NORTHSHORE TECHNICAL COMMUNITY COLLEGE

WILLIAM S. WAINWRIGHT
CHANCELLOR

WWW.NORTHSHORECOLLEGE.EDU
FLORIDA PARISHES BRANCH CAMPUS
HAMMOND AREA BRANCH CAMPUS
SULLIVAN MAIN CAMPUS

April 24, 2012

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

Dear Dr. May,

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

- Student Success Narrative
- Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- Copy of the online data submission
- Attachment D
- Industry Based Certifications List

The college point of contact for this information is Shelia Singletary. She can be reached at (985) 732-6640 or via email at ssingletary@NorthshoreCollege.edu.

Sincerely,

William S. Wainwright, Ph.D.
Chancellor

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MEMBER OF THE LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM ◆ ACCREDITED BY THE COUNCIL ON OCCUPATIONAL EDUCATION ◆ AN EQUAL OPPORTUNITY EMPLOYER

Northshore Technical Community College

GRAD Act Performance Objectives
Student Success

2012 Annual Report
April 13, 2012

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

Northshore Technical Community College (NTCC) exceeded all targeted measures for the Student Success objective. The college projected a 60.1% retention rate for the fall 2011 to spring 2012 semesters and actually attained a 72.3% retention rate. NTCC exceeded all completion percent changes targeted for certificate award level, diploma award level and associate award level exit points for the academic year 2010-2011.

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

Policies Continued

Northshore Technical Community College (NTCC) follows policies set forth by both the Louisiana Community and Technical College System (LCTCS) and the institution itself. These policies provide student success opportunities and thereby promote student achievement and completion of their chosen program. The LCTCS policies that are in place 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. In addition to the management board policies, NTCC policies that help students to achieve success in their chosen program include open enrollment opportunities into most programs; acceptance of transfer credit from other accredited colleges; developmental education courses for those students not meeting minimum entrance testing requirements; and opportunities for course substitution and course waivers.

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.

Complete policies can be found at www.LCTCS.edu.

The NTCC policies include:
- SA 254 Admission of First-time Freshmen. Effective date: September 13, 2007.
- SA 253 Admission of Dual Enrollment of High School Students. Effective date: September 13, 2007.
- SA 255 Admission of Transfer and Re-entry Students. Effective date: September 13, 2007.
- IS 139 Developmental Education Guidelines. Effective date: September 13, 2007.
- IS 102 Academic Status. Effective date: May 15, 2007.
- IS 101 Academic Renewal. Effective date: May 15, 2007.

IS 106 Acceptance of Transfer Credit. Effective date: May 15, 2007.
IS 124 Course Substitution/Course Waiver. Effective date: May 15, 2007.
IS 126 Credit by Examination. Effective date: May 15, 2007.
IS 171 Non-Traditional Credit. Effective date: May 15, 2007.
IS 173 Placement Exams. Effective date: September 13, 2007.

Complete policies can be found at www.NorthshoreCollege.edu.

Initiatives Continued

NTCC continues many high school partnership initiatives with St. Tammany Parish School System, Washington Parish School System, Tangipahoa Parish School System, St. Helena Parish School System, Livingston Parish School System, Bogalusa City School System, East Feliciana Parish School System, and East Baton Rouge Parish School System. As a result, students entering NTCC as a postsecondary student after graduation will have dual credit course work on their transcript. Through academic advising, student transcripts are evaluated in order for students to enter at an advanced point in the program curriculum. Student opportunity for dual enrollment is available in many program areas, including Welding, Automotive Technology, Building Trades, Business Office Technology, Information Communication Technology, Drafting and Design Technology, Nurse Assistant, Patient Care Technician, EMT, Culinary Arts & Occupations, Care & Development of Young Children, Veterinary Assistant, and Juvenile Justice.

NTCC administration provides enrollment data to each parish secondary school system following the 14th day enrollment census. This information is provided to secondary school superintendents and career and technical education coordinators. This information allows both the secondary school system and NTCC to track program growth, student interest, and to explore the development of new programs. In addition, NTCC administration works closely with School-To-Work Coordinators at high schools to assess eligibility for BOR Early Start and Tops Tech Early Start funding opportunities. Each spring, NTCC officials work with high school counselors during spring scheduling to assess student interest and determine fall course offerings for the upcoming academic year. The college also provides dual enrollment information to high schools within the region during career fairs and visits to the college. NTCC houses the College and Career Transitions program. This program has established a consortium of secondary and postsecondary administrators and faculty. The consortium works with NTCC to determine linkage activities, which expands existing and develops new dual enrollment opportunities. Examples of linkage activities include curriculum development, job fairs, career exploration activities, and annual welding and small engine competitions. NTCC faculty and secondary teachers evaluate program/course curriculum. Postsecondary faculty provide guidance to ensure course syllabi are used and course objectives are met. Postsecondary faculty also make recommendations on textbook selections to ensure quality instruction.

Initiatives Implemented

NTCC implemented a comprehensive career coaching and student support capability at each campus. At the beginning of the 2011-12 fiscal year, postsecondary transition coaches were hired at each campus to work with each student affairs officers to implement a program for student career exploration and selection, retention, completion and credentialing—with emphasis on exceeding U.S. Department of Education Final Agreed Upon Performance Levels (FAUPL) for all students including special populations students. In addition, the Sullivan Campus donated a 1200 sq. ft. building to house a Student Career and Instructional Support Center equipped with computers, software and other digital assets to assist in providing services under this initiative. Equipment was purchased to expand the Culinary Arts Program at the Florida Parish Campus.

NTCC also implemented a college-wide completion placement program that builds on the existing college placement structures. At the beginning of the 2012 fiscal year, a pilot program of technical support and coordination was implemented to improve educational and occupational placements through the current instructor-based placement program at NTCC. A college-wide placement coordinator was hired to work in conjunction with instructors to improve completer placements beginning with those programs operating below current FAUPL performance standards. Emphasis is placed on increasing special populations placements above FAUPL standards; equal to all other students.

NTCC started a series of all-inclusive professional development days that focus on special populations and strategies to improve CTE student outcomes. This year Perkins funding is being used to sponsor programs entitled, "Innovative Teaching for CTE programs" and "Strategies to Improve Special Population Student Outcomes."

NTCC students have several course enrollment opportunities which prevent scheduling conflicts and other course enrollment barriers. These opportunities include:
- Providing online course enrollment through NTCC Moodle access and LCTCSOnline. Student access to online courses provides an avenue to eliminate scheduling conflicts by allowing class attendance anytime/anywhere.
- Providing opportunities for enrollment into general education courses at the Sullivan, Hammond, and Florida Parishes campuses during the afternoon and evening provides access to required AAS program courses.
- Faculty in some programs have reconfigured term course scheduling in order for students to attend class in the morning, afternoon, and/or evening. Term course scheduling also allows for students to attend class Monday-Wednesday-Friday or Tuesday-Thursday. Allowing students the flexibility to attend class fewer days a week and/or attend class during the evenings provides opportunities for some students to work and attend college simultaneously.

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

NTCC uses results shown on various reports to evaluate and design improvement plans where necessary to ensure program and institutional effectiveness. Reports used, but are not limited to:
- Integrated Postsecondary Education Data System (IPEDS) Student Financial Aid, Completions, Graduation Rates, 12-month enrollment, Fall Enrollment Reports
- Council on Occupational Education (COE) Completion, Placement, and Licensure Annual Report
- Carl Perkins Accountability Annual Report
- Board of Regents Annual Completion Report

After an analysis of the results derived from the reports, campus administrators meet with individual faculty members to develop improvement plans for enrollment, retention, completion, and placement. One example of report usage is found with the COE Completion, Placement and Licensure (CPL) Report.

NTCC is currently accredited by the Council on Occupational Education (COE). As explained in the COE Handbook of Accreditation (2010), the mission of the Council is to assure "quality and integrity in career and technical education." Council accreditation assures the public that the college provides quality instruction; maintains adequate and appropriate facilities; operates ethically; has high educational standards; and provides proof of the achievement of learning and program objectives. The achievement of learning and program objectives are validated through student attainment of certificates, diplomas, and degrees, as well as, program licensure and employment in the skill area.

