2011 GRAD ACT REPORT

TABLE OF CONTENTS

Appendices

1. **Student Success**
   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.*

   Narrative:

   Northshore Technical College follows policies set forth by both the Louisiana Community and Technical College System (LCTCS) and the institution itself. Current policies provide avenues for students to successfully complete their chosen program. The LCTCS policies that are in place to help students obtain 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, Northshore Technical College (NTC) policies that help students to complete 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. Policies that mirror the LCTCS policies include non-traditional credit, acceptance of transfer credit and academic renewal opportunities.

   - **Policy/Policies adopted by the management board**

     LCTCS currently has policies that work in tandem to ensure student access and success. 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.

- **Subsequent policy/policies adopted by the institution**

  Northshore Technical College (NTC) currently has policies in place that work in tandem to ensure student success. The NTC 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.

- **Timeline for implementing the policy/policies**

  The LCTCS and NTC policies listed above are active as seen by policy effective dates.

  A six-year timeline has been implemented to reach enrollment, retention, and award level goals. Benchmarks have been set to determine progress toward the six-year goals.

- **Performance of entering freshmen students admitted by exception (4-year universities).**

  Not applicable to technical college.

Data:

Element Reference			Measure	Baseline Year/Term Data to include	Base line data	Year 1 Bench mark	Year 1 * Actual	Year 2 Bench mark	Year 3 Bench mark	Year 4 Bench mark	Year 5 Bench mark	Yr 6 Target
							F09-S10					
a.	i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	N/A							
			Actual Baseline Data:	*# in Fall 08 Cohort*								
				# retained to Fall 09								
	ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	N/A							
		4-Yr only	*Actual Baseline Data:*	*# in Fall 07 Cohort*								
				# retained to Fall 09								
	iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	59.7%	59.9%	59.4%	60.1%	61.3%	61.3%	61.2%	61.8%
		Tech Coll Only	*Actual Baseline Data:*	*# in Fall 08 Cohort*	347		340					
				# retained to Spring	207		202					
	iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	N/A							
			Actual Baseline Data:	*Fall revised cohort (total)*								
				completers <=150% of time								
	v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	N/A							
		optional	*Actual Baseline Data:*	*2008-09 undergrad FTE*								
				completers (undergrad)								
	vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	N/A							
		optional	*Actual Baseline Data:*	*2008-09 undergrad FTE*								
				awards (duplicated)								
	vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	N/A							
		optional	*Actual Baseline Data:*	*# of Fall 02 FTF (cohort)*								
				completers <=150% of time								

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

Narrative:
Course enrollment opportunities are now available to students at NTC which prevent scheduling conflicts and other course enrollment barriers. These opportunities include:

- Providing online course enrollment through NTC Moodle access and LCTCSOnline.
- Providing students access to online courses allowing them to attend class anytime/anywhere and eliminating scheduling conflicts.
- Providing opportunities for enrollment into General Education courses at both the Sullivan and Florida Parishes campuses during the evening provides access to required AAS program courses. Students have an option to attend in a traditional classroom setting without overcoming the obstacle of traveling to distance community colleges.
- 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.

To ensure student success is accurately reported, the college will provide an in-service degree audit workshop to Student Affairs Officers and lead program faculty. This in-service workshop will provide the necessary guidelines, as set forth in LCTCS and NTC policy, to properly award Certificate of Technical Studies (CTS), Technical Diplomas (TD), and Associate of Applied Science Degree (AAS) to students at all levels of attainment during continued enrollment and ultimately to highest level of program completion.

Additionally, it is the hope of NTC that the request, proposed by Dr. Monty Sullivan, to redefine student success will be approved. The Two-year College Student Success Measure framework will more effectively assess the efforts of the student attending the college. The measure includes the following:

> *Student success within the institutions of the LCTCS shall be measured based*
> *upon the percent of a fall cohort of program placed students completing any*
> *one of the following successful outcomes within a period of five years:*
> *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.*

Data:

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
b. i. Targeted ***	Percent Change in program completers (+/-)**									
	Certificate - 1 yr (Award level 1)			0.7%	36.7%	1.4%	2.1%	2.8%	3.5%	4.2%
		2008-2010 AYs	139	140	190	141	142	143	144	145
	Diploma (Award level 2)			0.6%	25.1%	1.1%	1.7%	2.2%	2.8%	3.3%
		2008-2010 AYs	175	176	219	177	178	179	180	181
	Associate (Award level 3)			14.3%	57.1%	25.0%	33.3%	40.0%	45.5%	50.0%
		2008-2010 AYs	7	8	11	9	9	10	10	11

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

Narrative:

- **Examples of newly created partnerships.**

Northshore Technical College has partnered with St. Tammany Parish Schools, Washington Parish Schools, Tangipahoa Parish Schools, St. Helena Parish Schools, Livingston Parish Schools, Bogalusa City Schools, East Feliciana Parish Schools, and East Baton Rouge Parish Schools. Students dual enroll in Welding, Automotive Technology, Building Trades, Business Office Technology, Information Communication Technology, Drafting and Design Technology, Nurse Assistant, Patient Care Technician, and EMT.

