LOUISIANA DELTA COMMUNITY COLLEGE

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April 27, 2015

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

Dear Dr. Sullivan:

In accordance with ACT 741 of the 2010 Regular Session of the Louisiana Legislature, you will find copies of the 2015 GRAD Act report for Louisiana Delta community College for your review and consideration. Included in this submission are the following:

- Student Success Narrative
- Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirements
- A copy of the Board of Regents online data submission
- Attachment D
- Appendix 2 – IBC & Licensure Documentation

The College's point of contact for this information is Margie Mixon margiemixon@ladelta.edu or Michael Kain michaelkain@ladelta.edu.

Sincerely,

Barbara M. Hanson, Ed.D.

LOUISIANA DELTA COMMUNITY COLLEGE

GRAD Act Annual Report
Year 5

2015

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LOUISIANA DELTA COMMUNITY COLLEGE

GRAD Act Performance Objectives
Student Success

2015 Annual Report
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Performance Objective: Student Success (1)

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

Louisiana Delta Community College (LDCC) received SACSCOC approval in June 2013 of the previously legislated merger. Act 681 of the 2012 legislative session created the merger between LDCC and Northeast Louisiana Technical College (NELTC). In fall 2013, the College brought further closure to the merger through the combining of the two previously separate BANNER instances and the two previously separate Department of Education Program Participation Agreements (PPA). With this merger, the College was approved to renegotiate the targeted measures of the Student Success objective. All data and narrative in the Year 5 GRAD Act Report for LDCC represents that of a consolidated college.

Measure	Year 5 Benchmark	Year 5 Actual
1st to 2nd Year Retention Rate	45.4%	42.3%
Graduation Rate	11.9%	6.0%
Change in Program Completers – Certificates	43.4%	58.7%
Change in Program Completers – Technical Diploma	19.5%	-10.3%
Change in Program Completers – Associate Degrees	36.0%	99.1%

The college meets the Year 5 retention goal. Using the alternate method of calculating retention progress for the college, the average of retention rates for years 1-3 is 42.4% while the average of rates for years 4-5 is 42.6%.

Since the creation of the goals and a multi-year, phased merger, the institution has experienced a shift in population that was not previously considered. The student population has moved away from certificate and diploma –seeking to associate degree-seeking. The Associate completer total greatly exceeds the Year 5 benchmark by 46.3% and over 99% from the initial baseline. The College believes the shift in population toward more Associate seekers should be considered. Given the shift to a more in-depth and substantive program that typically leads to either higher-paying employment or transfer into a Baccalaureate program, the College views this data as a success.

The impact of the multi-year, multi-phase consolidation of NELTC campuses with LDCC must be considered. Student retention was challenged in the last two years by the continued division of processes due to separate databases, continuing reorganization due to merger, and increased tuition coupled with financial aid restrictions. Another unintended consequence of the phased consolidation of the colleges and management of databases was the growth of the First-time Freshmen Cohort.

The College did not meet the Graduation Rate benchmark for Year 5. Upon consolidation, the combined cohort jumped from 346 in 2009 to 525 in 2010, leading to challenges in the college cohort graduation rate. The 2010 Fall Cohort was comprised of entering Delta students and merging Tallulah/Lake Providence students. In Fall 2009 (year four), LDCC cohort used for the Graduation rate was 346 while in the Fall of 2010 (year-five) LDCC cohort for the Graduation Rate was 525 representing an increase of 179 students. As a result of the dramatic increase in tuition in Fall 2010 for students who were enrolled in Tallulah/Lake Providence many students chose not to persist beyond the first semester merger.

Now that the LDCC is operating with a single database, the College has initiated a number of processes and protocols that it believes will mitigate future data errors and omissions.

- The College has strengthened its procedures regarding the integrity of First-Time freshmen status through a process in which National Student Clearinghouse and NSLDS data is utilized.
- The College has initiated a new graduation/completer audit process. Although the College is still utilizing a manual process at this point, an automated process is being prepared for the 2015-16 Academic Year.
- Training of all new Student Affairs personnel is being provided as a result of a restructuring of the area of Enrollment Services.
- As of Fall 2013 LDCC is operating one database.

With new college leadership, cohort definition has been shored-up and numerous systems have been established. The college believes its retention efforts will result in improved retention and graduation rate outcomes.

It is anticipated that all benchmarks for Year 6 will be met. With the combined efforts of the two colleges now fully merged under one institutional accreditation, one financial aid code, and a strong focus on recruiting and retention, the institution looks forward to improved percentages of retention and completion in Year 6.

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

Policies

After receiving approval from SACSCOC for full institutional accreditation of all sites and all programs of the merged college, LDCC began reviewing, revising, and republishing all policies and procedures to incorporate language appropriate for a comprehensive

community college. The College has republished all policies and procedures. Many policies and procedures have merged with others or were republished in an appropriate college publication such as the College Catalog, Student Handbook, Faculty Handbook, etc. LDCC adheres to policies of the Louisiana State Board of Regents, Louisiana Community and Technical College System, and policies and procedures established by the College for its students and employees. LDCC firmly believes adherence to these policies and procedures supports the College's commitment to student success. These policies and procedures offer the opportunity for success to our students in many ways such as open admissions, acceptance of transfer, cross enrollment, and academic renewal. The College aligns it's policies with LCTCS policy. A listing of policies adopted by the institution to assure student success can be viewed in Exhibit I on Page 27. LDCC also follows the policies of the Louisiana Board of Regents with regard to student success.