The college is required to submit an annual report to COE. The report identifies if the college meets standards, criteria, and conditions set by the Council. This report includes the completion, placement and licensure counts and percentages for each accredited program. Each year the Council publishes the completion, placement and licensure benchmark rates the college must attain in each program to be considered in compliance. Each year the college is measured against national averages of other COE accredited colleges passage rates. If the college falls below an acceptable rate in any category (completion, placement or licensure), in any one program, a plan of action must be submitted to COE at the time of annual report submission. The plan must address how the college will increase rates to the acceptable range.

In accordance with a new interpretation of student achievement by the U.S. Department of Education, the Council has revised its minimum requirements for completion, placement, and licensure pass rate percentages. The new

interpretation by the Department requires that the Council focus on individual program performance rather than performance of institutions as a whole. When a program is triggered for failure to meet established benchmarks for CPL, COE will place the program on probation status. The institution will show appropriate action is taken to address deficiency within 24 months of identified deficiency.

After all completion, placement, and licensure data have been aggregated, results showing programs failing to meet CPL benchmarks are provided to campus administrators. Campus administrators consult with faculty/staff from a program with deficiencies to explain steps to submit a written Program Improvement Plan. This plan must address all areas of deficiency. The program faculty submits a follow-up report of the Program Improvement Plan at the end of the spring semester providing specific data on improvement in areas of deficiency. Campus administrators evaluate progress made to address any deficiencies in a program and evaluate the qualifications and performance of program's instructional personnel.

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

To ensure student success is accurately reported, the college will continue to provide an in-service degree audit workshop to student affairs officers and lead program faculty. These in-service workshops provide the necessary guidelines to properly award Certificate of Technical Studies (CTS), Technical Diplomas (TD), and Associate of Applied Science (AAS) degrees to students at all levels of attainment during continued enrollment and ultimately to highest level of program completion.

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

Several evaluations comparing NTCC to its 40 peer colleges in the SREB have been reviewed. NTCC's peer colleges are members of the SREB with FTE enrollment of 1,000 or more and award vocational-technical certificates, diplomas, and in some cases vocational-technical associate degrees. From an analysis of 2010-2011 total FTE, NTCC was ranked 27th. From an analysis of the 2010-2011 full-time enrollment, it was determined that NTCC was ranked 10th in retention. From an analysis of 2010-2011 graduation rates, it was determined that NTCC was ranked 8th.

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

i. 1st to 2nd year retention rate: N/A
ii. 1st to 3rd year retention rate: N/A
iii. Fall to Spring retention rate, technical colleges report on students in programs more than one semester in length.

	Baseline Fall 08	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 2 * Actual	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
Fall to Spring Retention Rate	59.7%	59.9%	59.4%	60.1%	72.3%	61.3%	61.3%	61.2%	61.8%
# in Fall Cohort	347		340		375				
# retained to Spring	207		202		271				

iv. Same institution graduation rate: N/A

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

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

Measures: Targeted

i.   Percent change in program completers from the prior academic year from the baseline year, per award level, certificate and above. Students are counted only once per award level.

Measure	Baseline 2008-09	Year 1 Benchmark	Year 1 2009-10 Actual	Year 2 Benchmark	Year 2 2010-11 Actual	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
Certificate - 1 yr (Award level 1)		0.7%	27.3%	1.4%	61.9%	2.1%	2.8%	3.5%	4.2%
	139	140	177	141	225	142	143	144	145
Diploma (Award level 2)		0.6%	46.9%	1.1%	13.7%	1.7%	2.2%	2.8%	3.3%
	175	176	257	177	199	178	179	180	181
Associate (Award level 3)		14.3%	542%	25.0%	114.3%	33.3%	40.0%	45.5%	50.0%
	7	8	45	9	15	9	10	10	11

c) Develop partnerships with high schools to prepare students for postsecondary education.
Measures: Descriptive
NTCC partners with many high schools including St. Tammany Parish School System, Washington Parish School System, Tangipahoa Parish School System, St. Helena Parish School System, Livingston Parish School System, Bogalusa City School System, East Feliciana Parish School System, and East Baton Rouge Parish School System.

i.   Number of high school students enrolled during the reporting year at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by each semester.
ii.   Number of semester credit hours in which the above high school students enroll by each semester.
iii. Number of semester credit hours completed by the above high school students with a grade of A, B, C, D, F or P, by each semester.

	Baseline Data		Year 1		Year 2	
	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Students Enrolled	1,421	1,224	1,957	1,988	1,773	1,471
Semester Credit Hours Enrolled	6,782	6,506	9,722	9,347	8,040	6,676
Semester Credit Hours Earned	6,500	5,937	9,383	8,735	7,897	6,468

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

Measures: Tracked

    i.   Passage rates on licensure/certification exams, applies to disciplines in which students are required to pass an exam upon graduation to obtain or enhance employment in their field of study. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.

	Year 1	Year 2
	2009-2010	2010-2011
Number students who took licensure exam	109	68
Number students who met the standards for	102	61
Passage rate	93.58%	89.7%

Measures: Tracked

    ii.   Number of students receiving certification(s), program and/or discipline related. Applies to programs in which students can obtain certifications as evidence of a student's knowledge and/or expertise in an area, which may or may not be required for employment. The passage rate is the percent of students who met the standard for passage compared to the total number of student who took the exam.

	Year 1	Year 2
	2009-2010	2010-2011
Number students who took licensure exam	N/A	1,473
Number students who met the standards for	1,062	1,277
Passage rate	N/A	87%

See Attachment B Appendix 2 - IBC spreadsheet for detailed list of certifications by program.

    iii.   The number of students assessed and earning WorkKeys ® certificates, in each of the award levels.

	Year 1	Year 2
	2009-2010	2010-2011
Number of students who took WorkKeys ® assessment	499	440
Number of students earned Bronze certificate	83	82
Number of students earned Silver certificate Passage rate	156	204
Number of students earned Gold certificate	123	51
Number of students earned Platinum certificate	45	0
Passage Rate	81.56%	76.59%

Northshore Technical Community College

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Articulation and Transfer

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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.

Policies Continued

Northshore Technical Community College (NTCC) is an open-enrollment institution. Refer to NTCC policy SA 254 Admission of First-time Freshmen and/or SA 255 Admission of Transfer and Re-entry Students for specific requirements of acceptance for college enrollment. Policies of the LCTCS and NTCC support the enrollment of students who are unprepared for admission into four-year universities. These policies provide options for students to enroll in technical programs while, at the same time, enroll in developmental courses and general education courses for transfer into four-year universities at a later date.

LCTCS policies include:
> 1.004 Admission Policy Statement for First Time Freshman: October 10, 2001.
> 1.005 General Admission Requirement. Effective date: October 10, 2001.
> 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.
> 1.018 Academic Honors. Effective date: December 12, 2001.
> 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.
> 1.045 LCTCS Online Initial Policy Statement. Effective date: November 12, 2008.
> 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.

Complete policies can be found at www.LCTCS.edu.

NTCC policies include:
> SA 254 Admission of First-time Freshmen. Effective date: September 13, 2007.
> SA 253 Admission of Dual Enrollment of High School Students.
> > Effective date: September 13, 2007.
> SA 255 Admission of Transfer and Re-entry Students.
> > Effective date: September 13, 2007.
> IS 139 Developmental Education Guidelines. Effective date: September 13, 2007.
> IS 101 Academic Renewal. Effective date: May 15, 2007.
> IS 106 Acceptance of Transfer Credit. Effective date: May 15, 2007.
> IS 126 Credit by Examination. Effective date: May 15, 2007.
> IS 171 Non-Traditional Credit. Effective date: May 15, 2007.
> IS 173 Placement Exams. Effective date: September 13, 2007.

Complete policies can be found at www.NorthshoreCollege.edu.

Initiatives Continued

During the spring 2011 semester, Northshore Technical Community College (NTCC) initiated a project with Southeastern Louisiana University (Southeastern) that provides students who do not meet Southeastern's admission requirements an opportunity to transition through NTCC back to Southeastern. The project centers on a partnership between the two institutions such that students who are denied admission into Southeastern get referred to NTCC for admission. Once enrolled through the project, students schedule the appropriate developmental courses, as well as general education courses. Students who complete developmental courses plus 12 credit hours of general education with a 2.0 GPA or higher are then able to transfer into Southeastern. Students participating in this project are also

able to schedule courses in career technical education through NTCC. Technical education courses are in the fields of Information Communication Technology and Building Technology Specialist. All students are provided an opportunity to gain WorkKeys certification. All courses offered through this project are located at the North Campus facilities on Southeastern's campus. Over the past year, enrollment continues to grow as more and more students become interested in the project. Enrollment of referred students was 12 for the 2010-2011 academic year. The NTCC enrollment for students in the project was 84 students in the fall semester of 2011 and 134 students for the spring semester of 2012.