- **Examples of strengthening existing partnerships.**

These partnerships continue to strengthen by providing additional dual enrollment training opportunities in new program areas including Culinary Arts & Occupations, Care & Development of Young Children, Veterinary Assistant, and Juvenile Justice. Students enrolled in these program areas complete course requirement work to attain Entry Level Prep Cook III Technical Competency Area, Veterinary Assistant Certificate of Technical Studies, CDYC Basic Care Giver I, and Juvenile Justice Certificate of Technical Studies.

- **Examples of feedback reports to high schools.**

NTC administration provides enrollment data to each parish school system following the 14th day enrollment census. This information is provided to school Superintendents and Career and Technical Education Coordinators. This information is used to track program growth, student interest, and to explore the development of new programs. In addition, college administration works closely with School-To-Work Coordinators at the high school to assess eligibility for BOR Early Start and Tops Tech Early Start funding opportunities. Each spring, NTC 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. NTC houses the College and Career Transitions program. The program has established a consortium of secondary and postsecondary administrators. The consortium works with the college to determine linkage activities to expand existing dual enrollment opportunities and to develop new ones. Examples of linkage activities include curriculum development, job fairs, career exploration activities, and annual welding and small engine competitions.

- **Examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness.**

Dually enrolled student success is reported to high schools at the end of each semester. Data reported includes number of students enrolled, number of students successfully completing courses, and total credit hours attained from successful completion of courses.

Students entering NTC as a postsecondary student after graduation will already have any dual credit course work on their transcript. During the academic advising students' transcript

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course work is evaluated in order for students to enter a program at an advanced point in the program curriculum.

Data:

Element Reference			Measure	Baseline Data Academic Year 2008		Academic Year 2009	
				Fall	**Spring**	**Fall**	**Spring**
c.	i.	Descriptive	High School Partnerships				
			# high school students enrolled	1,421	1,224	1,957	1,988

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a descriptive measure does not require quantitative annual benchmarks and 6-year targets.

	ii.	Descriptive					
			# semester credit hours enrolled	6,782	6,506	9,722	9,347

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a descriptive measure does not require quantitative annual benchmarks and 6-year targets.

	iii.	Descriptive					
			# sem. credit hours completed	6,500	5,937	9,383	8,735

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a descriptive measure does not require quantitative annual benchmarks and 6-year targets.

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

NTC 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 provides some assurance to
the public that the college provides quality instruction, that the college facilities are adequate
and appropriate, that the college operates ethically and has high educational standards, and
that the college 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 to be considered in compliance. Each year the college is measured against
national averages of other COE accredited colleges passage rates. For instance, in 2010 COE
required the college to have minimum completion, placement and licensure rates at 59.97%,
65.69%, and 89.07% respectively.

If the college falls below an acceptable rate in any category, 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. The college is also required to submit a bi-
annual report showing progress toward the attainment of the benchmarks set by the council.

On the 2010 COE Completion, Placement, and Licensure Annual Report, NTC reported a
93.58% licensure exam passage rate for Practical Nursing and Barber Styling. As stated above,
the acceptable rate for comparison purposes to determine institutional effectiveness in
meeting this goal as set by COE for the 2010 reporting year was 89.07% or higher. NTC
exceeded the acceptable passage rate as set by COE for the 2009-2010 year by 4.51
percentage points.

NTC also provides workforce foundational skills for students to measure success through
various career-level certifications that are recognized by industry. For example, the Nurse
Assistant program at each campus includes training required for all essential Omnibus Budget
Reconciliation Act (OBRA) skills required for certification and registration by the Louisiana
Department of Health and Hospitals Nurse Aid Registry.

Emergency Medical Technician/Basic program instruction meets the minimum standards as
identified by the 2000 US Department of Transportation (DOT) National Standard Curriculum
for Paramedic Education and the LA State Bureau of Emergency Medical Services (BEMS). The
course is competency/outcome based and instruction includes supervised classroom/labs,
preceptor clinical and field internship experiences with summative evaluations. Completion of

this course of study allows the student to be eligible to take the written and practical National registry examinations for Louisiana State and National certification as an EMT Basic.

Students successfully completing the Patient Care Technician program are eligible to take certification exams in Phlebotomy, Nursing Assistant, Electrocardiogram Technician, and/or Patient Care Technician. Welding students at all NTC campuses are required to take certification tests to obtain various job positions within the local companies. These certification tests are administered by individual companies and results are not reported to the college. However, the college can estimate success on these certification tests by measuring placement data for students who have completed Technical Competency Areas (TCA) and Certificates of Technical Studies (CTS) exit levels and by completing the technical diploma (TD).

