



**Annual Report Narrative**

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

*Submitted to the  
Louisiana Community and Technical College System  
June, 2011*

Fletcher Technical Community College  
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## Table of Contents

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Performance Objective 1, Element a.....	3
Performance Objective 1, Element b.....	6
Performance Objective 1, Element c .....	7
Performance Objective 1, Element d .....	10
Performance Objective 2, Element a.....	11
Performance Objective 2, Element b .....	13
Performance Objective 2, Element c .....	15
Performance Objective 2, Element d .....	17
Performance Objective 3, Element a.....	18
Performance Objective 3, Element b .....	20
Performance Objective 3, Element c .....	22
Performance Objective 3, Element d .....	24
Performance Objective 4, Element a.....	25
Performance Objective 4, Element b.....	26
Performance Objective 4, Element c.....	28
Performance Objective 4, Element d.....	29

## Performance Objective 1, Element a.

### a. Student Success

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 report: required

The narrative report should include at a minimum:

- policy/policies adopted by the management board;
- subsequent policy/policies adopted by the institution;
- timeline for implementing the policy/policies; and
- performance of entering freshmen students admitted by exception (4-year universities)

#### i. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate:

- Number of first-time, full-time, degree-seeking students enrolled in a fall semester.

Baseline: fall 2008 cohort (or 3-year average)

- Number of the above students retained (enrolled) at the same institution in the 2<sup>nd</sup> fall semester.

Example 2011 annual report:

- ### enrolled in fall 2009
- ### retained (enrolled) in fall 2010
- calculated rate

iv. Same institution graduation rate: defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) for 4-year universities and 2-year colleges. Law Centers will track an entering first year, fulltime fall cohort to three years for completion. Health Sciences Centers will track an entering first year, fulltime cohort to on-time completion.

Example 2011 annual report:

- ### revised cohort or entering first year, fulltime cohort
- ### total completers
- calculated rate

Fletcher Technical Community College is among the fastest growing community colleges in the United States. The College was ranked 43rd in the nation in the “less than 2,500 students” category in *Community College Week* in November 2010. In the report, federal enrollment data from the Fall 2008 (enrollment of 1,525 students) and 2009 (enrollment of 1,840 students) academic years was used to analyze enrollment trends. Fletcher’s reported increase was 21 percent. Fletcher’s enrollment growth continues at record levels. In Fall 2010, enrollment reached 2,395 students, indicating a 30 percent increase from 2009.

The 1<sup>st</sup> to 2<sup>nd</sup> year retention rate for Fletcher Technical Community College increased from 53.3% (2008-2009, the baseline year) to 54.5% for 2009-2010. This increase was concurrently experienced with a substantial

increase in the cohort size, 23.0%, from the baseline cohort of 152 students in 2008-2009 to 187 students in 2009-2010. As indicated in the accompanying spreadsheet, 102 students out of the 187 were retained.

The same institution graduation rate for Fletcher Technical Community College was 13.6% for 2009-2010 per the current definition for this measure. While this is a slight decrease (2.3%) from the prior year, the 13.6% graduation rate is only a partial indicator of successful completion by students at Fletcher Technical Community College. As indicated on the accompanying spreadsheet for Performance Indicator 1, Element b, the College accomplished significant increases in completers of all awards measured in that section; in total, the College accomplished an 85.8% increase in “Completers All Awards” category as reflected in Performance Indicator 1, Element b, reflecting 223 completers in this combined category, of which 48 completers were recipients of the associate degree.