Accreditation

NTCC is currently accredited by the Council on Occupational Education (COE) and is seeking to become accredited by the Southern Association of Colleges and Schools (SACS). As such, the articulation and transfer initiatives between NTCC and SACS institutions are more challenging than the transfer process between non-SACS institutions, i.e. technical colleges. At this time, NTCC does not offer the Louisiana Transfer Degree. Most NTCC programs do not offer transfer opportunities for technical courses. Students enrolled in Associate of Applied Sciences (AAS) programs can attain up to 15 credit hours of general education courses that are transferrable to SACS accredited universities and community colleges. Until fall 2011, the five general education courses required for all AAS degree programs were taught by River Parishes Community College and transferred to other SACS accredited universities and community colleges. A copy of the NTCC/RPCC Memorandum of Understanding can be found in Appendix A.

After the 2011 Louisiana Legislative Session, Governor Bobby Jindal signed into law ACT 209 which changed the NTCC mission to include the offering of general education courses and transfer degrees. NTCC offered general education courses to students for the first time during the fall 2011 semester. The college is currently completing the necessary process to apply for accreditation through the Southern Association of Colleges and Schools (SACS). Prior to obtaining SACS accreditation, NTCC cannot receive approval by the LCTCS Board and Board of Regents to offer the Louisiana Transfer Degree.

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

Students enrolled through the NTCC/Southeastern project will be tracked to determine the effectiveness of preparing students for transition to the university. The success of the program will be determined by students retained in the program, students completing necessary requirements and enter Southeastern, students continuing in an NTCC program, or students entering the workforce.

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

With the implementation of the new student enrollment system, Banner, all LCTCS technical and community colleges will have access to student transcripts from students who attend one of the LCTCS technical and community colleges. As a result, academic advisors will be able to identify previous coursework in a more efficient manner. The new student enrollment system, Banner, will be implemented for the fall semester of 2012, and it will instantly provide student transcript access to all LCTCS technical and community colleges.

NTCC is prepared to utilize the services of the National Student Clearinghouse. The National Student Clearinghouse provides an opportunity for its college members to follow the progress and success of former students. This membership enables NTCC to track students and determine if the former student transferred or re-enrolled at another institution and whether or not they earned a credential.

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

Northshore Technical Community College (NTCC) and Southeastern Louisiana University continue a rapid response program, Solutions to Expanding College Student Access and Providing Relevant Workforce Training, which resulted from Approval of LA GRAD Act. A copy of the NTCC/Southern Memorandum of Agreement can be found in Appendix B.

Students seeking an Associate of Applied Science (AAS) at technical colleges are held to the same general education placement standards as other associate degrees, i.e. Associate of Science (AS), taught at community colleges and four-year universities.   Students seeking an AAS must first achieve the appropriate placement test scores prior to being admitted into general education courses. By increasing placement test score requirements for admission into general education courses, NTCC should positively affect retention of students from the college to community colleges or four-year universities.

Currently transfer data from four-year universities and community colleges to NTCC is tracked through students submitting transcripts from attended universities and community colleges. General education courses and other coursework from community colleges and universities listed on the Board of Regents Articulation and Transfer Matrix are accepted automatically into the bachelor and associate degrees of those universities and community colleges appearing on the matrix. Coursework of institutions not appearing on the matrix is accepted into a bachelor or associate degree only by evaluation of course syllabus and faculty credentials. Credits that do not match course descriptions or syllabi from the college to NTCC are granted through successful completion of challenge exams.

The NTCC Florida Parishes Campus is participating in an articulation agreement with Northwestern State University (NSU), effective March 2010, to allow students who successfully complete an AAS Degree in Criminal Justice at the Florida Parishes Campus to transfer to NSU with junior status in the NSU Criminal Justice BA degree program. The NSU Criminal Justice program is offered fully online. The Florida Parishes Student Affairs Office will monitor the number of graduates who complete the AAS Criminal Justice program and will monitor the number of graduates who actually enroll in the NSU Criminal Justice BA program. NTCC's first five graduates of the AAS in Criminal Justice completed all course requirements, May 2011. The Florida Parishes Criminal Justice Program Coordinator will work closely with the NSU Criminal Justice Department Chair to determine how many of the transfer students graduate from the Bachelor's program, as well as, monitor the number of students who exit prior to graduation from NSU. The articulation agreement between NTCC and NSU is relatively new. Because of the newness of the transfer opportunity of Criminal Justice AAS recipients, no feedback reports are available at this time. The Florida Parishes Campus coordinator will determine the challenges facing the students who exit prior to graduation and take actions that will assist students to resolve these challenges as they enroll in the Bachelor's Degree Program at NSU. A copy of the NTCC/NSU articulation agreement can be found in Appendix C.

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.**

Measures: Tracked
No data required.

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

No data required.

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

      i.   Number of students referred.
          N/A

      ii.   Number of students enrolled.
          12 students enrolled during the 2010-2011 Academic Year
          0 students enrolled during the 2009-2010 Academic Year

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

      i.   Number of students enrolled in transfer degree program.
          N/A

      ii.   Number of students completing a transfer degree.
          N/A

      iii. 1st to 2nd year retention rate of those who transfer with transfer degree.
          N/A

      iv.   Number of baccalaureate completers that began as a transfer student with a transfer associate degree.
          N/A

Appendix A – NTCC/RPCC Memorandum of Understanding

River Parishes Community College
&
Louisiana Technical College Region 9

RPCC

MEMORANDUM OF UNDERSTANDING

Vision Statement

Louisiana Technical College Region 9 and River Parishes Community College share the vision of LCTCS by providing increased access for students, building business and industry training ventures that support workforce training, and promote effective use of resources. Collaborative grant writing opportunities, enhanced student services, and general education course transfer represent three linkages that enhance services and develop additional resources. The strength of the partnership is founded on effective communication between colleges and a genuine concern for the needs of students and stakeholders.
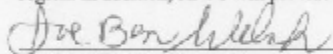
Expanding Access to Students

In order to enhance educational opportunities of LCTCS, students in LTC Region 9 are provided access to general education courses via River Parishes Community College. Courses are taught on site, by compressed video, and on-line as deemed necessary. As a result of this effort, carefully coordinated student affairs activities are communicated to students by both colleges to ensure a seamless transfer of course credit. A General Education transfer document is revised annually by the Chancellor and Regional Director. LTC Region 9 faculty are also provided teaching opportunities for general education courses pending approval of SACS credentials. LTC Region 9 and RPCC will also work to expand general education course offerings to all secondary school systems within the Region 9 service delivery area. In addition, curriculum audits will take place between LTC Region 9 and RPCC for Process Technology.
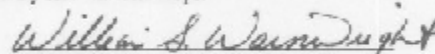
Improving Market Responsiveness

Collaborative grant writing opportunities between institutions provide local and regional business and industry partners a greater breadth of resources when addressing workforce needs. For example, a collaborative effort between Region 9 and RPCC secured two Community Development Block Grants serving the petrochemical and construction industry. RPCC also secured a grant to provide a grant writing workshop for all technical colleges in Region 9 and RPCC. As a result, capacity has been enhanced between the two colleges when attempting grant writing opportunities. The Chancellor and Regional Director will continue to work in collaboration to support the LCTCS Advocacy Campaign and conduct joint meetings to inform stakeholders and assess the needs of business and industry partners and legislators throughout the region.

Effective Utilization of Resources

River Parishes Community College and LTC Region 9 are participants in the Board of Regents Student Services Enhancement funds. The primary function of this collaboration will be to align student services that support a smooth transfer from one campus to another. The Chancellor and Regional Director will provide student affairs personnel the necessary resources to satisfy grant obligations that include on-line student applications and access to admissions forms to ensure efficient enrollment management services. Both colleges will also work together in 2008 to secure a TRIO dissemination grant that will enhance student services throughout the region. In addition, RPCC will provide Region 9 campuses library services workshops.