Programs/Initiatives

LDCC's Office of Student Success Services initiates events and activities to promote student success. The following are some of the events/outreach programs presented to LDCC students at all sites of the College:

- Business Communication classroom visits by Career Services provides assistance with preparation of resumes and cover letters
- Visits to ACSE, Marketing, and Business classes to provide information about services available
- Student Success Services staff visit all campuses each semester to provide information to students about services available
- Financial Aid Awareness activities and class visits at all campuses each year
- Career Fair hosted each year to provide employment opportunities for all students
- Service Learning Fairs hosted each year that promote volunteering within the community; increases students awareness of community involvement and provides opportunities to volunteer with these organizations
- Dress for Success Style Show, mock interviews, on-campus interviews, resume/cover letter workshops
- Individual career advising and job search assistance available for students and graduates
- Student Handbook available to answer frequently asked questions of students
- Classroom visits and Test Anxiety and Stress Reduction presentations to Nursing students by Counseling and Disability Services
- Sexual Assault awareness presentations and materials provided to all campuses by Counseling and Disability Services
- Student Health 101 provided to students at all campuses
- Counseling and Disabilities, Career Services brochure made available on website
- Suicide awareness, smoking cessation, breast cancer awareness, domestic violence, depression screening outreach activities
- Health Fair held to increase students awareness of health and wellness issues
- Other annual outreach activities include: Veteran's Day Program, Constitution Day, Red Ribbon Week (Drug Awareness) Drunk Driving Awareness, Multi-cultural awareness, SGA Elections, Blood Drives, Black History Program, Respect week, Spring Fest, Summer Cool Down, Meet the Chancellor and Welcome Back

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

Evaluation of various sources of data drives many decisions in regard to LDCC's commitment to student success. Data is the basis on which initiatives for improvement and change are based. Data sources include but are not limited to the following:

1. Board of Regents Completer Data
2. IPEDS
3. SSPS Data
4. National Student Clearinghouse
5. Louisiana Department of Labor Statistics and Projections
6. Program Assessments (SACSCOC)
7. Community College Survey for Student Engagement (CCSSE)
8. LDCC Graduate Survey
9. GRAD Act Annual Report Results
10. SREB Data

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

The current ERP provides more data with greater reporting capabilities than has ever been seen by the College. It also allows faculty access to student data. LDCC constantly tracks and monitors data required for reporting to accreditation bodies and regulatory agencies such as SACSCOC, National Automotive Technicians Education Foundation (NATEF), Association of Technology, Management, and Engineering (ATMAE), and HVAC Excellence, National League for Nursing Accreditation Committee (NLNAC), Louisiana State Board of Practical Nursing (LSBPNE), as well as the Board of Regents and LCTCS. Reports required of the college such as IPEDS, Carl Perkins Report, and GRAD Act Annual report involve data tracking by each campus through student services. The auditing process brought about by GRAD Act has also contributed to stronger monitoring of data. Additionally, the Office of Institutional Research has developed reports that assist the college in budget planning, projecting enrollment.

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

Programs of study within the college utilize advisory committees to provide feedback regarding program performance. These committees are made up of local employees of business and industry. LDCC also utilizes the Community College Survey of Student Engagement (CCSSE) each year. Results of this survey assist the College in developing programs to address student issues. LDCC has utilized Board of Regents' Employment Outcomes Reports, NCHEMS data, GRAD Act Annual Reports, SREB data, and other Board of Regents' data and publications as well as IPEDS feedback reports to inform groups through public presentations such as Chambers of Commerce, Non-Profit Organizations, and Foundation Boards. Data from these and other types of external feedback reports are also used in the recruiting of prospective students. Data that is being developed by the Elementary and Secondary System in regard to Jump Start initiatives is also providing the college with planning resources for future programming.

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.

LDCC has completed its review, revision, and republishing of all college policies and procedures. This was necessary due to the merger of LDCC and Northeast Louisiana Technical College. Much of the language in policy and procedure previously developed by the College did not reflect a comprehensive college. The college anticipates improvements in graduation and productivity rates following these policy and procedure revisions. The review of institutional policy results in the need to assure that LCTCS and BOR policy support the language of institutional policy. LDCC and NELTC had previously reviewed curricula in light of common course numbering and reduced total credit hours in associate degrees to 60 where possible in accordance with Board Policy 1.025. The College fell just short of its retention projection for Year 5 with only a minor margin of difference from its benchmark of 45.4% versus an actual rate of 42.3%.

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

Retention Percentage

Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual
46.1%	39.7%	46.3%	43.35%	45.0%	43.1%	45.2%	42.9%	45.4%	42.3%

i.b. 1st to 2nd year retention rate (all degree seeking) Optional
ii. 1st to 3rd year retention rate – N/A
iii. Fall to spring retention rate – N/A
iv. Same institution graduation rate

Graduation Rate

Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual
9.9%	10.0%	10.4%	11.0%	10.9%	10.1%	11.4%	11.3%	11.9%	6.0%

v. Graduation productivity – Optional
vi. Award productivity – Optional
vii. Statewide graduation rate – Optional
viii. Percent of freshmen admitted by exception – N/A
ix. Median professional school entrance exam score – N/A

Performance Objective: Student Success (1)

Element:

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

LDCC has identified the fact that many students exit prior to completion for financial reasons. Efforts to contribute to increased completions include publicity of College Goal Sunday, assisting students in completing the FASFA, and connecting students to scholarship opportunities. LDCC has also begun offering loans to students who need supplemental college funding. Students are offered flexible scheduling, online classes (institutional as well as LCTCS Online). The College has also revised its advising procedures to assure early intervention through early graduation audits. A retention coordinator has been employed to assist students in early registration, fee payment, and keeping students informed regarding such topics as Satisfactory Academic Progress, mid-term grading, setting goals, etc.

i. Percent change in program completers.

	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual
Certificate	0	0	3	20	260	272	265	240	271	300
Diploma	0	0	0	0	300	333	306	224	313	235
Associate	91	99	93	125	145	156	148	176	151	221

Element:

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

LDCC continues to dually enroll students from all 12 parishes in northeast Louisiana. This partnership is supported by a career coach who is assigned to each high school in the College's service area. The College has developed MOUs with all parishes and/or city systems. The College employs a dual enrollment coordinator who works with each school district to inform students of the benefits of dual enrollment, assess the high school's instructional needs, and works with the academic deans to provide instruction either on the high school campus or on one of the College's 8 sites. The College makes every effort to secure funding either through TOPS Tech Early Start, Supplemental Course Allocation funding, or district funding so students can begin "early college" classes which will lead to matriculation into a pathway toward a degree, diploma, or certificate. The College also has a strong relationship with all school districts through its Carl Perkins initiative. All CTE Coordinators and College personnel meet on a quarterly basis. Professional development of faculty and staff was planned and implemented this year that joined secondary and postsecondary personnel in the same sessions.