*The Two-year College Student Success Measure framework* has been proposed for action and approval by the Louisiana Technical and Community College System Board of Supervisors. This framework will allow 2-year colleges to utilize student success measures that are more relevant to the goal, missions, and students enrolled in 2-year colleges. While the proposed framework will adequately measure the college student success it will also emphasize institutional performance and accountability. This framework is scheduled to be presented to the LCTCS board of supervisors at the April, 2011 meeting. Furthermore, Fletcher Technical Community College’s performance of student success would be more accurate and reflective of the College’s mission if the recommendation of the Louisiana Community and Technical College System regarding adjusting the measures for student success were adjusted as follows:

***“Student Success within the institutions of the Louisiana Community and Technical College System shall be measured based upon the percent of a fall cohort 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 a quality job wage.”***

The College’s enrollment growth has been the result of many factors, including, but not limited to, the transfer of programs from Nicholls State University and the addition of new programs such as the degrees in General Studies and Integrated Production Technologies, which were instituted in the 2009-2010 academic year. Transfer of developmental studies and the Criminal Justice and Cardiopulmonary Care Science associate degree programs from Nicholls State University occurred in August, 2010 and have contributed to enrollment growth. These program transfers represent successful adoption and implementation by Fletcher Technical Community College of the following LCTCS Policies: #1.003, Elements of Two-Year Institutional Missions; #1.017, Institutional Agreements; #1.019, LCTCS Academic Programs Policy; #1.034, Participatory Curriculum Development Policy.

Consistent with both LCTCS Policies #1.017, Institutional Agreements and #4.004, Lease of Immovable Property, and in order to better serve the needs of the students and enhance educational programs and services, Fletcher received permission to use the Nicholls State University Duhé Building in Fall 2010. Prior to its transfer from Nicholls State University, the Associate of Science Degree in Cardiopulmonary Care Science

Program was offered at the Duhé Building. The building is 27,173 square feet and has 5 classrooms, 6 labs, and 16 offices as well as a student break room. The Duhé Building became the fourth site of Fletcher Technical Community College in August, 2010.

Fletcher's record enrollment over the last several years has resulted in the need for additional resources for instructional delivery to accommodate its current student population and to continue meeting industry and workforce development needs in the area. The College's growth thus far has been accommodated within the limited physical facilities of the main campus, Allied Health Building, and Louisiana Marine and Petroleum Institute. The use of an off-campus site, the Nicholls State University Duhe' Building, was recently approved by the Commission on Colleges of the Southern Association of Colleges and Schools for the Cardiopulmonary Care Science and Criminal Justice programs. However, these facilities are near maximum capacity.

Fletcher Technical Community College continues to implement LCTCS Policy # 3.001, Electronic Learning Statements and Initial Procedures. In order to continue serving the needs of students and enhance educational programs and services, it has been necessary for Fletcher to offer an increasing number of online courses. Fletcher's participation in LCTCSOnline has had a major impact on the number of courses available to students. As enrollment increases, so does student enrollment in distance education. During the Fall 2010 semester, approximately 20 percent of the student population was enrolled in at least one distance education course.

Therefore, Fletcher Technical Community College is currently requesting consideration and approval from the Commission on Colleges of the Southern Association of Colleges and Schools to offer 50% or more credits online towards the Associate of General Studies degree beginning in the Fall 2011 semester. Both the Louisiana Community and Technical College System and Louisiana Board of Regents have recently approved the online delivery of the Associate of General Studies degree pending SACS-COC approval. Additionally, the online delivery of the Associate of General Studies degree will form the foundation for any additional online degree programs that the College might add in the future.

Fletcher is requesting recognition of this substantive change for distance learning by the Commission on Colleges of the Southern Association of Colleges and Schools to allow for delivery of the Associate of General Studies degree, via online and hybrid modalities, as well as, through Louisiana Technical Community and College System's online consortium, LCTCS Online: <http://online.lctcs.edu/PublicLogin.aspx>.

Fletcher's Facilities Master Plan addresses long-range needs of increased enrollment. Fletcher has received \$21.3 million to fund the development of a new campus for the College. This 70-acre site is located off Highway 311 in Houma. The plan was developed by an architectural firm to establish an overview of existing facilities and conditions as well as outline a vision of the future physical facilities that will be necessary to support the campus for the next twenty years. The master plan calls for construction of a new campus. The plan provides guidelines for facilities design, layout and use. The plan includes several areas of capital improvements. It will provide the facilities and infrastructure necessary to add new programs and to upgrade existing programs as needed to provide occupational and technical training as well as general education studies that will meet the needs of our community in future years. Governor Jindal participated in the groundbreaking ceremony for this campus in January, 2011. Construction has begun on this new campus and main building.

