCS Board, SLCC nonresident tuition is projected to increase at an average rate of approximately 10% annually in order to meet the SREB peer tuition rate by target year six. Since the baseline year, the difference between SLCC's non-resident tuition and the SREB average for institutions of comparable size has decreased significantly and is on track to reach the anticipated SREB average by Year 6.

Schedule of total tuition and fees charged to non-resident students:

| | Baseline 2009-10 | Year 2 2010-11 | Year 3 2011-12 | Year 4 2012-13 |
|-------------------------------|---------------------|-------------------|-------------------|-------------------|
| SLCC Non-Resident Fee | \$ 4,580 | \$ 5,038 | \$ 5,542 | \$ 6,960 |
| SREB Peer Non-Resident Fee | \$ 7,444 | \$ 7,444 | \$ 7,444 | \$ 8,373 |
| Difference From Peer Amount | \$ 2,864 | \$ 2,406 | \$ 1,902 | \$ 1,413 |
| % Difference From Peer Amount | 38.5% | 32.3% | 25.6% | 16.9% |

Impact on Enrollment and Revenue

Reporting Year 4 count data reflects the merger of SLCC and Acadiana Technical College. Increases in nonresident fees had negligible impact enrollment of nonresidents during the reporting year. Nonresident enrollment as a percentage of total enrollment has decreased marginally from the baseline year and this change is attributable, in part, to the SLCC / ATC merger. Additional revenues generated from previous reporting year averaged \$1,000 per nonresident student or \$59,148 in total.

| | Baseline 2009-10 | Year 2 2010-11 | Year 3 2011-12 | Year 4 2012-13 |
|---------------------------------------|---------------------|-------------------|-------------------|---------------------------|
| Enrollment Headcount (unduplicated) | 6,410 | 6,581 | 6,166 | 9,307 |
| Non-Resident Headcount (unduplicated) | 90 | 116 | 132 | 105 |
| % Non-Resident Enrollment | 1.4% | 1.8% | 2.1% | 1.1% |
| Total Non-Resident Fees | \$ 123,283 | \$ 179,183 | \$ 224,287 | \$ 283,435 |
| Average Fee / Non-Resident | \$1,370 | \$1,545 | \$1,699 | \$2,699 |

Performance Objective 4:

Element d. Designate centers of excellence as defined by the Board of Regents.

As designated by Board of Regents, program discipline accreditation was evaluated in to assess performance on this objective. Based on this evaluation, 32 discipline programs offered by South Louisiana Community College were identified as having either mandatory or recommended accreditation status. During the reporting year, 22 of these programs maintained discipline accreditation, meeting the target set for this objective. South Louisiana Community College has focused on retaining existing accreditations as they become subject to renewal and has begun the process of seeking accreditation in four additional disciplines during the coming academic year.

Measure - Targeted

- 4.d.i. Percent of eligible programs with either mandatory of recommended status that are currently discipline accredited

Diesel Power Equipment Technology Technical Diploma and Certificate Degree programs accredited in 2013. All other programs accredited in reporting year 3 retain accreditation.

| | Actual Year 3 01/2013 | Actual Year 4 01/2014 | Target Year 5 01/2015 | Target Year 6 01/2016 |
|-----------------------------|-----------------------------|--------------------------------------|-----------------------------|-----------------------------|
| Accreditation Rate - Target | 62.5% | 65.0% | 67.5% | 70.0% |
| Accreditation Rate - Actual | 62.5% | 68.8% | | |
| Total Programs | 32 | 32 | | |
| Accredited Programs | 20 | 22 | | |

South Louisiana Community College



GRAD Act Performance Objectives Organizational Data 2014 Annual Report

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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:

5.a.i. Headcount, undergraduate students and graduate/professional school students

| Student Level | 2012-13 |
|--------------------------------|----------------|
| Undergraduate | 7,326 |
| Graduate/Professional | 0 |
| Total Student Headcount | 7,326 |

5.a.ii. Annual FTE (full-time equivalent) undergraduate and graduate/professional school students

| Student Level | 2012-13 |
|----------------------------------|----------------|
| Undergraduate | 4,652 |
| Graduate/Professional | 0 |
| Total Annual Budgeted FTE | 4,652 |

5.b.i. Headcount, instructional faculty

| | Fall 2013 |
|--------------------------|------------------|
| Faculty Headcount | 298 |