Joe Ben Welch, Chancellor
River Parishes Community College

6-2-08
Date

William S. Wainwright, Regional Director
Louisiana Technical College Region 9

May 29 2008
Date

Appendix B – NTCC/SELU Memorandum of Understanding

Memorandum of Understanding
Northshore Technical College and Southeastern Louisiana University

Solutions to Expanding College student Access and Providing Relevant Workforce Training Resulting from Approval of the LA GRAD Act

Purpose

The purpose of this collaboration between Northshore Technical College and Southeastern Louisiana University is to enhance both the efficiency and effectiveness of post-secondary education for southeast Louisiana, particularly the northshore. In particular, this endeavor will provide solutions to expanding college student access and delivery of relevant workforce training programs. Outcomes of this collaboration will include successful completion of remedial coursework, attainment of industry-based certification, accredited workforce training opportunities and career counseling and advisement that will ensure continued success for each student.

In addition, the collaborative will help ensure access to post-secondary education, enhance ease of transfer credits, facilitate academic programming that meets regional workforce needs, and increase efficiency through sharing of resources.

Ensuring access is of particular importance as Southeastern Louisiana University continues to raise admission standards, thus increasing the likelihood that some prospective students will not achieve admission. Likewise, incomplete or inconsistent access to community college services, particularly in some areas of the northshore, in conjunction with constrained financial resources, heighten the need for a collaborative approach.

Legislative Justification and Support

The collaboration also helps ensure that both institutions are being proactive in addressing challenges in the economy and resulting changes in the higher education landscape. In addition, the collaboration ensures the participating institutions are responsive to relevant actions of the Louisiana Legislature, including specific provisions of the LA GRAD Act as well as other legislation encouraging ease of transfer credits between post-secondary institutions and more complete community college services on the northshore. Student retention, completion, and transfer rates will be a primary focus of this endeavor.

Implementation - Phase I

Northshore Technical College and Southeastern Louisiana University agree to pilot phase I in the spring semester, 2011. Specifically, the institutions will collaborate to ensure students who do not meet Southeastern admission standards will have the option to pursue any remedial course requirements through the Northshore Technical College. The institutions will collaborate to facilitate student access through joint admissions/advising processes leading up to enrollment decisions.

Northshore Technical College will offer courses on Southeastern's campus, based on anticipated demand and available resources. These courses will include relevant remedial courses, as well as other appropriate instruction.

Southeastern's mission is to lead the educational, economic, and cultural development of the southeast Louisiana region. For students who do not meet admission standards, Southeastern wishes to bridge the gap while students make final preparations for future entry to the institution. Northshore Technical College, whose mission for 80 years is academic and skills development leading toward career preparation will provide an opportunity for these students to fulfill developmental, general education diploma (GED) preparation, or academic upgrade needs. Specifically, Northshore Technical College will assist in furthering student skills in areas such as Developmental Studies (Reading, Math, and English), Network Specialist (such as national industry certifications in IC3, Comp TIA A+, Microsoft MCSE, Microsoft MCSA, and CISCO), and green technology in the construction industry (Building Technology Specialist; Electrician).

Southeastern Louisiana University will provide, at no cost, Northshore Technical College with dedicated classroom and office space as needed to fulfill the Technical Colleges obligations under this collaborative agreement. Students enrolled in classes as part of this agreement will have access to Southeastern student support facilities (library, computer labs, etc.) as well as campus amenities (student union, food services, etc.). Southeastern will also provide appropriate support personnel who will assist with instruction and/or other services necessary to meet the commitments of the collaborative. Northshore Technical College will provide instructional support, career counseling services, and technological infrastructure to satisfy the goals and objectives of this collaboration.

Phase II

Northshore Technical College and Southeastern Louisiana University envision additional opportunities to collaborate in the future.

Such as:
Expanded Remedial Coursework
General Education Course Offerings
Industry Based Certification Opportunities
Extensive Career Pathways Promoting Transfer from NTC to SELU
Expanded Testing/Certification Centers
Comprehensive Career Counseling and Advising Services

John Crain, President
Southeastern Louisiana University
January 7th, 2011

William S. Wainwright, Director
Northshore Technical College
January 7th, 2011

Appendix C – NTCC/NSU Articulation Agreement

MEMORANDUM OF UNDERSTANDING
BETWEEN
Northwestern State University
AND
Louisiana Technical College- Central Louisiana and North Shore

Northwestern State University (NSU) and Louisiana Technical College – Central Louisiana (Region 6 – Oakdale lead campus) and North Shore (Region 9 – Florida Parishes lead campus) Colleges (LTC) have agreed to enter into a Memorandum of Understanding for a 2+2 program between the two Institutions. The 2+2 program will allow students to complete the Associate of Applied Science in Criminal Justice at LTC and transfer all credit hours applied to the AAS degree as listed in Appendix A to Northwestern State University in partial fulfillment of degree requirements for the Bachelor of Arts in Criminal Justice at NSU. Both institutions serve the needs of their constituency and are responsive, student oriented institutions that prepare their students to become productive members of society as well as promote the academic development and improvement in the quality of life of citizens in their regions.

This partnership is mutually beneficial to both institutions for several reasons. Traditional and non-traditional students attending LTC have said that they want and need an opportunity after completing their criminal justice studies from LTC to transfer to a four year program that will accept LTC's criminal justice credits.

Both Institutions have full-time, tenure track faculty with advanced academic and field experience credentials.

Both institutions have extensive support resources (i.e., on-line access, service courses, and adequate administrative – faculty – staff backup).

Both programs adhere to the curriculum standards of the Academy of Criminal Justice Sciences.

Northwestern State University has excellent on-line instructional capabilities and the Bachelor of Arts in Criminal Justice is available via the Internet.

Northwestern State University has a tuition exemption for criminal justice majors employed full-time as law enforcement officers.

In accordance with this Memorandum of Understanding, LTC agrees to:

> Have their students who plan to transfer to NSU to complete a Bachelor Degree in Criminal Justice file intent to transfer form with NSU to establish the catalog of record for their graduation from NSU.

Encourage students to add an American or British Literature course (when offered by LTC or otherwise available) in pursuit of the Associate of Applied Science (AAS) in Criminal Justice at LTC.

Jointly with Northwestern State University, market the 2+2 Agreement to prospective students.

Utilize textbook *Drugs, Society, and Human Behavior*, by Ksir, Hart, and Ray in CRMJ 2520 Drugs, Crime, and Criminal Justice course.

Provide information about the 2+2 Agreement in the LTC catalog.

Provide students the opportunity to obtain the LTC credit hours as listed in Appendix A of the Memorandum of Understanding between NSU and LTC.

Provide credentials for SACS certifiable faculty prior to implementation of the agreement and provide updated credentials as new faculty are employed.

Provide instructors names by the courses they taught when forwarding student transcripts to Northwestern State University.

In accordance with this Memorandum of Understanding, Northwestern State University agrees to:

Accept LTC's credit hours as listed in Appendix A of the Memorandum of Understanding between Northwestern State University and LTC.

Accept LTC's CRMJ 2520 for Northwestern State University's CJ 4500 Drug Use in Modern Society.

Along with LTC, jointly market the 2+2 Agreement.

This agreement is effective only for students who are enrolled at NSU as Criminal Justice majors.

By signature of President Randall J. Webb, Northwestern State University, and of the respective Regional Directors, this 2+2 Memorandum of Understanding is entered into on the 10th day of March, 2010.

_____   03/10/10
Dr. Randall J. Webb, NSU President   Date

_____   _____
Dr. Lisa Abney, NSU Vice President of Academic   Date
Affairs

_____   3 –10·10
Mr. Joe Morris, NSU Criminal Justice Department   Date
Chair

_____   3/10/10
Mr. Mervin Birdwell, Central LA Technical College,   Date
Director

_____   3/10/10
Dr. Randy Esters, Oakdale Branch Campus   Date

_____   3/10/10
Mr. William Wainwright, North Shore   Date
Technical College, Director

_____   3/10/10
Ms. Sharon Hornsby, Florida Parishes Branch   Date
Campus

_____   3/10/10
Dr. Joe D. May   Date
LCTCS President

Memorandum of Understanding between Northwestern State University
and
Louisiana Technical College – Regions 6 and 9 (Oakdale Campus and
Florida Parishes Campus)
Appendix A

Humanities/English (**9 sem. Hours**):

Oakdale Campus/Florida Parishes Courses	NSU Courses
English 1015	English 1010
No Equivalent	English 1020
No Equivalent	English 2050 or 2060

Mathematics (**6 sem. Hrs**): 1011 0r 1021; and 1022, 1425, 1431, or 1435.