## **Performance Objective 1, Element b**

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

Narrative report: optional

The institution may choose to submit a narrative report to discuss and describe aspects of their data.

Example 2011 annual report:

- ### completers in 2008-09, by award level
- ### completers in 2009-10, by award level
- calculated percent change: subtract the number of baseline unduplicated completers from the number in the current year and divide by number in the baseline year, calculate for each award level.

As indicated on the accompanying spreadsheet for Performance Indicator 1, Element b, the College accomplished significant increases in completers of all awards measured in that section; in total, the College accomplished an 85.8% increase in “Completers All Awards” category as reflected in Performance Indicator 1, Element b, reflecting 223 completers in this combined category, of which 48 completers were recipients of the associate degree, 48 completers earned a diploma, and 127 completers earned a one-year certificate.

Furthermore, Fletcher Technical Community College’s performance of student success would be more accurate and reflective of the College’s mission if the recommendation of the Louisiana Community and Technical College System regarding adjusting the measures for student success were adjusted as follows:

***“Student Success within the institutions of the Louisiana Community and Technical College System shall be measured based upon the percent of a fall cohort 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.”***

## Performance Objective 1, Element c.

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

Narrative report: required

The narrative report should include at a minimum:

- examples of newly created partnership;
- examples of strengthening existing partnerships;
- examples of feedback reports to high schools; and
- examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores).

#### Measures: Descriptive

i. Number of high school students enrolled: at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term.

Baseline: 2008-09 academic year

Example 2011 annual report:

- ### enrolled summer 2009, fall 2009, winter 2009, spring 2010

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

Baseline: 2008-09 academic year

Example 2011 annual report:

- ### credit hours enrolled summer 2009, fall 2009, winter 2009, spring 2010

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

Baseline: 2008-09 academic year

Example 2011 annual report:

- ### credit hours completed summer 2009, fall 2009, winter 2009, spring 2010

Fletcher Technical Community College served as a pilot site for Louisiana's dual enrollment program and for five years has successfully implemented the program in coordination with both Terrebonne and Lafourche Parish School Systems. Dual Enrollment programs prepare students for the academic rigors of post secondary education, lowers the cost of college, and facilitates acclimation to college. Though dual enrollment programs have historically focused on high-achieving students, Fletcher's programs support the preparation of average-achieving students in career and technical education programs.

As indicated in the data submitted for this element and in the example provided on the table below, Fletcher Technical Community College continues to successfully build upon strong partnerships with local high schools. Dual enrollment student population increased by 38% from 60 students during the Fall 2009 semester, to 83 students during the Fall 2010 semester.

<b>Dual Enrollment Student Population</b>		
<b>Fletcher Technical Community College</b>		
<b>FALL 2009</b>	<b>FALL 2010</b>	<b>% change from FALL 2009 to FALL 2010</b>
<b>60</b>	<b>83</b>	<b>38%</b>

Given the success of the dual enrollment program at the College, Fletcher may consider expanding the program (provided funding and other necessary resources become available) through the development of a Science and Technology Institute that would provide students with an opportunity to earn up to an associate degree (60 credit hours of post secondary education credit) upon high school graduation. The Science and Technology Institute would be developed and constructed at Fletcher Technical Community College’s new campus site in Schriever, Louisiana. The new campus is strategically located between both Lafourche and Terrebonne parishes. The curriculum of the institute would offer courses and would be specialized in the areas of science and technology.