Additionally, other programs such as the Air Conditioning and Refrigeration program (Heating Ventilation Air Conditioning (HVAC) Excellence certification), and Automotive (Automotive Service Excellence (ASE) certification) offer workforce foundational skills that are nationally recognized by the related industry.

The college will implement a certification tracking process that will begin with an evaluation of certification opportunities by program area. This process will begin with a Professional Development seminar outlining the goals and objectives of the LA Grad Act in addition to the perimeters which frame certification by type and level.

NTC measures workforce foundational skills through the number of students who achieve the various National Career Readiness Certificate assessment levels on the nationally recognized WorkKeys assessment developed by ACT. WorkKeys assessments measure "real world" skills employers believe are critical to job success. These skills are valuable for any occupation—skilled or professional—and at any level of education. The National Career Readiness Certificate Assessment levels (Bronze, Silver, Gold and Platinum) help employers determine best fit of prospective employees based on their ability levels in three areas: applied mathematics, reading for information, and locating information. During the 2009-2010 academic year NTC awarded 407 certificates at the various award levels. The college plans to increase the number of students afforded the opportunity to be assessed and obtain WorkKeys certificates by uniformly providing testing at all campuses during the Job Seeking Skills course required for most programs.

Data:

Element Reference			Measure	Baseline Data Academic Year 2008	Academic Year 2009	
d.	*i.*	Tracked	Passage rate on licensure/cert. exams	2009-2010	93.58%	
			See Appendix #2 to Attachment B	# students who took exam	109	
				# met standards for passage	102	

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a tracked measure requires baseline and actual data for the first two annual reports. Thereafter the measure will be converted to targeted.

	ii.	Tracked	# Students receiving certifications	2009-10 AY		
			See Appendix #2 to Attachment B	# met standards for passage	1062	

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a tracked measure requires baseline and actual data for the first two annual reports. Thereafter the measure will be converted to targeted.

	iii.	Tracked	# Students Earning WorkKeys Certificates	2009-10 AY	81.56%	
				# students who earned Platinum	45	
				# students who earned Gold	123	
				# students who earned Silver	156	
				# students who earned Bronze	83	
				# student who took assessment	499	

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a tracked measure requires baseline and actual data for the first two annual reports. Thereafter the measure will be converted to targeted.

See Appendix #2 Attachment B for a complete list of licensure/certifications with counts.

2. **Articulation and Transfer**
    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.*

    Narrative:

    NTC is an open-enrollment institution. See the NTC 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 NTC allow for enrollment of students unprepared for admission to universities. These policies provide options for students to enroll in technical programs while, at the same time, enrolling in developmental education courses to prepare transfer to universities at a later date.

    During the spring 2011 semester, NTC initiated a pilot project with Southeastern Louisiana University to accept students not meeting university entrance requirements. The pilot project provides developmental education services to students in order for them to attain necessary test scores for SELU enrollment, in addition to Career Technical Education courses in Information Communication Technology and Building Technology Specialist with WorkKeys certification.

    - **Policy/Policies adopted by the management board**
      LCTCS currently has policies that work in tandem to ensure student access and success. The 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.

- **Subsequent policy/policies adopted by the institution**

  NTC 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.

- **Timeline for implementing the policy/policies**

  The LCTCS and NTC policies listed above are active as seen by policy effective dates.

- **Performance of entering transfer students admitted by exception (4-year universities).**

  Not applicable to technical college.

No data required for technical colleges.

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

Narrative:

NTC is accredited by the Council of Occupational Education (COE), while university and community colleges are accredited by Southern Association of Colleges and Schools (SACS). As such, articulation and transfer process between institutions other than technical colleges is more challenging than the normal transfer process.

Although most NTC programs do not offer transfer opportunities for technical courses, the five general education courses required for all AAS degree programs are taught by River Parishes Community College and are transferable to other community colleges and universities. A copy of the NTC/RPCC Memorandum of Understanding can be found in Appendix A. Students can attain up to 15 credit hours of general education courses that are transferrable to universities and community colleges.

- **Examples of new or strengthened feedback reports to the college.**

  Northshore Technical College – Florida Parishes Branch 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. NTC'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 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 NTC/NSU articulation agreement can be found in Appendix B.

- **Processes in place to identify and remedy student transfer issues.**

  With the implementation of the ERP student enrollment system all technical and community colleges will have access to any transcripted course work for students. With the availability of all transcripted course work, academic advisors will have less trouble identifying course work already completed by students. The new student enrollment system to be implemented fall 2012 will be accessible to all community and technical colleges in the system.