i, ii, iii	2010-2011	2011-2012	2012-13	2013-14
Number of high school students enrolled	649	1,272	1092	1157
Number of semester credit hours enrolled	3,359	6,023	5313	5539
Number of semester credit hours completed	3,091	5,541	5220	5383

Through Carl Perkins funding, the college has engaged in a Career Coach model. The College has employed a career coach to reach out to each high school campus in our service area. Initiatives of the career coach model include guiding secondary students through the process of applying for college admission, applying for financial aid, and preparing for college entry through the completion of a college admissions exam. The following activities were reported for the 2013-2014 year:

	2011-12	2012-13	2013-14
# Students making application to a post-secondary institution	1,166	1,835	2000
# Students completing a financial aid application	221	1,002	1124
# Students provided large group sessions (presentations/workshops)	1,289	2,370	2019
# Students provided individual coaching services	587	1,955	1725

Element:

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

One of the measures for success of students at LDCC is through statistics gathered on passage rates on licensure and Industry Based Certifications (IBCs). Areas of instruction in the College resulting in licensure are –Barber/Styling, Practical Nursing, and Registered Nursing. For these areas, the College tracks graduate completers waiting to take licensure exam, who took, and who passed the exam. Many instructional areas prepare students to pursue IBCs. Results of licensure and certifications give the College data upon which to review institutional effectiveness and to evaluate programs. Areas in which student pursue certifications for employment are Emergency Medical Technician and Nurse Assistant. IBCs attained by students include National Retail Federation Customer Service Certification, Microsoft Office Specialist, IC3, Adobe, National Center for Construction Education and Research (NCCER), Electronic Technician Associate (ETA), Heating, Ventilation and Air Conditioning (EPA), Certified for Manufacturing (C4M), Occupational Health and Safety Administration (OSHA), and Work Keys. The College selected the Practical Nursing licensure passage rate as an additional measure. The College exceeded Practical Nursing passage rate projection by 9.7%

i.a. Passage rates on licensure/certification exams. (Disciplines in which students are required to pass an exam upon graduation to obtain or enhance employment in their field of study.)

Licensure Programs	#Graduates who took licensure exam	#Graduates who passed licensure exam	Institutional passage rate
Barber-Styling	27	27	100%
Practical Nursing	88	82	93%
Registered Nursing	17	16	94%

i.b. Passage rate on licensure exam in EDUCATION – N/A

i.c. Passage rate on licensure exam in NURSING (PN) – Additional Measure

Practical Nursing Licensure Rate	Year 3 Benchmark	Year 3 Actual Passage Rate	Year 4 Benchmark	Year 4 Actual Passage Rate	Year 5 Benchmark	Year 5 Actual Passage Rate
Practical Nursing	83.1%	80%	83.2%	89%	83.3%	93.2%

i.d. Passage rate on licensure exam in NURSING (RN)

Registered Nursing Licensure Rate	January 1 – December 31, 2014– 94.1%

ii. Number of students receiving certifications. (Programs in which students can obtain certifications as evidence of knowledge and/or expertise in an area which may or may not be required for employment.)

Industry Based Certification	Exam	# of Students receiving Certification 2013-14
Barber-Styling	Barber Board Exam	27
Care & Development of Young Children	CDA	0
Certified Manufacturing Specialist	CMS/C4M	46
Certiport's Internet and Computing Core	Comptia IC3	37
Commercial Driver's License	CDL	18
EMT Basic	NREMT-B	25
Forklift	Forklift	0
Heating, Ventilation and Air Conditioning	HVAC Excellence	25
HVAC – EPA – 608	EPA	23
Internet and Computing all areas	Network+, A+, iNet+, A+ Comptia	0
Microsoft Office User Specialist (MOUS)	MOUS	65
National Retailer Federation (NRF)	NRF-CS	29
NCCER – All areas	NCCER	0
Nursing – CNA	LABENFA	314
Nursing – PN	NCLEX	82
OSHA	OSHA	91
Phlebotomy – CPT	CPT/NRCPT	11
Welding	NCCER	Included in NCCER total
WorkKeys	WorkKeys	196

Through its Regional Training Academy the College is responsible for certification of Louisiana Peace Officer Standards and Training Council (POST) standards for the twelve parishes of Northeast Louisiana. It is the only college in Louisiana that operates a POST certified training facility.

iii. Number of students assessed and receiving Work Keys certifications. (By award level)

Work Keys Level	2010-2011 Actual	2011-2012 Actual	2012-2013 Actual	2013-14 Actual
Platinum Level	0	0	0	0
Gold Level	4	19	31	28
Silver Level	25	117	140	104
Bronze Level	10	48	52	64
Total assessed	47	187	243	220
Total earning Work Key certification	39	164	223	196
Percentage passing assessment	83%	88%	92%	89%

iii. Other assessments and outcome measures for workforce foundational skills to be determined.

LDCC administers the KUDER assessment through its Career Coaching program. The system addresses student needs through tools to aid college major selection, job interview preparation, ongoing financial aid, and more. KUDER offers career exploration, and facilitates decisions about postsecondary education or training.

LOUISIANA DELTA COMMUNITY COLLEGE

GRAD Act Performance Objectives
Articulation and Transfer

2015 Annual Report
April 27, 2015

Performance Objective: Articulation and Transfer (2)

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

Policies

LDCC models its policies after those set forth by the system office. The College intends to continue to fully support and encourage students who pursue the transfer degrees. Some institutional policies supporting articulation and transfer include:

- ES 101 - Admissions
- ES 103 - Academic Renewal
- ES 106 - Transfer Credit
- ES 108 - Prior Learning Credit
- ES 110 - First Time Freshman Matriculation

Programs

Programs of study at LDCC that allow and encourage transfer include the Associate of General Studies, Teaching, Business and Technology, and the two Louisiana Transfer Associate Degrees. Transfer degrees offering complete or partial transfer are located in the School of Business and Liberal, and the School of Health Sciences and Math and Science. The College has in place the positions of Dean and Division Chair for each of the schools to advise students pursuing the transfer degrees as well as lead faculty who also advise. The College hosts visiting universities each year who interact with students regarding transfer.