5.b.ii. Annual FTE (full-time equivalent) instructional faculty

| | Fall 2013 |
|--------------------|------------------|
| Faculty FTE | 187.9 |

5.c.i. Average undergraduate class size at the institution

| | Fall 2013 |
|-------------------------------------|------------------|
| Course sections - total | 1,635 |
| Enrollment headcount (duplicated) | 22,387 |
| Average Undergrad Class Size | 13.7 |

5.d.i. Ratio of FTE students to FTE instructional faculty

| | 2012-13 |
|---|----------------|
| FTE – Students | 4651.8 |
| FTE – Instructional Faculty | 187.9 |
| Avg. number of students/instructor | 24.8 |

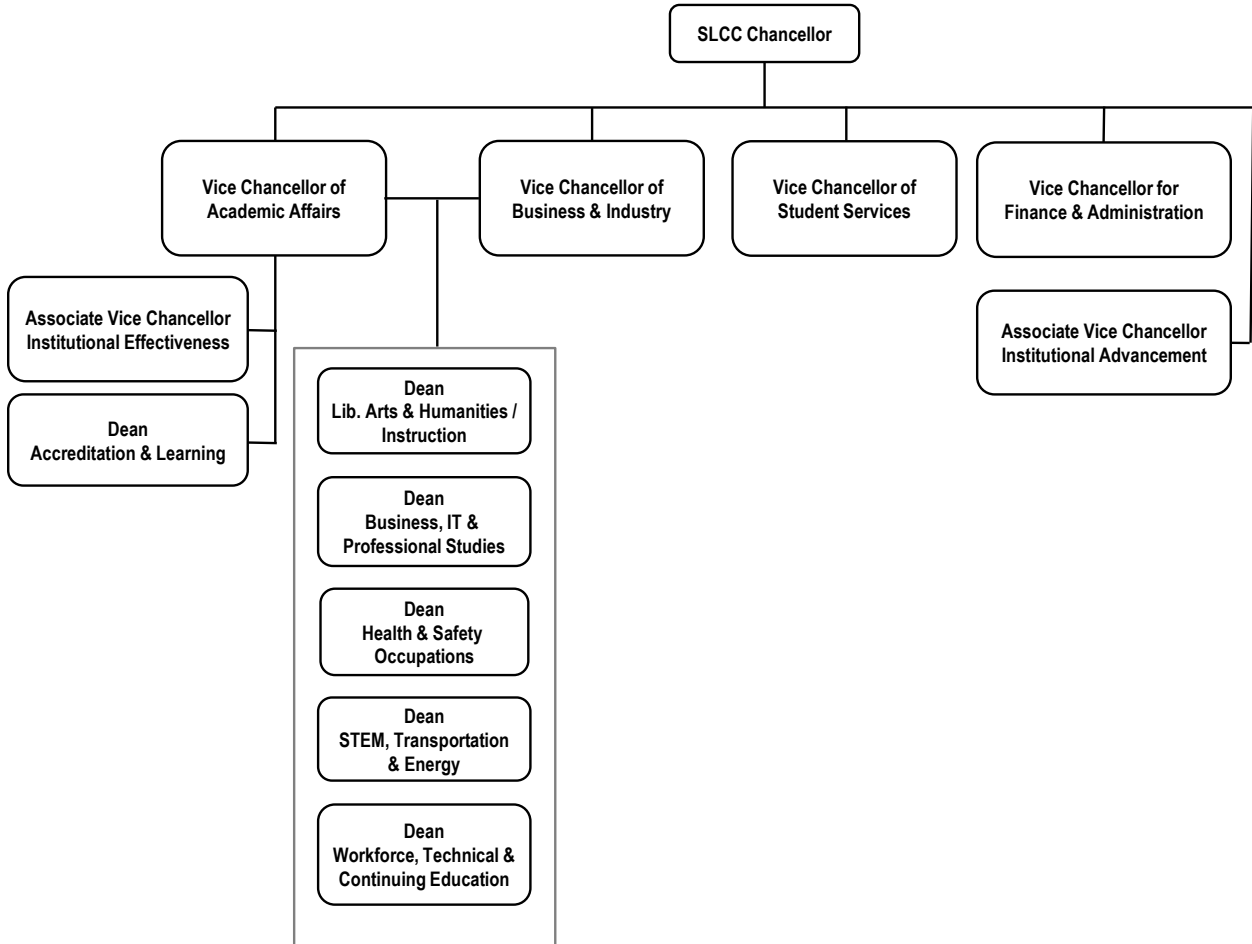
5.e. Non-instructional staff members by academic college – Fall 2013