NTC is prepared to utilize the services of the National Student Clearinghouse to accept feedback of former students. The National Student Clearinghouse provides an opportunity for its member colleges to follow the progress and success of their former students. This clearinghouse allows for colleges to track students to see if they transferred or re-enrolled at another institution and whether or not they earned a credential.

- **Examples of utilization of feedback reports (2 year colleges and technical colleges).** NTC is currently not receiving feedback from the universities regarding AAS graduates performance at the university. However, it is anticipated that the implementation of the GRAD Act guidelines that were developed by the Board of Regents will provide this feedback from the local universities to the community and technical colleges so that performance can be tracked in the future.

  The articulation agreement between NTC and NSU is relatively new. NTC's first associate degree recipients completed May 2011. Therefore, no feedback reports are available at this time.

No data required

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

Narrative:

- **Examples of agreements with Louisiana institutions.**

    Northshore Technical College (NTC) and Southeastern Louisiana University (SELU) have engaged in a pilot rapid response program for Solutions to Expanding College Student Access and Providing Relevant Workforce Training Resulting from Approval of LA GRAD Act. A copy of the NTC/SELU Memorandum of Agreement can be found in Appendix C.

- **Processes in place to identify and refer these students.**

    In spring 2011, NTC and SELU launched a transitional college pilot using shared space at the SELU North Campus. This endeavor centers on a referral process transitioning incoming freshman who do not meet admissions requirements for entrance into SELU. Comprehensive support services by a team of student affairs professionals and career counselors ensures a seamless transfer plan, while assisting students in determining a career pathway and academic plan that prepares them for high demand employment opportunities throughout the postsecondary training experience. High level support services includes academic advising, career counseling, employability skills, student success series, study skills courses, mentoring, and multiple levels of consistent communication linking students to career opportunities and student life on the SELU campus.

    As this agreement between NTC and SELU began during the spring 2011 semester baseline data for students enrolled (referred by the 4-year university and enrolled at anytime during the given academic year) is zero. Although, the college is, already, experiencing growth in enrollment as twelve students enrolled in the program during the 2010-2011 academic year and 34 students have enrolled for the summer 2011 semester.

Data:

Element Reference			Measure Baseline Year/Term		Data to include	Baseline Data
c.	i.	Descriptive	# of student referred		N/A	
	ii.	Descriptive	# of Students Enrolled	2009-10 AY		0

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a descriptive measure does not require quantitative annual benchmarks and 6-year targets.

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

As admission standards continue to increase and the number of students admitted to four-year universities by exception decrease because of the Board of Regents mandate, the number of students redirected by the university and enrolling in community colleges and technical colleges should also increase. Historically, technical college students' primary intent has been to pursue programs that provide entry-level academic and practical skill levels to be successful on the job. However, technical colleges will be observing how this trend may change for students in the future as students may wish to complete developmental courses to raise their placement scores prior to applying for admission to the four-year universities. NTC will also continue to pursue articulation of credits for coursework completed at the technical college to local four-year universities and/or community colleges.

Two year community colleges and four-year universities do not currently accept transfer credits from technical college students for courses other than the general education courses that are listed on the Board of Regents Articulation and Transfer Matrix. Other credits that technical college students wish to transfer to the community college or university are awarded through challenge exams administered through the receiving institution. Since LCTCS has directed technical college campuses to have students enroll in the general education courses at two-year community colleges, four-year universities, or on-line, these credits are generally not offered through the technical colleges unless the other colleges are unable to accommodate the students needing general education courses through their course schedules. Students enroll in the general education courses for their Associate of Applied Science (AAS) degree at a community college, four-year university, or on-line and transfer the credit back to the technical college.

Technical College AAS students are held to the same general education placement standards as other associate degree (AS) students at community colleges and four-year universities. AAS students must meet the placement standards before being allowed to enroll in the general education course affected by the placement score on the entrance exam. The increasing of placement standards for the general education course requirements should positively affect retention of transfer students from technical colleges to community college or four-year university programs.

Currently transfer data from four-year universities or community colleges to the technical college is tracked through students wishing to transfer credits to the technical college. General Education courses and other coursework from community colleges and universities that are listed on the Board of Regents Articulation and Transfer Matrix are accepted automatically toward related courses in the diploma and associate degree programs at the technical college. Other courses that are equivalent to courses required in diploma and associate degree programs are evaluated according to the syllabus and course description to determine transferability of coursework. Credits that do not match course descriptions or syllabi from the college to NTC are granted through successful completion of challenge exams.

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

Narrative:

We exist in a dynamic New Global Economy where workforce demands of the public and private sector evolve and change at a rapid pace. Northshore Technical College is committed to workforce development, because job pace and shifts in workforce demographics present enormous challenges. Northshore Technical College Workforce Development Division offers a number of business enhancement services including customized workforce training (credit and non-credit), industry certification programs, and grant funded programs in addition to our standard credit programs.