Initiatives

LDCC has signed articulation agreements with Northwestern State University and the University of Louisiana at Monroe. RN to BSN agreements exist between the College and the University of Louisiana at Monroe and Grambling State University. Numerous articulations have been developed at the LCTCS system level that give our students the opportunity to transfer credits.

During the 2013-14 Academic Year, LDCC signed two additional Articulation Agreements with ULM in the discipline specific areas of Health Sciences and Business.

Articulation also exists within the College. Programs of study such as Process Technology can accept credits completed in Industrial Instrumentation to allow students to complete two majors without duplication. This provides increased degree and employment opportunities for students who choose to articulate course work from one program to another. The College will continue to support a Course Articulation Crosswalk for both programs, give students the opportunity to receive degrees from each program without duplication of coursework, improve employability for graduates of these programs, and improve collegiality and communication among faculty in the merged college.

Also in the 2013-14 Academic Year, LDCC hired a Credentials Analyst to articulate transfer of student credit, thus speeding the process up for the students to be advised and registered. A Q & A regarding transfer has been developed and is published on the website to assist transfer students.

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

LDCC is able to track students articulating into a four year program from the Louisiana Transfer degrees through the National Student Clearing House. Student performance is also documented through the conducting of general education assessments to ensure that students are mastering the course learning outcomes as required by SACSCOC and the Louisiana State Board of Regents. Feedback is also received from receiving universities regarding outcomes of our students after transfer.

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

Through the System's implementation of BANNER, all colleges in the LCTCS are now able to view and track student data for transfer in and transfer out within the system. Data tracking, monitoring, and reporting beyond that housed in the LCTCS student database for each institution will be done through sources such as National Student Clearing House, graduate surveys, alumni feedback, and information gained from four-year universities. LDCC has a very close working relationship with ULM which is located minutes away from the main campus. A majority of LDCC's transfer students enroll at ULM.

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

The College has contracted with EMSI - Economic Modeling Specialists International, a CareerBuilder company and a leading provider of economic impact studies and labor market data to educational institutions, workforce planners, and regional developers, to provide

an economic impact study of LDCC in north Louisiana. The study is in draft and has not yet been released, but is currently in use by the College for decision making processes. The College also uses data gained from the Louisiana Department of Labor website as well as Louisiana Economic Development data. All skills training areas of the college employ advisory committees who provide feedback regarding the employability of students completing instruction with the College. Reports gained from National Student Clearing House continue to give feedback on transfer students.

Element:

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

Louisiana Delta Community College is an open-admissions institution. Prior to enrollment, students are administered the ACT COMPASS exam. This exam is designed to assist the College in determining the need for developmental course work. As a result of the ACT COMPASS score, students are advised of any developmental education courses needed to earn their desired credential.

All policies adopted by the College have been approved by LCTCS. LDCC has adopted and fully implemented the management board's Two-Year College Student Success Measure as a primary measure of student success for our institution as a part of the GRAD Act reporting and accountability structure. We fully support the measurement of success based on the following: (1) completion of a postsecondary award, (2) completion of a recognized industry-based certification/licensure, (3) transfer to a university, or (4) employment at a quality job wage.

LDCC also contributes to the educational development of students who are preparing for four-year University entry. These students often enroll in developmental studies courses designed to improve their ACT score and to prepare them to meet the increased admission standards in higher education. This reduces the College's cohort as the students transfer. Therefore, the college does not receive credit for the completion of this set of students.

i.a. 1st to 2nd year retention rate of transfer students – N/A
i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree seeking transfer students with a minimum student level of sophomore. – N/A

ii. Number of baccalaureate completers that began as a transfer student – N/A
iii. Percent of transfer students admitted by exception – N/A

Element:

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

LDCC receives feedback from University of Louisiana at Monroe, Grambling State University, and Northwestern State University in regard to the success of our transfer students.

i. 1st to 2nd year retention rate of those who transfer with associate degree – N/A
ii. Number of baccalaureate completers that began as a transfer student with an associate degree – N/A

Element:

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

University of Louisiana at Monroe, Grambling State University, and Northwestern State University have provided LDCC with a formal letter to refer applicants to LDCC who do not meet their selective admissions requirements. However, the numbers of referrals remain small because the recruitment process for Delta and both Universities informs ineligible students that they should apply at LDCC prior to completing the application process and paying the application fee for admission at the four-year school.

The college has an advanced standing process in place to receive students who have voluntarily leave the universities four year degree programs to enroll with the technical college for shorter term training. An example of this is Allied Health. All four year institutions of higher education in northeast Louisiana offer programs of Registered Nursing. Often these students pursue an associate degree after graduating the Practical Nursing program and become an ADRN.

The college has also enrolled students in various other specific courses such as CISCO Academy geared toward CISCO certifications for IT students and CADD software course work for engineering students to compliment training students are receiving in the four year universities.

i. Number of students referred – N/A
ii. Number of students enrolled – 638

Element:

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

While LDCC institutionally has articulation agreements with ULM, Grambling State University, and Northwestern State University, our System office has also developed articulation agreements with out-of-state colleges to include University of Phoenix, Western Governor's University, Ashford University, Kaplan University, and Regis University.

i. Number of students enrolled in a transfer degree program – Additional Measure

#Students Enrolled in Transfer Degree	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual
	125	345	150	424	175	490

ii. Number of students completing a transfer degree

#Students Completing Transfer Degree	2010-2011	2011-2012	2012-13	2013-14
	3	10	9	9

iii. 1st to 2nd year retention rate of those who transferred with transfer degree – N/A
iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree – N/A

LOUISIANA DELTA COMMUNITY COLLEGE

GRAD Act Performance Objectives
Workforce and Economic Development

2015 Annual Report
April 27, 2015

Performance Objective: Workforce and Economic Development (3)

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.

Under Performance Objective 3, LDCC established b.ii. (Number of students enrolled in courses with 50% and with and with 100% instruction through distance education) as an additional measure. The Year 5 established Benchmark is 170. The college served a total of 0 students in this area. A change in the College's E-Learning policy now requires students to have face-to-face meetings with faculty members teaching distance education course work; therefore, the College is identifying all its distance learning course work as 50% to 99% rather than 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.