Oakdale Campus/Florida Parishes Courses	NSU Courses
Math 1015	Math 1020
No Equivalent	Math 1060

Natural/Physical Sciences (**6 sem. Hrs.**):

Oakdale Campus/ Florida Parishes Courses	NSU Courses
Physical Science 1015	SCI 1010 or Chem 1070

Core Courses (**19 sem. Hrs.**):

Oakdale Campus/Florida Parishes Courses	NSU Courses
POLI 1100	PSCI 2010
Psychology 2010	PSYC 1010
Sociology 2110	SOC 2020
No Equivalent	SOC 1010
HIST 2010	Hist 2020

General Electives (**9 sem hrs.**)

Oakdale Campus/Florida Parishes Courses	NSU Courses
HEMS 1140 (NSU HED 1010)	HED 1010, 1090 or HP 1110 (4hrs.)
No Equivalent	FA 1040
	Elective

Area of Concentration: Criminal Justice (18 sem. Hrs.):

Oakdale Campus/Florida Parishes Courses	NSU Courses
CRMJ 1110	CJ 1100
CRMJ 1120	CJ 2500
CRMJ 1210	Elective
CRMJ 1220	CJ 2300
CRMJ 1230	Elective
CRMJ 1310	Elective
CRMJ 1322	Elective
CRMJ 1340	Elective
CRMJ 1410	Elective
CRMJ 1422	CJ 2400
CRMJ 2510	CJ 2600 (Elective)
CRMJ 2520	CJ 4500
CPTR 1100	Elective

Oakdale Campus/Florida Parishes Course	NSU Course
PHSC 1000 (formerly 1015) Physical Science	SCI 1010 Basic Concepts of Physical Science 1
PSYC 2010 (formerly 2015) Intro to Psychology	PSYC 1010 General Psychology
CRMJ 2997 Selected Topics: Police Survival	Elective
SPCK 1010 (formerly 1200) Intro to Public Speaking	COMM 1010 Fundamentals of Speech
CRMJ 2552 Criminal Justice Externship	Elective
JOBS 2450 Job Seeking Skills	Elective

2

Northshore Technical Community College

GRAD Act Performance Objectives
Workforce and Economic Development

2012 Annual Report
April 12, 2012

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

Northshore Technical Community College (NTCC) has no targeted measures for this objective. The college does continue to eliminate or modify program curriculum to meet the needs of industry and increase opportunities for course enrollment through distance education.

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.

NTCC utilizes the program low-completion report received from the Board of Regents. This report lists programs that do not meet the three-year average requirement to be considered viable for workforce needs. College administrators evaluate listed programs to determine if programs are in high-demand areas, which may justify modifications of the program, or if programs need to be closed. The college then provides a written response to the Board of Regents (BOR). The BOR then reviews the responses and determines whether or not the college must close a program or allow the program to continue for a probationary period based on workforce demand.

Each program has an Occupational Advisory Committee made of members from business and industry in the program field of study. Twice annually, each training program is evaluated during Occupational Advisory Committee meetings where the following business actions are included during the fall and spring semesters:

- The COE Completion, Placement, and Licensure Report is shown to members to support reasonable expectations for successful completion of the program.
- Program content are reviewed by committee members to ensure training objectives are in alignment with business and industry needs and are used throughout training.
- Program length is reviewed by committee members to ensure that entry level wages are directly related to the length of training and the tuition cost of training.
- Program objectives are reviewed to ensure the needs of regional employers are met.
- Program equipment and materials are reviewed to ensure similarity to those used in business and industry.
- Employer Program Verification Forms are completed to show the verifiable range of remuneration that can reasonably be expected by completers who enter a chosen field upon completion of the program.

During the 2010-2011 academic year, NTCC eliminated the ICT: Computer Programmer, Medical Office Assistant CTS, Accounting Technology: Account Clerk CTS, Accounting Technology TD and Office Systems Technology: Office Assistant CTS, Office Systems Technology TD programs offered at all three NTCC campuses. Three students in the ICT: Computer Programmer program continued in a teach-out status. These students are completing the required general education and elective courses needed to attain all required coursework for the program. Evidence of all program closures and additions can be found on the Board of Regents CRIN List.

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.
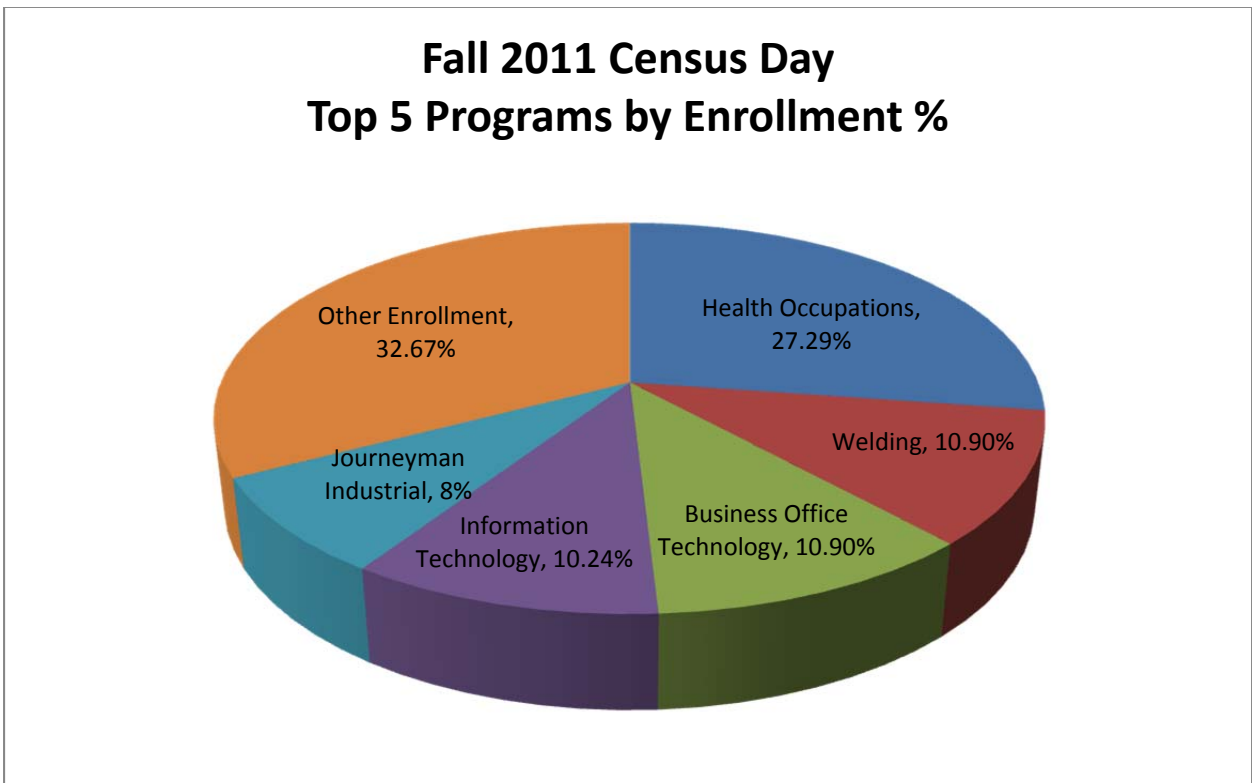
As stated above, the NTCC 2010-2011 academic year included the program eliminations of the Medical Office Assistant CTS, Accounting Technology: Account Clerk CTS, Accounting Technology TD and Office Systems Technology: Office Assistant CTS, Office Systems Technology TD programs offered at all three NTCC campuses.

A major curriculum change to the former Office Systems Technology program resulted in combining all business related programs into one Business Office Technology/Business Office Administration program. The revised program is reported under one CIP Code, 520401. As a single program, it has initial core courses required for all exit points including Accounting Office Assistant CTS, Office Assistant Specialist CTS, Medical Office Specialist CTS, Medical Records/Billing Specialist CTS, Legal Office Specialist CTS, Business Office Technology TD, and Business Office Administration AAS.