- **A description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs.**

NTC 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 administration evaluates the programs listed to determine if the programs are in high-demand areas which may justify modifications of the program, or if the 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 will be allowed to continue the program 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 semester:

- 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 2009-2010 academic year Northshore Technical College eliminated the Major Appliance Report program offered at the Hammond Area Campus and the Biomedical Equipment Technology program offered at the Sullivan Campus. Evidence of these program closures can be found on the Board of Regents CRIN List.

Additional program closures and/or program teachouts are in place for the 2010-2011 academic year. Program closures include the Barber/Styling and Collision Repair Technology programs at the Hammond Area Campus. The ICT : Computer Programmer program is being phased out with an expected closure date of December 2011.

- **A description of the institution's collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs.**

    NTC is awarded WIA funds through the Louisiana Workforce Commission and the Workforce Investment Board. NTC'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. In addition to the WIA funding, the YouthBuild Bogalusa program was recently one of twelve colleges in the U.S. awarded a $100,000 Postsecondary Education Initiative grant funded by the Open Society Foundation (Appendix E). YouthBuild Bogalusa has received notification that the program will also receive a grant from the Department of Labor for over $900,000 (Appendix F).
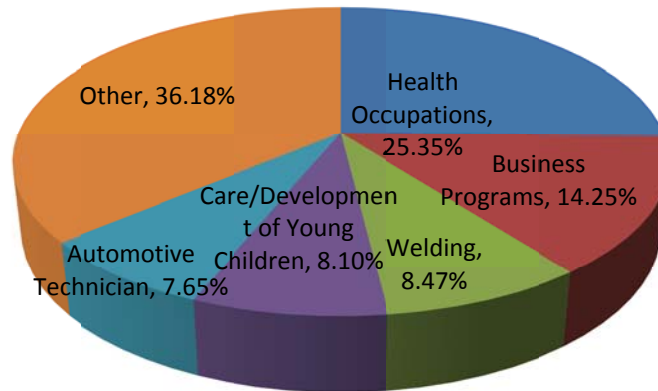
    The college utilizes the Louisiana Workforce Commission's data on high-demand workforce needs when determining use of Carl Perkins funding. The state's high-demand occupations are studied when preparing the college's LAP. Currently, NTC is requesting Perkins funding to enhance and increase training opportunities in targeted high demand occupations.

- **A description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts.**

    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 to ensure relevance and that the college is meeting workforce demand. These top enrollment programs are consistent with top demand jobs as seen on the Louisiana Workforce Commission website at www.laworks.net.

    The following chart shows the top five programs by enrollment for the college. The top five programs provide training in business, childcare, automotive and health occupations. During the fall 2010 semester over 61% of NTC's student enrollment by program area provided training in these high-demand occupational fields as seen on the 2008-2018 Top Demand Occupations 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 2010 14th Day Enrollment by Program

Health Occupations, 25.35%
Business Programs, 14.25%
Other, 36.18%
Care/Development of Young Children, 8.10%
Welding, 8.47%
Automotive Technician, 7.65%

- **A description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region.**

NTC was awarded a "Models for Change" grant from the MacArthur Foundation. This $150,000 grant will be used to create a program supportive of workforce training in partnership with Louisiana's Office of Juvenile Justice. See Appendix D for a copy of the award letter and agreement.

During the 2009-2010 academic year, NTC Florida Parishes Campus added a Juvenile Justice program and a Veterinary Technology program. The Juvenile Justice Program offering was a result of a request from the Louisiana Department of Corrections (DOC). Security Officers employed by the Department of Corrections were experiencing issues that DOC had little or no training to resolve. The Administration of the Louisiana Department of Corrections contacted the Florida Parishes Campus to provide this training through its Criminal Justice Program. Officers who desired to increase their skills and knowledge were afforded an opportunity to take the CTS in Juvenile Justice and upon successful completion of the program the officer would receive a salary increase. The Criminal Justice Coordinator meets regularly with the Department of Corrections administration to determine the success of the officers who complete the classes. Eight security officers completed the Juvenile Justice CTS in December representing the first cohort. The next step is to place the complete Juvenile Justice CTS program online and expand access to the Juvenile Justice program statewide. The online classes are currently being developed and expected to be available beginning with the fall 2011 semester.