LDCC adheres to guidelines provided by the Louisiana State Board of Regents in regard to low completer programs (an average of 8 completers over a 3-year period). The administration of LDCC has examined this report and find two programs that fall into this category, ICT Computer Specialist and Teaching AST. Each are being addressed with the Board of Regents. A program review conducted of all offerings within the college at all locations brought forth the decision to eliminate offerings of duplicated programs at individual campuses where enrollment and completion was low. However, the College did not fully eliminate the offering of any program; therefore, students continue to have access to all previous offerings at at least one of the College locations.

The College constantly monitors the Louisiana Department of Labor website for changes in projected need for training areas currently offered. LDCC purchased software from Economic Modeling Specialists, Inc. (EMSI) which provides a consolidated set of current statistics from multiple databases with information regarding jobs, growth, and median earnings. The software can produce a report that is state-wide, regional, and can even drill down to individual cities.

All programs were examined based on state required performance indicators and none were found that failed to meet performance numbers as well as alignment with current or strategic regional and/or state work force needs according to the Workforce Investment Act.

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.

LDCC is involved in a TAACCCT grant through which training needs identified throughout the four college consortium engaged LDCC in training for IT and Health Care jobs. Our IT programs such as Information Communication Technology will target jobs with CenturyLink which is on the Fortune 500 list of America's largest corporations. The Health Science graduates will be seeking employment at three major hospitals in Ouachita parish as well as multiple small hospitals in the northeast region. The College applied for and received a Rapid Response Grant for training in the area of Health Information Technology (HIT). With the change from medical coding ICD9 to ICD10 for all health care providers, the College is positioning itself to provide this training through the Medical Coding Specialist curriculum.

As part of LCTCS's Accelerating Opportunities initiative, whereby adult education students obtain job readiness training in addition to high school equivalent education, the College developed and began piloting pathways in business, manufacturing, and healthcare utilizing the IBEST model for programmatic and adult education training.

LDCC continues to respond to regional business and industrial needs. LDCC has partnered with a new company, DRAX Biomass , to provide a custom assessment program for potential employees as well as OSHA 30 and First Responder training.
LDCC has teamed with Flying Tiger Aviation to become the first college in the U.S. top provide specialize agriculture aviation training and is working in partnership with LSU and UL Monroe to establish a Center of Excellence in agricultural aviation.

The College has also partnered with CHASE Mortgage to develop a custom program called "Mortgage Document Specialist" after the company identified a need for over 200 people per year with this skill.

Rapid Response and WISE grants have been received totaling approximately $400,000 toward the raining of Industrial Technology, Fabrication, Process Technology, and Precision Agriculture.

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

LDCC has been in discussion with local WIBs regarding plans for the Jump Start initiative. Representatives from local WIBs inform local consortia planning pathways for dually enrolled students.

All programs of study at LDCC are reviewed by the WIBs serving the parishes in which the campuses are located. The approval received each year from the WIBs helps the college determine the viability of continuation of our programs.

The College continues to be supported by WIB SDA-83 in the area of training for eligible students entering the health care field through Professional Healthcare Opportunities – Career and Support (PHOCAS). This is a five-year grant that provides assistance to residents in eleven of the twelve parishes served by LDCC. The grant also provides special monitoring and tutoring designed to ensure maximum success for high risk students.

Other means of tracking students into the workforce outside of the 2011-12 Employment Outcomes Report.

LDCC utilizes many other means of tracking students into the workforce outside of the 2011-12 Employment Outcomes Report. Some methods used are as follows:

1. Students exiting skills training areas are required to complete an exit survey to include place of employment.
2. When students exit without employment, faculty conduct a follow-up study of those exiting in the prior semester who did not report employment.
3. Many of the programs where technical skills are trained are supported by Advisory Committees. Many of the students graduating from these training areas become employed by the companies represented by the Advisory Committees. Feedback is gained from these employers.
4. An employer satisfaction survey is mailed to employers listed by students.
5. Louisiana Workforce Commission offices locally provide information to the College.
6. Many training areas are programmatically accredited. To fulfill the requirements of the accrediting agency, programmatic follow up of exiters is tracked.
7. Grant funded students are tracked through the grant and into employment.

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

LDCC employs an IT department that serves all campuses of the College. The IT department is constantly involved in upgrading service to satellite campuses. Technology utilized for distance learning includes web based learning, compressed video units through which general education courses are transmitted to all campuses, the use of Joule for faculty/student communication, College e-mail for every student, and Skype. Some faculty members record their lessons for later viewing by students. The Learning Resource Center maintains online tutorials and videos for students needing remediation. All campuses have access to Edginuity learning software which is used in many developmental courses. Edginuity can also be customized for any student's need and can be accessed via the internet.

LDCCs E-Learning Coordinator conducts workshops periodically to certify additional faculty for the delivery of distance learning courses. She also delivers frequent workshops on the use of Joule course management system as new faculty join the college.

Plans were developed and additional compressed video equipment has been installed to enable the college to offer additional general education course work. This allows students to sit in classes near their homes rather than traveling to the Monroe campus in all curricula.

Element:

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

LDCC applies an institutional review annually to identify programs that have low completers or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission. No programs were eliminated in the most recent academic year as a result of institutional or Board of Regents review. However, where duplications of program offerings occurred, some campus offerings were eliminated.

i. Number of programs eliminated.

Campus Location	Program	Eliminated
N/A	N/A	0

ii. Number of programs modified or added.