Additional programs added to meet industry demand are Electric Line Technician TD at the Florida Parishes Campus, and Pharmacy Technician CTS at both the Florida Parishes Campus and Hammond Area Campus. The Electronic Health Records and Billing and Coding Specialist programs were approved for program delivery by the Florida Parishes Campus during the 2010-2011 academic year. Although, the Electronic Health Records and Billing and Coding Specialist programs are not currently open and accepting students for enrollment.

Following the 14th day enrollment census, student/program enrollment data is examined to determine the top five programs by enrollment. Next, the college evaluates top demand occupations by parish and region and aligns the data with enrollment by program. This process ensures the programs offered by NTCC are relevant and meeting workforce demand. These top enrollment programs are consistent with top demanded jobs as seen on the Louisiana Workforce Commission website at www.laworks.net.

The following chart shows the top five programs by enrollment for NTCC. The top five programs provide training in health occupations, business, welding, information technology, and apprenticeship programs. During the fall 2011 semester, over 67% of NTCC's student enrollment by program area provided training in high-demand occupational fields as seen on the Top Demand Occupations Revised 2011 for Regional Labor Market Area 2. See the Louisiana Workforce Commission website link, (http://www.laworks.net/LaborMarketInfo/LMI_OccTopDemand.asp?years=20082018, for a complete listing of the top demand occupations.

**Fall 2011 Census Day
Top 5 Programs by Enrollment %**

Other Enrollment, 32.67%

Health Occupations, 27.29%

Welding, 10.90%

Journeyman Industrial, 8%

Information Technology, 10.24%

Business Office Technology, 10.90%

NTCC's Workforce Division provides many opportunities for credit and non-credit training in high-demand areas, as reported in the Louisiana Workforce Commission's database. Over 300 short term and long term non-credit courses are offered online. Most of the courses lead to industry based credentials. The Workforce Division led several incumbent worker training programs, including Shell IWTP II which trained over 600 employees and Gulf Cranes IWTP II which trained over 100 employees. Additionally, the Workforce Division led training in Command Spanish and Insurance Adjuster Pre-licensing courses.

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

A study completed by the Board of Regents (BOR) utilizing both BOR and Louisiana Workforce Commission data has been completed. This study provides a baseline report examining the employment of all Louisiana postsecondary completers, as well as, NTCC completers. The design of the study is to determine:
- Personal economic value of public higher education in the state of Louisiana.
- Retention of postsecondary completers in the workforce.
- Impact residency status has on retention.
- Wage earnings six months and eighteen months following graduation
- Impact on earnings by level of education.

Please note the employment rates and salaries on the Employment Outcomes Report are derived from employment found for completers in Louisiana. Because NTCC's service area borders four Mississippi counties, any completers working outside of the state of Louisiana will not be recognized in the percentages shown on this report.

NTCC utilizes other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report. NTCC collects follow-up information of students through many avenues. Students formally exiting the college can provide employment data when completing an IS100-47 Student Withdrawal from College form or an IS100-51 College Exit/Job Placement form. Employment follow-up letters and emails are sent to former students requesting the completion of an employment survey. Faculty and staff contact former students through telephone and email to collect employment data. Any collected employment data is entered into the college Student Enrollment System (SES). An aggregate total of employment data by program is compiled and reported to COE on the annual Completion, Placement, and Licensure (CPL) Report.

NTCC is awarded WIA funds through the Louisiana Workforce Commission and the Workforce Investment Board. NTCC's YouthBuild Bogalusa Program receives WIA funding to administer a Building Technology Specialist training program which aligns with current workforce needs. This program also provides developmental studies courses to prepare YouthBuild Bogalusa students to acquire a GED. NTCC's Models for Change program receives funding to provide college course enrollment opportunities for at-risk youth, who are adjudicated.

The college utilizes the Louisiana Workforce Commission's data on high-demand workforce needs when determining use of Carl Perkins funding. The state's high-demand occupations are studied when preparing the college's LAP.

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

NTCC provides student access to online courses through the college's Moodle Moot access and through LCTCS Online. NTCC initially started online course development using Blackboard, but has since transitioned to Moodle Moot. This transition was a cost savings to the college without losing value in course delivery.

Students enrolled in online courses have computer lab access at many locations throughout the college. The Sullivan Campus provides computer and internet access to students during times when no courses are offered in the Information Technology Computer Lab. Additional access to computer and internet access is available in the SGA funded computer lab and in the campus Career Center. The Florida Parishes Campus provides computer and Internet access to its students in one of five computer labs available throughout the campus. Instructors provide their students with schedules as to the availability of the computer labs. Students enrolled in online classes may utilize one of the computer labs when classes are not in progress in the Business Department. The Hammond Area Campus provides computer and Internet access to students in its Student Career and Computing Center which is open during regular school hours except when reserved for special meetings and/or presentations.

NTCC has appointed an NTCC/LCTCS Online registrar to facilitate the enrollment process to and from the Genius student enrollment system into the college's Student Enrollment System. The registrar is a point of contact for these online students and acts as a liason to each of the college campus student affairs office. NTCC/LCTCS Online enrollment application and course enrollment procedures have been developed and implemented to create a seamless enrollment process for NTCC online students.

Training is provided to student affairs office personnel and faculty. A workshop was conducted June 13, 2011 to train all student services persons, campus bursars, and financial aid offices on the new online admissions, enrollment, and payment procedures. Additionally, faculty are provided opportunities to develop online courses. The E-Learning Coordinator provides training workshops to faculty on the use of Moodle Moot course development. These workshops are held at the Sullivan Campus, Hammond Area Campus and Florida Parishes Campus during academic calendar breaks throughout the year. Additionally, faculty have opportunities for training to develop online courses during LCTCS annual conferences.

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

Measures: Descriptive

i. Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review.

4 programs eliminated during the 2010-2011 academic year.
2 programs eliminated during the 2009-2010 academic year.

ii. Number of programs modified or added during the most recent academic year to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

5 programs modified or added during the 2010-2011 academic year.
3 programs modified or added during the 2009-2010 academic year.

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

25 programs offered during the 2010-2011 academic year.
25 programs aligned with workforce and economic development needs during the 2010-2011 academic year.
100% programs aligned with workforce needs during the 2010-2011 academic year.

26 programs offered during the 2009-2010 academic year.
26 programs aligned with workforce and economic development needs during the 2009-2010 academic year.
100% programs aligned with workforce needs during the 2009-2010 academic year.

b) Increase use of technology for distance learning to expand educational offerings.
For the purposes of this element, distance education refers to all courses based on technology-mediated instruction for students available at a site or sites remote from the instructor. Distance education includes both synchronous (real-time) and asynchronous (time-delayed) activities. These would include but are not limited to the use of compressed video, cable television, broadcast television./radio, satellite, Internet, CD, videotape, and audio.
        Measures: Tracked

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

	Baseline Data	Year 1	Year 2
	2008-09	2009-10	2010-11
Course Sections Offered 50% to 99%	2	0	0
Course Sections Offered 100%	19	14	69

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

	Baseline Data	Year 1	Year 2
	2008-09	2009-10	2010-11
# Student Enrolled in Sections Offered 50% to 99%	33	0	0
# Student Enrolled in Sections Offered 100%	241	210	819

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

	Baseline Data	Year 1	Year 2
Award Level	2008-09	2009-10	2010-11
AAS	0	0	1
TD	0	0	1
CTS	0	0	2

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

N/A for NTCC.

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.

Measures: Tracked

  i.   Percent of completers found employed*.
        *The 2011 Employment Outcomes Report may be found on the Board of Regents' website on the Data/Publications page.

  ii.   Performance of associate degree recipients who transfer to 4-year universities.
        <u>See Elements 2.b and 2.d.</u>

  iii. Placement rate of graduates.
        N/A for NTCC.

  iv.   Placement of graduates in postgraduate training.
        N/A for NTCC.

Northshore Technical Community College

GRAD Act Performance Objectives
Institutional Efficiency and Accountability

2012 Annual Report
April 13, 2012

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Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.