The Florida Parishes Campus began offering the AAS Veterinary Technology Program in fall 2010. The AAS Veterinary Technology Program is a two-year program which is a one plus one program in conjunction with the Veterinary Assistant CTS program. This means that the first year of the Veterinary Technology Program is the Veterinary Assistant program. The 69

semester-credit hour curriculum leads to an Associate of Applied Science (AAS) degree in Veterinary Technology. Students must also complete 75 hours of clinical hours each semester plus two externships that total 450 hours. The primary focus of the curriculum is small companion animal medicine; however, equine medicine, and food producing animals are also emphasized. Approximately 62% of the program is delivered online. However, students are required to attend all of the laboratory sessions, either in the classroom or at one of the large animal facilities. Students who successfully complete the AAS Veterinary Technology program may sit for the Registered Veterinary Technician Exam. Individuals who pass the exam will become Registered Veterinary Technicians. The Florida Parishes Campus recently underwent its initial AVMA (American Veterinary Medical Association) accreditation visit and will receive notification of the results of this visit on or about April 12, 2011. The AAS Degree in Veterinary Technology was developed as a result of requests from local veterinarians who completed a statewide survey indicating critical shortages of qualified Veterinary Technicians. Additionally, there is a national shortage of qualified Veterinary Technicians.

The Sullivan and Hammond Area Campuses added the Journeyman Industrial AAS program to meet the needs of electrical and pipe trades apprentice students (Appendix G) currently being served with credit courses leading to no credential.

Northshore continues to align, modify, and add programs as needed by its service area. Currently all Carpentry programs at each NTC campus are being phased out and replaced with the Building Technology Specialist program. The Building Technology Specialist program provides training to individuals which include instruction in the basic maintenance and repair skills related to the air conditioning, heating, plumbing, electrical, and other mechanical systems for a variety of structures including commercial and industrial buildings.

Through Carl Perkins funding NTC planned and implemented industry based certification training for Building Technology Specialist faculty in 2009. Building Performance Institute (BPI) training and certification was provided to faculty to initiate the development of blended curriculum inclusive of weatherization and energy efficiency training modules. As a result of this endeavor NTC has developed a TCA in Green Technology and is currently working with Southeastern Louisiana University (SELU), GNO Inc., and the Northshore Foundation on a feasibility study to determine future demand in Green Technologies (Appendix H). Recommendations from the study will provide collaborative efforts between NTC and SELU to establish programming that meets the needs of short-term certification to support the emerging industry and long-term program development to sustain continued advancements in the Green Energy sector.

Data:

Element Reference		Measure Baseline Year/Term		Data to include	Baseline Data
a.	*i.*	Descriptive Programs Eliminated	2009-10 AY		
			# programs eliminated		**2**

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a descriptive measure does not require quantitative annual benchmarks and 6-year targets.

	ii.	Descriptive Programs Modified or Added	2009-10 AY		
			# of programs modified or added		**3**

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a descriptive measure does not require quantitative annual benchmarks and 6-year targets.

	iii.	*Descriptive* Prog. Aligned w/Workforce Needs	2009-10 AY	% Aligned	**100.0%**
			# program offerings		26
			# aligned with workforce needs		26

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a descriptive measure does not require quantitative annual benchmarks and 6-year targets.

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

Narrative:

- *Description of current initiatives to improve technology for distance learning.*

NTC provides student access to online courses through the college's Moodle Moot access and through LCTCS Online. NTC 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 no courses are offered in the Information Technology Computer Lab. Additional access to computer and internet access is available in an SGA provided 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 through the campus also 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.

NTC has appointed an NTC/LCTCS Online registrar to facilitate the enrollment process to and from the Genius student enrollment system to the college's Student Enrollment System. The registrar is a point of contact for those online students to each of the college campus student services office. NTC – LCTCS Online enrollment application and course enrollment procedures have been developed and implemented to create a seamless enrollment process for NTC online students. A workshop will be 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.

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. Additional online course development training has been availed to faculty attending LCTCS annual conferences.

- *Description of current initiatives to create and expand educational offerings by distance education.*

Through Carl Perkins funding NTC faculty were provided opportunities to submit proposals for online course/program development. The funding provided training and support for course development. Faculty in business, information technology and criminal justice programs participated.

Although on the 2011 annual report, NTC has few students and course sections reported for the 2008-2009 academic year a tremendous increase has since occurred and will be reported on later annual reports. For instance, the entire Criminal Justice program at the Florida Parishes Campus is currently being offered through distance education and the Veterinary Technology program is being offered at over 60% through distance education. The college continues to add additional course offerings in several programs through distance education including many introductory computer classes, business classes and information technology classes.

- *Description of any efficiencies realized through distance education.*

With the increased availability of online courses to NTC students, it is expected to result in students completing program course work faster, as many courses will be available throughout the academic year. Whereas in the past a student was required to take courses during a particular semester of their course work, as a limited number of faculty are available on campus. Additionally, the availability of online courses allows for a greater student-to-faculty ratio.

Data:

Element Reference			Measure Baseline Year/Term		Data to include	Baseline Data
b.	*i.*	Tracked	Distance Education Course Sections	2008-09 AY		
				# course sections 50% to 99%		2
				# course sections 100%		19

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a tracked measure requires baseline and actual data for the first two annual reports. Thereafter the measure will be converted to targeted.