Such an Institute is a means to successfully achieve the policy goals of the Louisiana GRAD (Granting Resources and Autonomy for Diplomas) Act. The proposed Institute meets the goals of the Louisiana GRAD Act in the following ways. Namely, if funded, the proposed Science and Technology Institute would:

- directly link to improved outcomes and more students graduating with degrees they need for successful careers
- expand a successful dual enrollment program that will increase graduation rates for students, so they have the skills they need to compete in the 21<sup>st</sup> century workforce
- develop partnerships with feeder high schools to prepare students for postsecondary education
- demonstrate progress in increasing the number of students placed in jobs
- be a Center of Excellence that:
  - aligns with current and strategic statewide and regional workforce needs
  - has an established foundation of excellence as evidenced by high graduation rates, high numbers of graduates going into the workforce or graduate school, a high level of research productivity and funding, collaborations with business/industry, partnerships with K-12, or has earned national accreditation
  - shows potential for future growth and increasing quality, as evidenced by prospects for external funding, projected enrollment growth, focus of emerging technology or need, high demand for future program graduates, capacity to stimulate regional/state economic development, and capacity to develop community outreach/partnerships
  - collaborates across several schools, agencies, private industries
  - has received a favorable academic assessment by the Board of Regents and the Louisiana Community and Technical College System board.



If funding and other necessary resources become available, the Science and Technology Institute would be implemented in two progressive phases:

- 1) A Memorandum of Understanding (MOU) would be signed by the Superintendents of both Terrebonne and Lafourche parish schools and the Chancellor of Fletcher Technical Community College that would encourage collaboration between high school and college educators to develop curricula that would meet graduation requirements, Louisiana's Tuition Opportunity Program for Students requirements, and transferable post secondary credits. Courses would be taught by Fletcher faculty and/or through properly qualified and credentialed existing faculty at the high schools.
- 2) The development and construction of the Science and Technology Institute on Fletcher's campus. Students enrolled in high schools of the Lafourche Parish Public School System and the Terrebonne Parish Public School System would have the opportunity to participate in dual enrollment courses with Fletcher Technical Community College to complete junior and senior year coursework, as well as up to sixty credit hours of coursework toward an Associate degree. Project-based learning, fieldtrips, and speaking engagements would allow students to receive industry directed experience, while meeting national and state content standards for high school completion and qualifications for the Louisiana TOPS program.

Students would apply in their junior year of high school to the institute and would attend the college half a day during the normal school year. The Institute would be equipped with state-of-the-art equipment and will integrate technology into all aspects of learning. A methodology of coursework would be delivered to encourage students to think differently about learning, engage in problem-solving, and experience coursework through a comprehensive lens of both college-readiness and career-readiness. Student would be required to enroll in internship opportunities with local industries during the summer. The college would develop MOUs with local industry partners to provide hands-on work experience in their respective areas of study.

Students would graduate with strong science, mathematics, and technology skills, and the opportunity to begin working in full-time jobs immediately upon receiving an Associate degree from Fletcher Technical Community College. Fletcher and Nicholls State University offer a smooth transition of credits between the two institutions that would be conducive for continuing education of graduates. With the credentials to qualify for the TOPS program and this progressive model at Nicholls State University, graduates who desire to further their education would be in a system that allows easy access for continuing education or for immediate employment.

Successful implementation of both of these phases will require strong academic support services, including personalized mentoring, tutoring and counseling.

**Performance Objective 1, Element d.**

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

Narrative report: optional

The institution may choose to submit a narrative report to discuss and describe aspects of their data.

Example 2011 annual report:

- ### took exam
- ### met standards for passage
- calculated rate

As indicated on the accompanying spreadsheet, for 2009-2010, Fletcher Technical Community College graduated students in the Certified Nursing Assistant (C.N.A.) program and the Practical Nursing (P.N.) program. The licensure pass rates for both of these groups of 2009-2010 graduates was 100%.