| Unit | Headcount | FTE |
|--------------------------------------|------------------|------------|
| Arts & Humanities / Instruction | 1 | 1.0 |
| Business / IT / Professional Studies | 1 | 1.0 |
| Health & Safety Occupations | 1 | 1.0 |
| STEM / Transportation / Energy | 1 | 1.0 |
| Workforce / Technical / Cont. Ed. | 1 | 1.0 |
| Institution Totals | 5 | 5.0 |

5.f. Executive/managerial staff as reported in the ESDS in areas other than the academic colleges/schools, reported by division – Fall 2013

| Unit | Headcount | FTE |
|-----------------------------|------------------|------------|
| Chancellor's Office | 1 | 1.0 |
| Academic Affairs | 2 | 2.0 |
| Business & Industry | 1 | 1.0 |
| Administration & Finance | 1 | 1.0 |
| Student Services | 1 | 1.0 |
| Institutional Advancement | 1 | 1.0 |
| Institutional Effectiveness | 1 | 1.0 |
| Institution Totals | 8 | 8.0 |

5.g.i. 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.



5.h.i. 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 Title | BASE SALARY Reported Fall 2009 | SALARY CHANGES 6/30/2009 – 6/30/2010 | SALARY CHANGES 6/30/2010 – 6/30/2011 | SALARY CHANGES 6/30/2011 – 6/30/2012 | SALARY CHANGES 6/30/2012 – 6/30/2013 |
|--|---------------------------------------|---|---|--|--|
| Chancellor | \$ 151,649 | No change | No change | Feb., 2012 \$ 156,000 New hire. | No change |
| Vice Chancellor Academic Affairs | \$ 105,604 | No change | No change | May, 2012 \$ 102,000 New hire. | No change |
| Vice Chancellor Administration & Finance | \$ 97,936 | No change | No change | March, 2012 \$ 112,350 Addl. responsibilities due to SLCC /ATC merger. | March, 2013 \$ 119,850 Addl. responsibilities due to SLCC /ATC merger. |
| Vice Chancellor Business & Industry (created April 2012) | | | | \$ 100,000 | No change |
| Vice Chancellor Student Services (created April 2012) | | | | \$ 103,000 | June, 2013 \$ 110,000 New hire. |
| Associate Vice Chancellor, Institutional Advancement (created May 2012) | | | | \$ 87,319 | No change |
| Associate Vice Chancellor, Institutional Effectiveness (created May 2012) | | | | \$ 80,000 | No change |
| Dean, Accreditation & Learning (created May 2012) | | | | \$ 67,500 | No change |
| Dean, Health & Safety Occupations (created April 2012) | | | | \$ 76,215 | No change |
| Dean, Liberal Arts, Humanities and Instruction (created December 2012) | | | | \$ 46,588 Interim appointment | June 2013 \$ 77,500 New hire. |
| Dean, Workforce, Technical & Continuing Education (created November 2012) | | | | | January 2013 \$ 77,700 New hire. |
| Dean, STEM and Transportation (created January 2013) | | | | | March, 2013 \$ 73,000 New hire. |
| Dean, Business / IT / Professional Studies (created January 2013) | | | | | June 2013 \$ 76,649 New hire. |

5.i. Cost Performance Analysis

5.i.i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the NACUBO guidelines.

| Expenditures by Function: | Amount | % Total |
|-------------------------------------|---------------------|----------------|
| Instruction | \$11,474,756 | 42.6% |
| Academic Support | \$1,691,194 | 6.3% |
| Student Services | \$2,666,840 | 9.9% |
| Institutional Services | \$4,514,962 | 16.8% |
| Scholarships/Fellowships | \$2,317,519 | 8.6% |
| Plant Operations/Maintenance | \$3,480,830 | 12.9% |
| Total E & G Expenditures | \$26,146,101 | 96.7% |
| Transfers out of Agency | \$779,870 | 3.3% |
| Total Expenditures | \$26,925,971 | 100.0% |