Element Reference			Measure Baseline Year/Term		Data to include	Baseline Data
	ii.	Tracked	Distance Education Students	2008-09 AY		
				# students enrolled 50% to 99%		33
				# students enrolled 100%		241

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a tracked measure requires baseline and actual data for the first two annual reports. Thereafter the measure will be converted to targeted.

Element Reference			Measure Baseline Year/Term		Data to include	Baseline Data
	iii.	Tracked	Distance Education Programs	2008-09 AY		
				# prog. offered 100% distance education		0

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a tracked measure requires baseline and actual data for the first two annual reports. Thereafter the measure will be converted to targeted.

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 Technical Colleges.

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.***

No narrative required for 2011 report.

4. **Institutional Efficiency and Accountability**
   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 Technical Colleges.

   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 Technical Colleges.

   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 La residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.*

   Narrative:

      On January 27, 2011 a "For Board Action" document was signed by Dr. Joe D. May, LCTCS President. The document describes the recommendation to the Board for a "College Nonresident Tuition Increase Plan". During the 2009-2010 academic year, the annual tuition and fees for a full-time NTC Nonresident student was $1,933. Through the approval of this action, NTC will increase nonresident student tuition and fees until the SREB average of $7,444 is met. NTC will increase nonresident student tuition and fees annually, as seen below:

   - *Annual plan for increasing non-resident tuition amounts.*

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%

   - *Impact on enrollment and revenue.*

     The NTC service area borders four Mississippi counties, including Pearl River, Marion, Walthall and Pike. Increases in tuition of out-of-state students could impact the college's enrollment counts. Trends in student enrollment from bordering Mississippi counties will be tracked as the annual plan for increasing non-resident tuition are implemented.

Data:

Element Reference			Measure Baseline Year/Term		Data to include	Baseline Data
c.	*i.*	Tracked	Nonresident Tuition	2009-10 AY		
				% difference from peer amounts		**-74.0%**
				$ nonresident tuition/fee amounts		$ 1,933
				$ peer nonresident tuition fee/amounts		$ 7,444

Per Operational Definitions and Reporting Specifications (Attachment B Page 4), a tracked measure requires baseline and actual data for the first two annual reports. Thereafter the measure will be converted to targeted.

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.*

N/A for 2011 report.

5. **Reporting Requirements**
    a. *Number of students by classification*
        - **Headcount, undergraduate students and graduate/professional school students**

	Fall 2009	Fall 2010
Undergraduate headcount	3,830	3,531
        Please note: Fall 2009 undergraduate headcount includes Ascension Campus count.

        - **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

	Fall 2009	Fall 2010
Undergraduate FTE	2,250.0	2,237
        Please note: Fall 2009 undergraduate FTE includes Ascension Campus.

    b. *Number of instructional staff members*
        - **Number and FTE instructional faculty**

	Fall 2009	Fall 2010
Total Headcount Faculty	139	113
FTE Faculty	101.8	87
        Please note: Instructional staff members' data for fall 2009 includes Ascension Campus.

    c. *Average class student-to-instructor ratio*
        - **Average undergraduate class size at the institution**

	Fall 2009	Fall 2010
Average undergraduate class size	9.0	10
        Please note: Average class student-to-instructor ratio for fall 2009 includes Ascension Campus.

    d. *Average number of students per instructor*
        - **Ratio of FTE students to FTE instructional faculty**

	Fall 2009	Fall 2010
Average number of students per instructor	22.1	26
        Please note: Average number of students per instructor for fall 2009 includes Ascension Campus.