Campus Location	Program	Modified/Added
Monroe	Medical Coding Specialist	Added

iii. Percent of programs aligned with workforce and economic development needs – 86%

# Transfer Degrees	# Non-Transfer Degrees	# Non-Transfer Diplomas	# Non-Transfer Certificates	Total	Total Aligned with Workforce	Percent Aligned with Workforce
4	10	15	8	37	32	86%

Element:

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

LDCC makes every effort to provide instruction to students through as many sources as can be made available with a limited budget. Funding sources such as Carl Perkins, Technology Fees, and Grants written by the college are invested in various sources to support technology and the expansion of distance learning opportunities. Each purchase of technology is made strategically with the future in mind as we increase offerings via distance learning to nine sites in twelve parishes in northeast Louisiana. Technologies utilized include but are not limited to compressed video, Skype, online tutorials, and web-based classes assisted by Joule. Many of LDCC's campuses are in rural areas where connectivity becomes a hindrance to efficient use of technology. In these locations, computer labs equipped by the college campuses are made available to student use.

The College employs an E-Learning Coordinator. In an effort to expand distance learning offerings of the college, Carl Perkins funding has been designated for professional development of faculty interested in receiving training to deliver courses through the use of technology.

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

Course Sections taught 50-99% online
0

Course Sections taught 100% online
190

ii.

Students Enrolled in Course Sections taught 50-99% online
0

Course Sections taught 100% online
1939

iii. Number of students enrolled in courses with 50% and with 99% instruction through distance education. – Additional Measure

Year 5 Benchmark – Course Sections	2014-2015 Actual - Students
190	1939

iv. Number of programs offered through 100% distance education. – At this time LDCC offers individual courses online, but no entire programs through distance education.

Element:

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

i., ii., iii., iii.a., iii.b., iv., v., vi – Not applicable for 2-Year Colleges

Element:

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

The College provides opportunity to students through two avenues, preparation for transfer to a four-year university and technical skills training for employment. The expected result by the College of all skills training areas is employment. Faculty provide work-based activities to strengthen employability skills, reinforce learning, build confidence, and provide students with work related experience. Students in skills training are involved in theory and experiential lab activities that assist them in developing comprehension and problem solving abilities. In tracking the data available to the college, 16% of LDCC students were found to have enrolled at a 4-year university.

i. Percent of completers found employed.

In tracking the data available to the college, 79.8% of LDCC's students were found to be employed and 16% were found to have enrolled at a 4-year university. The College is exponentially involved in its focus on workforce and economic development activities. The satellite campuses of the College offers programs that are in most part skills and workforce based. Therefore, students are seeking employment rather than transfer to a four-year institution. Degree programs that were approved for LDCC prior to the merger continue to track and place students. These programs include Care and Development of Young Children, Business Technology, Process Technology, and the Registered Nursing Associate Degree. The College also has a continued focus on non-credit offerings and continuing education which often leads a student to credit course work and where the college can apply credit for prior learning.

ii. Increasing the performance of associate degree recipients who transfer. See elements 2.b. and 2.d.

iii. Placement rate of graduates. – N/A

iv. Placement of graduates in postgraduate training. - N/A

LOUISIANA DELTA COMMUNITY COLLEGE

GRAD Act Performance Objectives
Institutional Efficiencies and Accountability

2015 Annual Report
April 27, 2015

Performance Objective: Institutional Efficiency and Accountability (4)

Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges. – Not Applicable for 2-Year Colleges

Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.

LDCC's tuition/fees schedule for non-resident students is still below the SREB average of $8,446 per year for non-resident students enrolled at two-year institutions. During the 2013-2014 reporting year, LDCC served a total of 53 non-resident students. Non-resident students comprise 1.3% of LDCC's enrollment. The latest published SREB tuition/fees schedule for non-residents is currently 26% above Delta's non-resident tuition.

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. – Not Applicable for 2-Year Colleges

i., ii. – Not Applicable for 2-Year Colleges

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.

i., ii. – Not Applicable for 2-Year Colleges

Element:

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

i. Total tuition and fees charged to non-resident students.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
SREB Targeted Measure	7,444	7,444	7,444	7,528	8,271	8,446
LDCC	3,936	4,396	4,836	5,364	6,030	6,701
Difference	-3,508	-3,048	-2,608	2,164	2,241	1,745
Percentage Difference	-89%	-60%	-54%	-40.3%	-37.2%	-26.0%

Element:

d) Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

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

LDCC is in the process of seeking a designation as a Center of Excellence based on workforce training that is designed to meet the needs that have been identified across the state. This will include partnerships that are public as well as private.

Although it will not be submitted as a Center of Excellence, an area of excellence in training of the College is the Police Academy. This is the only academy housed in and operated by a college or university in the state. The Academy offers POST certifications. In the past year the college has graduated 113 in Basic, 10 in Refresher, and 22 in Corrections.

i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited. – 2014 – 50%.

Program	Status
AAS INDUSTRIAL INSTRUMENTATN TECH	MANDATED APPROVED
CTS GENERAL INDUSTRY TECHNICIAN	MANDATED NOT AVAILABLE
AAS PROCESS TECHNOLOGY	MANDATED APPROVED
AAS DRAFTING & DESIGN TECHNOLOGY	MANDATED APPLIED FOR
AAS INDUSTRIAL ELECTRONICS TECHNOLOGY	MANDATED NOT SOUGHT
TD A/C & REFRIG:RESIDENTIAL	MANDATED APPROVED
TD A/C & REFRIG:COMMERCIAL REFRIG	MANDATED APPROVED
CTS AUTO TECH:ELECTRICAL TECHNICIAN	MANDATED APPROVED
CTS AUTO TECH:ENGINE PERFORM TECHNICIAN	MANDATED APPROVED
CTS AUTO TECH:POWER TRAIN TECHNICIAN	MANDATED APPROVED
TD AUTO TECH:AUTOMOTIVE TECHNICIAN	MANDATED APPROVED
CTS DIESEL ENGINE TECHNICIAN	MANDATED NOT SOUGHT
TD DIESEL PWRD EQUIP TECH	MANDATED NOT SOUGHT
TD EMERGENCY MED TECH:PARAMEDIC	MANDATED APPLIED FOR
ASN NURSING	MANDATED APPROVED
TD PRACTICAL NURSING	RECOMMENDED NOT SOUGHT
AAS BUSINESS TECHNOLOGY	RECOMMENDED NOT SOUGHT
AAS BUSINESS OFFICE ADMINISTRATION	RECOMMENDED NOT SOUGHT