5.i.ii. Average yearly cost of attendance as reported to the U.S. Dept. of Education

| Tuition and Fees | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------------------|----------------|----------------|----------------|----------------|
| In-State | \$2,024 | \$2,252 | \$2,602 | \$3,151 |
| Out-of-State | \$4,164 | \$4,580 | \$5,038 | \$5,832 |
| Books and Supplies | \$1,200 | \$1,200 | \$1,200 | \$1,200 |
| Off-Campus | | | | |
| Room and Board | \$8,236 | \$8,236 | \$8,236 | \$8,789 |
| Other Expenses | \$3,398 | \$3,398 | \$3,435 | \$3,626 |
| Off-Campus with Family | | | | |
| Other Expenses | \$3,398 | \$3,398 | \$3,435 | \$3,626 |

5.i.iii. Average time to degree for completion of academic programs at all levels

Full-Time First-Time Freshman - Associate Degree: 3.3 years

5.i.iv. Average cost per degree awarded by degree level

\$5,728

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

\$5,728

5.i.vi. All expenditures of the institution for the year

\$45,093,427

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: South Louisiana Community College

| DISCIPLINE | EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT | ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting) | BASELINE YEAR | # Students who took exam | # Students who met standards for passage | Calculated Passage Rate |
|--|---|--|---------------|--------------------------|--|-------------------------|
| Clinical Laboratory Sciences / Medical Laboratory Technology | American Society for Clinical Pathology Board of Certification (ASCP BOC) | Louisiana State Board of Medical Examiners (LSBME) | 0% | 23 | 17 | 74% |
| Emergency Medical Technician (all 3 levels) | NREMT practical & written exam | National Registry of Emergency Medical Technicians (NREMT) | 90% | 409 | 356 | 87% |
| Nursing (PN) | NCLEX-PN | Louisiana State Board of Practical Nursing Examiners (LSBPNE) | 90% | 251 | 235 | 94% |
| Pharmacy Technician | Pharmacy Technician Certification Board (PTCB) Exam | Louisiana Board of Pharmacy | 0% | 19 | 19 | 100% |
| Surgical Technology | National Certifying Examination for Surgical Technologists | National Board of Surgical Tech & Surgical Asst (NBSTSA) | 0% | 14 | 12 | 86% |

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to met standards for passge/# students who took exam

March 1, 2014

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
2-year Colleges and Technical Colleges

Institution: South Louisiana Community College

| INDUSTRY-BASED CERTIFICATIONS | EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION | ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting) | BASELINE YEAR | # Students receiving certifications |
|---|--|---|---------------|-------------------------------------|
| Adobe Certification | Adobe Certified Expert | Adobe | 0 | 0 |
| Barbering -- 12.0402 | Barber (BBC) | State of Louisiana Board of Barber Examiners | 18 | 0 |
| Certified Clinical Medical Assistant | CCMA | National Health Career Assn. | 2 | 0 |
| Cosmetology -- 120401 | Cometology | Louisiana State Board of Cosmetology | 7 | 16 |
| Culinary -- 120503 | SERVSAFE | American Culinary Federation | 9 | 19 |
| EKG | CET/NRCEKG | Nat. Health Career Assn./Nat. Allied Health Test Registry | 0 | 13 |
| EMT Basic | NREMT-B | State Database | 293 | 203 |
| EMT Paramedic | NREMT-P | State Database | 109 | 206 |
| Fork Lift | Forklift | Workforce Dept. | 0 | 0 |
| Heating, Ventilation and Air Conditioning -- 47.0201 | HVAC Excellence | ESCO Institute | 0 | 13 |
| HVAC - EPA -- 47.0201 | EPA | Air Conditioning Heating and Refrigeration Institute (AHRI) | 0 | 15 |
| NCCER - all areas (National Center for Construction Education and Research) | NCCER | NCCER | 0 | 52 |
| Nursing-PN | NCLEX-PN | Louisiana State Board of Practical Nursing Examiners (LSBPNE) | 41 | 251 |
| Nursing-CNA | LABENFA | Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals | 80 | 97 |
| Patient Care Tech | CPCT/NRCPT | Nat. Health Career Assn./Nat. Allied Health Test Registry | 0 | 12 |
| Phlebotomy - CPT | CPT/NRCPT | Nat. Health Career Assn./Nat. Allied Health Test Registry | 9 | 19 |
| WorkKeys (all areas, levels) | workkeys | ACT | 448 | 135 |
| <i>Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with √ on Appendix #1</i> <i>Baseline Year = most recent year data published by entity that grants licensure/certification</i> | | | | |