During the spring 2011 semester, Northshore Technical Community College (NTCC) initiated a project with Southeastern Louisiana University (Southeastern) that provides students who do not meet Southeastern's admission requirements an opportunity to transition through NTCC back to Southeastern. The project centers on a partnership between the two institutions such that students who are denied admission into Southeastern get referred to NTCC for admission. Once enrolled through the project, students schedule the appropriate developmental courses, as well as general education courses. Students who complete developmental courses plus 12 credit hours of general education with a 2.0 GPA or higher are then able to transfer into Southeastern. Students participating in this project are also able to schedule courses in career technical education through NTCC. Technical education courses are in the fields of Information Communication Technology and Building Technology Specialist. All students are provided an opportunity to gain WorkKeys certification. All courses offered through this project are located at the North Campus facilities on Southeastern's campus.

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

During the 2011 fiscal year, the annual tuition and fees for a full-time NTCC nonresident student was $1,933. NTCC nonresident student tuition and fees increased to $3,045 for the 2012 fiscal year. When comparing NTCC out-of-state tuition and fees to its SREB peers for fiscal year 2012, NTCC's out-of-state tuition and fees are 32.1% lower than the SREB peer average of $4,484. As illustrated in the chart below, NTCC will continue to increase nonresident student tuition and fees until the SREB average of $7,444 is met.

Fiscal Year	Tuition and Fee Amount	Percent Increase
2012	$3,035	57.0%
2013	$4,137	36.3%
2014	$5,239	26.6%
2015	$6,342	21.1%
2016	$7,444	17.4%

An analysis of students paying out-of-state tuition and fees for the fall 2010 and spring 2011 to fall 2011 and spring 2012 semesters was made. A 15% decrease in the semester duplicated student enrollment count occurred, and a 17% decrease in student credit hours occurred. Although decreases were found in student count and credit hours enrolled, a 39% increase in total tuition charged occurred. At this time, too little data is available to determine a trend, but comparisons will continue through the 2015-2016 academic year to determine if the increase in nonresident tuition impacts enrollment and/or revenue.

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.**

   N/A for NTCC.

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.**

   N/A for NTCC.

c) **Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.**

      i. Total tuition and fees charged to non-resident students in the reporting year:

Measure: Tracked

	Year 1	Year 2
	FY 2011	FY 2012
NTCC non-resident tuition/fee amount	*$1,933*	*$3,045*
SREB Targeted Measure	*$7,444*	*$7,444*
Difference	*-$5,511*	*-$4,399*

d) **Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**
- *Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.*
- *Aligning with current and strategic statewide and regional workforce needs as identified by the LWC and Louisiana Economic Development.*
- *Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.*
- *Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.*
- *Having a high level of research productivity and technology transfer.*

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

Northshore Technical Community College

GRAD Act
Reporting

2012 Annual Report
April 12, 2012

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a) Number of students by classification.

3,353 - Headcount, undergraduate students enrolled in fall 2011.
3,531 - Headcount, undergraduate students enrolled in fall 2010.
3,830 - Headcount, undergraduate students enrolled in fall 2009.

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS).
Reference Board of Regents summary report SSPSLOAD.

2,060.2 - Budgeted FTE (full-time equivalent) undergraduate students, fall 2011.
2,236.8 - Budgeted FTE (full-time equivalent) undergraduate students, fall 2010.
1,974.3 - Budgeted FTE (full-time equivalent) undergraduate students, fall 2009

Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

b) Number of instructional staff members.

152 - Number instructional faculty for fall 2011.
112.6 - FTE instructional faculty for fall 2011.
113 - Number instructional faculty for fall 2010.
86.7 - FTE instructional faculty for fall 2010.
139 - Number instructional faculty for fall 2009.
101.7 - FTE instructional faculty for fall 2009.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

c) Average class student-to-instructor ratio.

10 - Average undergraduate class size at the institution fall 2011.
9,716 – Undergraduate headcount fall 2011.
985 – Undergraduate level sections fall 2011.

10 - Average undergraduate class size at the institution fall 2010.
11,699 – Undergraduate headcount fall 2010.
1,202 – Undergraduate level sections fall 2010.

9 - Average undergraduate class size at the institution fall 2009.
12,685 – Undergraduate headcount fall 2009.
1341 – Undergraduate level sections fall 2009.

Source: Fall credit hour data submitted by the institutions to the Student Credit Hour
(SCH) Reporting System.

d) Average number of students per instructor.

18.3 - Ratio of FTE students to FTE instructional faculty fall 2011.
26 – Ratio of FTE students to FTE instructional faculty fall 2010.
22.1 – Ratio of FTE students to FTE instructional faculty fall 2009.

Source: Data submitted by the institutions to the Student Credit Hour (SCH).
Reporting System and Employee Salary (EMPSAL) Data System.

e) Number of non-instructional staff members in academic colleges and departments.

15 - Number of non-instructional staff members, fall 2011.
14 - FTE non-instructional staff members, fall 2011.
12 - Number of non-instructional staff members, fall 2010.
11.8 - FTE non-instructional staff members, fall 2010.
12 - Number of non-instructional staff members, fall 2009.
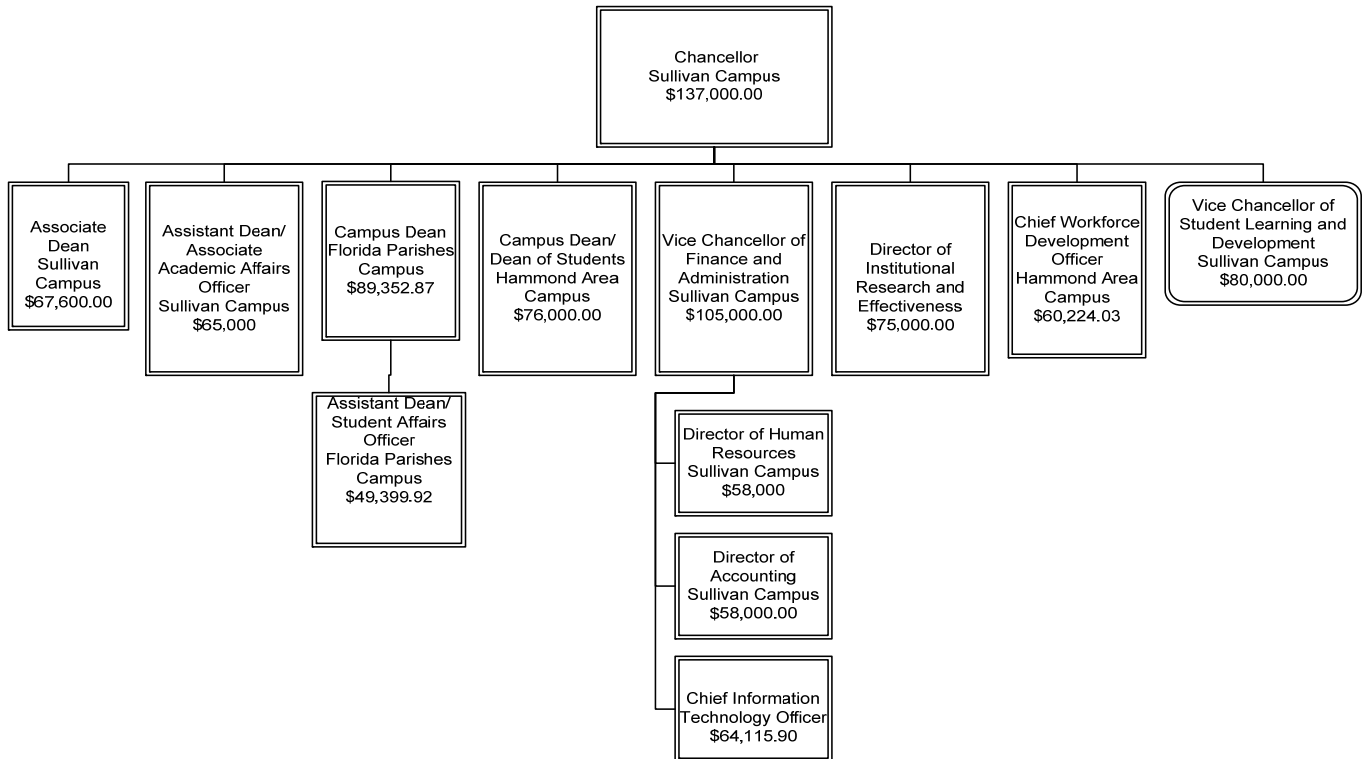12 - FTE non-instructional staff members, fall 2009.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

f) Number of staff in administrative area.