Fletcher Technical Community College did not graduate a class during the 2009-2010 for the Associate of Science in Nursing (A.S.N.) program. In addition, the College took over the Associate of Science in Cardiopulmonary Care Science in August, 2010, as a result of a program transfer from Nicholls State University. Both programs will be represented in future reports for passage rates on licensure and certification exams.

In addition, 78 students received WorkKeys certificates from Fletcher Technical Community College during the Fall 2010 semester.

## **Performance Objective 2, Element a. – RESPONSE UPDATED June 9, 2011**

### **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 report: required

The narrative report should include at a minimum:

- policy/policies adopted by the management board;
- subsequent policy/policies adopted by the institution;
- timeline for implementing the policy/policies; and
- performance of entering transfer students admitted by exception (4-year universities).

#### **Policy/policies adopted by the management board**

The Louisiana Community and Technical College System has adopted the following policies applicable to this section: #1.003, Elements of Two-Year Institutional Missions; #1.016, LCTCS Cross-Enrollment Policy; #1.017, Institutional Agreements; #1.025, Articulation; #1.029, Disclosure of Degree Program Transferability; #1.032, Cross Enrollment Guidelines; #1.033, Enrollment Management; and, #1.036 Cross Enrollment Agreement between System Institutions. Fletcher Technical Community College has implemented and continues to implement policies and procedures in fulfillment of these policies adopted by the Louisiana Community and Technical College System.

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

Fletcher Technical Community College continues to build upon its already strong relationship with our four-year university partner, Nicholls State University. The relationship between Fletcher Technical Community College and Nicholls State University has been frequently cited during the past year as the “model relationship” between LCTCS institutions and their four-year counterparts throughout the State of Louisiana.

Agreements have been signed between Fletcher and Nicholls that fulfill the following LCTCS policies: #1.003, Elements of Two-Year Institutional Missions; #1.016, LCTCS Cross-Enrollment Policy; #1.017, Institutional Agreements; #1.025, Articulation; #1.029, Disclosure of Degree Program Transferability; #1.032, Cross Enrollment Guidelines; and, #1.033, Enrollment Management. Examples include the completion of an official articulation agreement between Fletcher Technical Community College and Nicholls State University in October, 2009, signed by the Chancellor of Fletcher Technical Community College and the President of Nicholls State University. The components of this agreement are now being implemented through cooperating working teams from both institutions. This agreement provides two major opportunities for students: 1) the Fletcher Flight Guide gives admission incentives for students who were originally denied admission to Nicholls, but wish to begin at Fletcher and then move to Nicholls after a period of time and satisfactory academic performance for transfer; 2) the Cross-Enrollment completion program offers Fletcher students the ability to declare a major at Nicholls (and become locked into a catalog) whereby they complete the Associate degree in General Studies with 60 hours and cross-enroll at Nicholls to complete some of the courses in their major so that when they graduate from Fletcher with the Associate degree in General Studies they will have only 60 hours left to complete at Nicholls for the Bachelor of Science degree.

Additionally for FY 2010-2011, Fletcher took over teaching of all developmental courses in math and English from Nicholls and actually teaches the courses on the Nicholls campus in Thibodaux. This step was in fulfillment of LCTCS Policies #1.003, Elements of Two-Year Institutional Missions, #1.016, LCTCS Cross-Enrollment Policy, #1.017, Institutional Agreements, #1.025, Articulation, and, #1.032, Cross Enrollment Guidelines.

Consistent with both LCTCS Policies #1.017, Institutional Agreements and #4.004, Lease of Immovable Property, and in order to better serve the needs of the students and enhance educational programs and services, Fletcher received permission to use the Nicholls State University Duhé Building in Fall 2010. Transfer of developmental studies and the Criminal Justice and Cardiopulmonary Care Science associate degree programs from Nicholls State University occurred in August, 2010. Prior to its transfer from Nicholls State University, the Associate of Science Degree in Cardiopulmonary Care Science Program was offered at the Duhé Building. The building is 27,173 square feet and has 5 classrooms, 6 labs, and 16 offices as well as a student break room. The Duhé Building became the fourth site of Fletcher Technical Community College in August, 2010.