LOUISIANA DELTA COMMUNITY COLLEGE

GRAD Act Performance Objectives Reporting Requirements

2015 Annual Report
April 27, 2015

Performance Objective: Reporting Requirements (5)

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	1,640
Fall 2010	2,485
Fall 2011	2,954
Fall 2012	4,123
Fall 2013	3,874
Fall 2014	3962

- All students are undergraduates.
- Budgeted FTE – 2261.4

B. *Number of instructional staff members* – 220 Staff Members, 134.8 FTEs.

C. *Average class student – to – instructor* ratio – 11.8:1

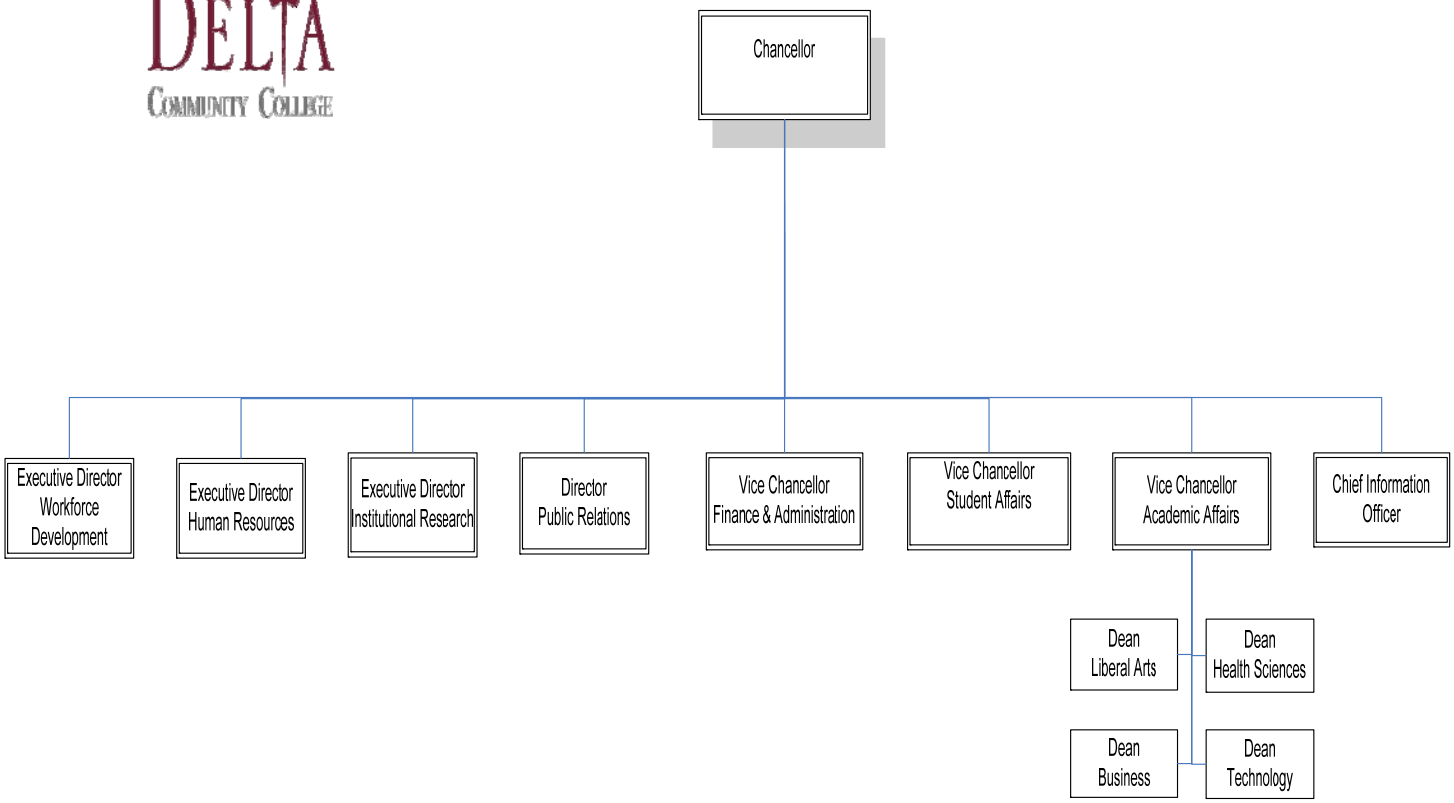
D. *Average number of students per instructor* – 16.8

E. *Number of non-instructional staff members in academic colleges and departments* – 3 Staff Members, 2.5 FTEs.

F. *Number of staff in administrative area* – 5 Administrative Staff Members, 5 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.**

*Included on the following page.


Chancellor
Executive Director Workforce Development
Executive Director Human Resources
Executive Director Institutional Research
Director Public Relations
Vice Chancellor Finance & Administration
Vice Chancellor Student Affairs
Vice Chancellor Academic Affairs
Chief Information Officer
Dean Liberal Arts
Dean Health Sciences
Dean Business
Dean Technology

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	**Base Salary (Fall 09)**	**Salary Changes Since 6/30/2008 reported Fall 2010**	**Salary Changes Since 6/30/10 reported Fall 2011**	**Salary Changes Since 6/30/2011 reported Fall 2012**	**Salary Changes Since 6/30/2012 reported Fall 2013 *post-merger and reorganization**	**Salary Changes Since 6/30/2013 reported Fall 2014**
Chancellor	$138,888	There were no salary changes for any positions since 6/30/2008	There were no salary changes for any positions since 6/30/2010	$150,888 (4/2011) Added Responsibility due to super-Vision of NELTC*	$153,000 (New Hire)	
Vice-Chancellor for Academic Affairs					$90,000 (Reallocated Position replaced previous VC of Academic & Student Affairs)	
Vice-Chancellor for Finance & Administration	$90,000			$103,000* 1/1/2011	$94,500 (New Hire)	
Vice Chancellor for Student Affairs					85,000 (Reallocated Position replaced previous VC of Academic & Student Affairs)	
Director of Public Relations	$60,000			$70,000* 1/1/2011		
Executive Director of Human Resources				$70,000* 1/1/2011	$85,000 (Reallocated Position)	
Chief Information Officer	$56,250			$70,000* 10/2011		$78,000 *Market premium increase
Executive Director of Institutional Effectiveness, Research, & Grants					$71,000 (New Hire, replaced previous Director of IE and added responsibilities)	
Executive Director of Workforce Development	$60,375					
Dean of Health Sciences, Natural Sciences, and Math					$80,000 (Reallocated Position replaced previous division chair)	
Dean of Liberal Arts & Business Technology					$62,000 (Reallocated Position replaced previous division chair)	$65,000 *additional duties stipend
Dean of Industrial Sciences					$66,000 (Reallocated Position replaced previous division chair)	$76,500 *new hire
Associate Vice Chancellor of Academic Affairs						$85,000 *new position