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

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

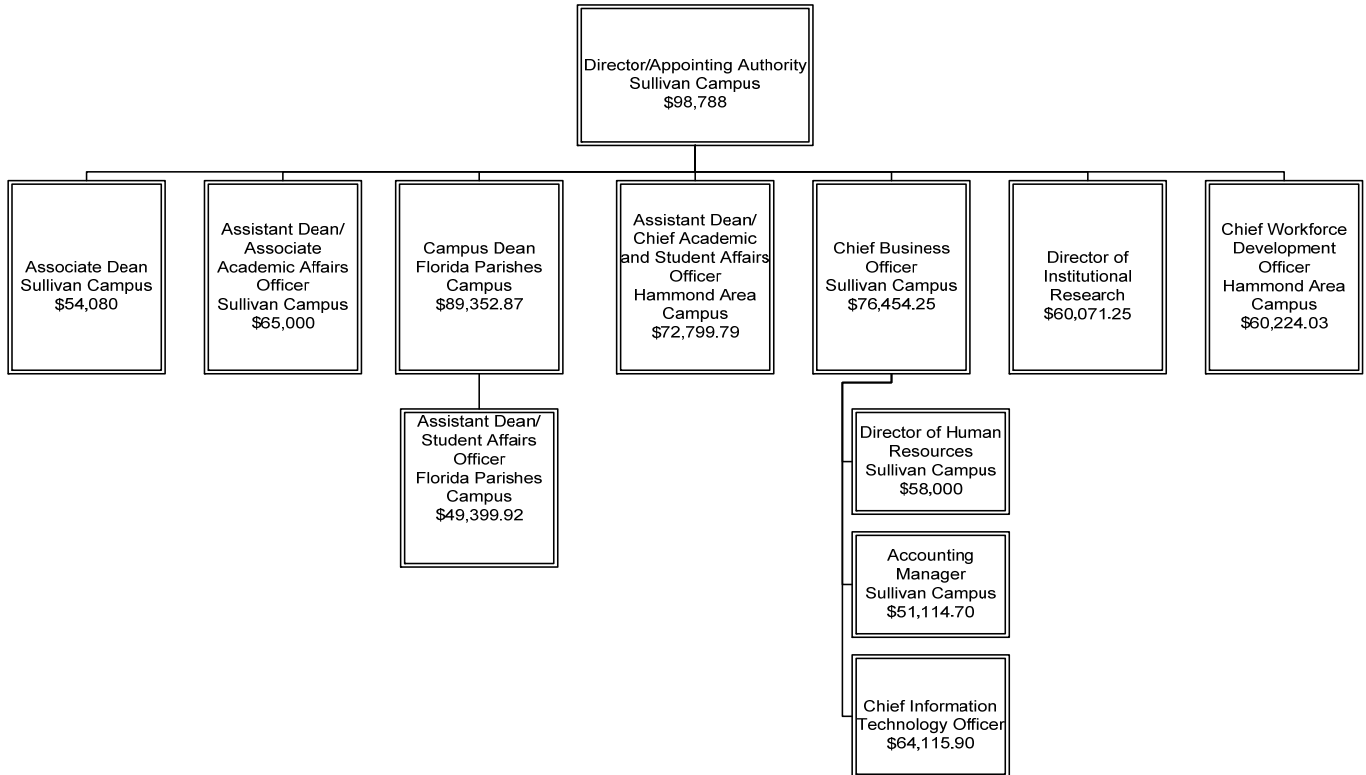|	Fall 2009	Fall 2010
Number of non-instructional staff	12	12
FTE non-instructional staff	12	11.8

f. Number and FTE of staff in administrative areas

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

	Fall 2009	Fall 2010
Number of staff	12	12
FTE staff	12	11.8

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 (as of Fall 2009)*

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                        ┌─────────────────────────┐
                        │ Director/Appointing      │
                        │ Authority                │
                        │ Sullivan Campus          │
                        │ $98,788                  │
                        └─────────────────────────┘
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| Associate Dean Sullivan Campus $54,080 | Assistant Dean/ Associate Academic Affairs Officer Sullivan Campus $65,000 | Campus Dean Florida Parishes Campus $89,352.87 | Assistant Dean/ Chief Academic and Student Affairs Officer Hammond Area Campus $72,799.79 | Chief Business Officer Sullivan Campus $76,454.25 | Director of Institutional Research $60,071.25 | Chief Workforce Development Officer Hammond Area Campus $60,224.03 |

Assistant Dean/ Student Affairs Officer Florida Parishes Campus $49,399.92

Director of Human Resources Sullivan Campus $58,000

Accounting Manager Sullivan Campus $51,114.70

Chief Information Technology Officer $64,115.90

h. Salaries of all personnel identified in subparagraph (g) above 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	Salary Changes Since 6/30/2008
Regional Director/ Appointing Authority/ Sullivan Campus Dean	$98,788	$98,788	Previous salary was $90,949.82. On July 1, 2008 received an 8.6% merit increase.
Campus Dean – Florida Parishes	$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	Previous salary was $47,499.92. On July 1, 2008 received a 4% merit increase.
Assistant Dean/ Chief Academic and Student Affairs Officer/ Hammond Area	$72,799.79	$72,799.79	Previous salary was $69,999.80. On July 1, 2008 received a 4% merit increase.
Associate Dean/ Sullivan Campus	$67,600	$54,080	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.
Assistant Dean/ Associate Academic Affairs Officer/ Sullivan Campus	$65,000	$65,000	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	$76,454.25	$76,454.25	Previous salary was $73,513.70. On July 1, 2008 received a 4% merit increase.
Director of Institutional Research – Sullivan Campus	$60,071.25	$60,071.25	Previous salary was $57,760.82. On July 1, 2008 received a 4% merit increase.
Chief Workforce Development Officer – Hammond Area Campus	$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	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	$51,114.70	$51,114.70	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%.
Chief Information Technology Officer – Sullivan Campus	$64,115.90	$64,115.90	Previous salary was $61,650.00. On July 1, 2008 received a 4% merit increase.