Transfer of developmental studies and the Criminal Justice and Cardiopulmonary Care Science associate degree programs from Nicholls State University occurred in August, 2010 and have contributed to enrollment growth. These program transfers represent successful adoption and implementation by Fletcher Technical Community College of the following LCTCS Policies: #1.003, Elements of Two-Year Institutional Missions; #1.017, Institutional Agreements; #1.019, LCTCS Academic Programs Policy; #1.034, Participatory Curriculum Development Policy.

Fletcher Technical Community College also has a cross-enrollment agreement with South Central Technical College. This agreement is in fulfillment of LCTCS Policy #1.036 Cross Enrollment Agreement between System Institutions.

**Timeline for implementing the policy/policies**

Timelines for implementing the policy/policies adopted by the Louisiana Community and Technical College System and subsequently adopted by Fletcher Technical Community College are included in the narrative above in **“Subsequent policy/policies adopted by the institution.”**

Additional related timelines for implementing the policy/policies are as follows:

Strategies	Completion Date
Develop a comprehensive transfer guide for 4-year institutions	6/30/11
Develop a comprehensive enrollment management plan	6/30/11
Develop a degree audit system for students	Completed 12/31/10
Conduct a complete review of all materials published by the office	Completed 12/31/10
Develop a plan to identify and assist at-risk students	6/30/11
Revisit data entry of transcripts and evaluation of transcripts	Completed 12/31/10
Develop communication plan for encouraging and communicating information regarding financial aid	Completed 12/31/10
Develop an online applications for cross-enrollment program with Nicholls Univ.	6/30/11

## **Performance Objective 2, Element b. – RESPONSE UPDATED June 9, 2011**

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

Narrative report: required

The narrative report should include at a minimum:

- examples of new or strengthened feedback reports to the college(s);
- processes in place to identify and remedy student transfer issues; and
- examples of utilization of feedback reports (2-year colleges and technical colleges).

### **Examples of new or strengthened feedback reports to the college**

The staffs from Fletcher Technical Community College and Nicholls State University meet frequently to communicate and cooperate regarding issues associated with transfer. During 2010-2011 ongoing meetings and sharing of data occurred between the admissions and registrar's offices at both institutions, as well as, the sharing of performance data of Fletcher transfer students to Nicholls between the research offices at both institutions.

Nicholls has a relatively small number of associate degree recipient transfers entering the University. With the significant enrollment increase at Fletcher Technical Community College, a rise in such transfer students is expected, especially given the fact that Nicholls is committed to working closely with partner schools to ensure a smooth transition. The Office of Assessment and Institutional Research at Nicholls has developed a sample report, which will be distributed at the end of the year, showing the progress of transfer students with associate degrees.

Also, as enrollment increases, plans are in place to separate current assessment into subgroups according to their transferring institution. General education assessments will be separated by the institution the student received the majority of the course work. The separation will help to identify best practices and areas where improvement is needed.

Nicholls is in the process of implementing *LiveText* for outcomes assessment. *LiveText* allows classroom assessments to be tied into the university general education assessment outcomes to produce data on the level of learning students are achieving. *LiveText* allows the University to track students based on demographic data. The plan for implementation includes adding demographic information for easy tracking of transfer students. This will allow Nicholls to use assessments completed in their courses and for general education to assess the outcomes of transfer students to provide feedback to their transferring institution, allow identification of skills that might be inadequate, and allow for better advising of these students beyond their first semester. Full implementation of *LiveText* will occur in the Fall 2011 semester for incoming students within University College.