15 - Number of executive/managerial staff, fall 2011.
14 - FTE executive/managerial staff, fall 2011.
12 - Number of executive/managerial staff, fall 2010.
11.8 - FTE of executive/managerial staff, fall 2010.
12 - Number of executive/managerial staff, fall 2009.
12 - FTE executive/managerial staff, fall 2009.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

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.

```
                          Chancellor
                        Sullivan Campus
                         $137,000.00

Associate   Assistant Dean/  Campus Dean   Campus Dean/   Vice Chancellor of   Director of      Chief Workforce   Vice Chancellor of
  Dean       Associate      Florida Parishes  Dean of Students  Finance and      Institutional    Development       Student Learning and
Sullivan    Academic Affairs    Campus      Hammond Area    Administration    Research and     Officer           Development
 Campus       Officer       $89,352.87       Campus       Sullivan Campus   Effectiveness    Hammond Area      Sullivan Campus
$67,600.00  Sullivan Campus              $76,000.00       $105,000.00       $75,000.00       Campus            $80,000.00
              $65,000                                                                        $60,224.03

                        Assistant Dean/                   Director of Human
                        Student Affairs                      Resources
                          Officer                         Sullivan Campus
                        Florida Parishes                     $58,000
                          Campus
                        $49,399.92                         Director of
                                                           Accounting
                                                         Sullivan Campus
                                                          $58,000.00

                                                        Chief Information
                                                        Technology Officer
                                                          $64,115.90
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h) Salaries of all personnel identified in subparagraph (g) avove and the date, amount, and type of all increases in salary received since June 30, 2008 .

Position	Total Base Salary, Fall 2009	Total Salary, Fall 2010	Total Salary, Fall 2011	Salary Changes Since 6/30/2008
Regional Director/ Appointing Authority/ Chancellor	$98,788	$98,788	$137,000	Previous salary was $90,949.82. On July 1, 2008 received an 8.6% merit increase. On 12/17/2011 position was updated to Chancellor. The expanded duties resulted in an increased salary.
Campus Dean – Florida Parishes	$89,352.87	$89,352.87	$89,352.87	Previous salary was $85,916.22. On July 1, 2008 received a 4% merit increase.
Assistant Dean/Student Affairs Officer – Florida Parishes Campus	$49,399.92	$49,399.92	$52,610.00	Previous salary was $47,499.92. On July 1, 2008 received a 4% merit increase. On 10/31/2011 an increase was given for additional duties
Assistant Dean/ Chief Academic and Student Affairs Officer/ Hammond Area (Campus Dean/ Dean of Students)	$72,799.79	$72,799.79	$76,000.00	Previous salary was $69,999.80. On July 1, 2008 received a 4% merit increase. On 8/22/2011 position was updated to Campus Dean/ Dean of Students. The expanded duties resulted in an increased salary.
Associate Dean/ Sullivan Campus	$67,600	$54,080	$67,600.00	Previous salary was $65,000. On July 1, 2008 received a 4% increase. On September 13, 2010, Associate Dean reduced working hours from 40 hours per week to 32 hours per week and received a reduced salary. On 7/11/2011 Associate Deans hours were increased to 40 hours therefore received a pay increase.
Assistant Dean/ Associate Academic Affairs Officer/ Sullivan Campus	$65,000	$65,000	$65,000.00	Previous salary was $57,760.82. On July 1, 2008 received a 4% merit increase. On August 4, 2008 received a 12.5% increase for new position.
Chief Business Officer – Sullivan Campus (Vice Chancellor of Finance and Administration)	$76,454.25	$76,454.25	$105,000	Previous salary was $73,513.70. On July 1, 2008 received a 4% merit increase. On 12/5/2011 Position was updated to Vice Chancellor of Finance and Administration. The expanded duties resulted in an increased salary.
Director of Institutional Research – Sullivan Campus(Director of Institutional Research and Effectiveness)	$60,071.25	$60,071.25	$75,000.00	Previous salary was $57,760.82. On July 1, 2008 received a 4% merit increase. On 8/22/2011 position was updated to Director of Institutional Research and Effectiveness. The expanded duties resulted in an increased salary.

Position	Total Base Salary, Fall 2009	Total Salary, Fall 2010	Total Salary, Fall 2011	Salary Changes Since 6/30/2008
Chief Workforce Development Officer – Hammond Area Campus	$60,224.03	$60,224.03	$60,224.03	Previous salary was $57,907.72. On July 1, 2008 received a 4% merit increase.
Director of Human Resources – Sullivan Campus	$51,114.70	$58,000.00	$58,000.00	Previous salary was $47,258.41. On July 1, 2008 received a 4% merit increase. On September 1, 2008 received an additional adjustment of 4%. On October 25, 2010, a new Director of Human Resources was hired which increased the salary.
Accounting Manager – Sullivan Campus (Director of Accounting)	$51,114.70	$51,114.70	$58,000.00	Previous salary was $47,258.41. On July 1, 2008 received a 4% merit increase. On September 1, 2008 received an additional adjustment of 4%. On 7/22/2011 position was updated to Director of Accounting. The expanded duties resulted in an increased salary.
Chief Information Technology Officer – Sullivan Campus	$64,115.90	$64,115.90	$64,115.90	Previous salary was $61,650.00. On July 1, 2008 received a 4% merit increase.
Vice Chancellor of Student Learning and Development) – Sullivan Campus			$80,000.00	New position created and filled on 12/12/2011 for Vice Chancellor of Student Learning and Development.

i) A 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. As reported on Form BOR-1 during the Operational Budget Process.

Expenditures by Function:		Amount	% of Total
Instruction	$	5,032,405	58.0%
Research	$	-	0.0%
Public Service	$	-	0.0%
Academic Support**	$	175,022	2.0%
Student Services	$	563,709	6.5%
Institutional Services	$	2,255,802	26.0%
Scholarships/Fellowships	$	-	0.0%
Plant Operations/Maintenance	$	642,284	7.4%
Total E&G Expenditures	$	8,669,222	100.0%
Hospital	$	-	0.0%
Transfers out of agency	$	-	0.0%
Athletics	$	-	0.0%
Other	$	-	0.0%
Total Expenditures	$	8,669,222	100.0%

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

$10,127 Cost of Attendance for a Louisiana resident, living off campus, not with parents for the reporting year 2010-2011.

iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges. Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is >= 10 for the following levels:

No data to report. Number of graduates <10.

iv. Average cost per degree awarded in the most recent academic year.

$3,371 Average cost per degree awarded 2010-2011 academic year.

v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

$3,371 Average cost per non-completer 2010-2011 academic year.

vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.

$15,555,330.00 Total expenditures 2010-2011 academic year.

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: Northshore Technical Community College

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR 2009-2010 Passage Rate *	Most Recent Year Data 2010-2011		
				# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Adobe Certification	Adobe Certified Associate	Adobe	(2011)	13	13	100%
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	(2011)	18	18	100%
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.	(2011)	8	8	100%
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric	(2011)	2	2	100%
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registr	(2011)	28	28	100%
EMT Basic	NREMT-B	State Database	100%	36	36	100%
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	100%	35	35	100%
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (Al	100%	6	6	100% --
Internet and Computing all areas (COMPTIA, CISCO, IC3)	Network +, A+,iNet+, A+ CompTia	Pearson VUE/Prometric	(2011)	34	34	100%
Microsoft Office User Specialist (MOUS)	MOUS	Certiport	(2011)	73	73	100%
National Restaurant Association	Servsafe	National Restaurant Assocation	100%	5	5	100%
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation	(2011)	18	18	100%
NCCER - all areas (National Center for Construction Education and Research)			(2011)	90	90	100%
Nursing PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	93%	68	61	90%
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry	84%	568	481	85%
Phlebotomy - CPT	CPCT	National Health Career Assn./Nat. Allied Health Test Re	(2011)	31	31	100%
WorkKeys (all areas, levels)	WorkKeys	ACT	82%	440	338	77%
	Totals			1473	1277	87%

Institutions are to provide institution name and report data foɪ those IBCs marked with √ on Appendix #1
* Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)
Most Recent Year Data = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate = # students to met standards for passge/# students who took exam