I. Cost Performance Analysis:

i. *Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.*

Louisiana Delta Community College		
Expenditures by Function:	**Amount**	**% Total**
Instruction	7,500,947	44.6%
Academic Support	718,788	4.3%
Student Services	1,730,537	10.3%
Institutional Services	4,706,703	28.0%
Scholarships/Fellowships	-	0%
Plant Operations/Maintenance	1,661,460	9.9%
Total E & G Expenditures	**16,318,435**	**97.0%**
Transfers out of Agency	497,038	3.0%
Other	1,459	0%
Total Expenditures	16,816,932	100%

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**	**2013-14**	**2014-15**
In-State	$2,142	$2,428	$2,662	$2,931	$3,968	$3,635
Out-of-State	$3,366	$4,390	$4,836	$5,364	$6,030	$6,701
Books and Supplies	$1,250	$1,400	$1,500	$1,200	$1,200	$1,700
Off-Campus						
Room and Board	$14,800	$14,800	$14,822	$8,642	$8,789	$8,789
Other Expenses	$3,600	$4,000	$4,200	$3,566	$3,626	$3,626
Off-Campus with Family						
Other Expenses	$7,000	$7,500	$11,309	$3,566	$3,626	$3,626

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

Louisiana Delta Community College - 3.7 years

iv. *Average cost per degree awarded by degree level.*

$3,135

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

$3,135

vi. *All expenditures of the institution for the year.*

Louisiana Delta Community College – $31,441,414

Exhibit I – College Policies related to Student Success

LCTCS Policies	Louisiana Delta Community College Policies and Procedures
1.002 Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates	IN 101 Academic Freedom
1.004 General Admission Policy Statement for First Time Freshmen	ES 110 First Time Freshman Matriculation
1.005 General Admission Requirements	ES 101 Admissions
1.006 Academic Amnesty	ES 103 Academic Renewal
1.016 Cross Enrollment	ES 101 Admissions
1.020 Academic Status	FA 101 Satisfactory Academic Progress
1.023 Credit for Prior Learning	ES 108 Credit for Prior Learning
1.025 Articulation	ES 106 Transfer Credit
1.026 Title IV Federal Financial Assistance, Satisfactory Academic Progress Standards	FA 101 Satisfactory Academic Progress
1.028 Academic Renewal	ES 103 Academic Renewal
1.029 Disclosure of Degree program Transferability	ES 106 Transfer Credit
1.038 Rights, Duties, and Responsibilities of the Academic Staff	IN 103 Faculty Job Expectations
1.042 Intellectual Property and Shared Royalties	IN 109 E-Learning
1.045 LCTCS Online Initial Policy Statement	IN 109 E-Learning
1.046 Delegated Authority Relating to the GRAD Act	FN 107 Refunds – Tuition and Related Fees
Complete listing of policies can be found at www.lctcs.edu	Complete listing of policies can be found at www.ladelta.edu

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: Louisiana Delta 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 2011-12	# Students receiving certifications 2012-13	# Students receiving certifications 2013-14
Adobe Certification	Adobe Certified Expert	Adobe				
American Petroleum Institute- 6th Edition Rigger	API	Database				
American Petroleum Institute- Personal Survival	Personal Survival					
American Welding Society	AWS Entry Level Welder					
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence				
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2011-2012	18	9	27
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2011-2012	11	0	0
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.				
Certified Manufacturing Specialist	CMS/C4M	Georgia Quickstart	2011-2012	106	26	46
Certified Wireless Technology Specialist	CWTS	Pearson VUE/Prometric				
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric		0	18	37
Child Development -- 190709	CDA	LA Pathways Assn.				
Commercial Diving - 490304	ACDI and ACDE	American Commercial Diving Institute and American Commercial Divers Educators				
Commercial Drivers License	CDL	Department of Transportation Office of Motor Vehicles	2011-2012	14	15	18
Communications Electronics	CET and FCC licenses					
Cosmetology -- 120401	Cometology	Louisiana State Board of Cosmetology				
Culinary -- 120503	SERVSAFE	American Culinary Federation				
Diving	Commercial Diver/Tender Diver	`````````````

NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2011-2012	425	317	174
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals	2011-2012	387	222	314
OPET	EETC					
OSHA	OSHA	Occupational Safety and Health Administration	2011-2012	65	5	91
Patient Care Tech	CPCT/NRCPCT	Nat. Health Career Assn./Nat. Allied Health Test Registry				
Personal Fitness Trainer	ACE	Gatlin Education				
Petroleum Education	PEC, PEC-OPPS, Safe Gulf	Safety, Environmental & Operational Training Inc.				
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		0	16	11
Real Estate	Salesperson	Louisiana Real Estate Commission				
U.S. Coast Guard all specialty areas	USCG	USCG				
WorkKeys (all areas, levels)	workkeys	ACT	2011-2012	164	223	196

Institutions are to provide institution name and report data in cells shaded in BLUE for those IBCs marked with √ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification

2-27-12

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: Louisiana Delta 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
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Techicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Lousiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Managament Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2008	2011-12 - 125	2011-12 - 100	2011 -12 - 80%
				2012-13 - 114	2012-13 - 102	2012-13 - 89%

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: Louisiana Delta Community College

				2013-14 - 88	2013-14 - 82	2013-14 - 93%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	2011-12 - 18	2011-12 - 16	2011-12 - 88.9%
				2012-13 - 17	2012-13 - 16	2012-13 = 94.12%
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

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, 2013