### **Processes in place to identify and remedy student transfer issues**

Examples include the completion of an official articulation agreement between Fletcher Technical Community College and Nicholls State University in October, 2009, signed by the Chancellor of Fletcher Technical Community College and the President of Nicholls State University. The components of this agreement are now being implemented through cooperating working teams from both institutions. This agreement provides two major opportunities for students:

1. the Fletcher Flight Guide gives admission incentives for students who were originally denied admission to Nicholls, but wish to begin at Fletcher and then move to Nicholls after a period of time and satisfactory academic performance for transfer;
2. the Cross-Enrollment completion program offers Fletcher students the ability to declare a major at Nicholls (and become locked into a catalog) whereby they complete the Associate degree in General Studies with 60 hours and cross-enroll at Nicholls to complete some of the courses in their major so that when they graduate from Fletcher with the Associate degree in General Studies they will have only 60 hours left to complete at Nicholls for the Bachelor of Science degree.

In 2010-11, Nicholls designated a faculty member as Coordinator of Transitional Programs to oversee the Transfer Center and assist transfer students. The Coordinator of Transitional Programs (CTP) is responsible for Nicholls' portion of the state matrix and is listed as the primary contact for all transfer students. The Transfer Center staff works with students to facilitate the transfer process. All transfer students are referred to this office for transcript evaluation and initial advising and registration. The CTP does on-site advising at Fletcher Technical Community College each semester. The CTP has developed a webpage just for our prospective transfer students. Transfer students take part in their own orientation program. For Louisiana Community and Technical College System transfer students, another webpage has been created spelling out the details of The Louisiana Transfer Degree. Contact information for counselors is available, as well as advising guides created for each of the bachelor degrees offered by Nicholls. The advising guides are valuable tools for advisors within the two-year institutions, including Fletcher Technical Community College, as well as the students.

### **Examples of utilization of feedback reports (2-year colleges and technical colleges)**

Nicholls State University has worked very closely with Fletcher Technical Community College to make transferring an easy process for the student. Nicholls and Fletcher are exploring options to share outcomes data, such as the use of *LiveText*. Both institutions are using *Educational Testing Services' (ETS) Proficiency Profile* for general education assessment. General education assessments are grouped by the institution the student received the majority of the course work. The grouping helps to identify best practices and areas where improvement is needed. At Fletcher Technical Community College, the members of the General Education Assessment Committee assess results of the *ETS Proficiency Profile* to complement the portfolios/rubrics to determine the extent to which the graduates attain the general education competencies.

## **Performance Objective 2, Element c. – RESPONSE UPDATED June 9, 2011**

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

Narrative report: required

The narrative report should include at a minimum:

- examples of the agreements with Louisiana institutions and
- processes in place to identify and refer these students.

### **Examples of the agreements with Louisiana institutions**

The admissions office at Nicholls provides the admissions office at Fletcher with the names and contact information of students declined for admission to Nicholls so that these prospective students can receive information and higher education opportunities available to them at Fletcher Technical Community College.

The *Fletcher Flight Guide* gives admission incentives for students who were originally denied admission to Nicholls, but wish to begin at Fletcher and then move to Nicholls after a period of time and satisfactory academic performance for transfer. The Cross-Enrollment completion program offers Fletcher students the ability to declare a major at Nicholls (and become locked into a catalog) whereby they complete the Associate degree in General Studies with 60 hours and cross-enroll at Nicholls to complete some of the courses in their major. When they graduate from Fletcher with the Associate degree in General Studies they will have only 60 hours left to complete the Bachelor of Science degree at Nicholls.

In November 2008, Nicholls State University signed an agreement with Fletcher Technical Community College for a *Cooperative Admission Program*. Through the agreement, applicants to Nicholls who are not eligible for immediate admission will be admitted to Fletcher without completing additional application forms and without paying additional application fees. Nicholls provides Fletcher with all application materials for the participant, once permission is obtained from that participant. Nicholls encourages the participants to pursue their education goals and to transfer to Nicholls once they become eligible. Participants are provided information on transfer admissions policies. When the student returns to Nicholls, their application fee will be waived. Nicholls provides admission counselors and advisors to program participants.

### **Processes in place to identify and refer these students**

Fletcher processes applications provided by Nicholls and waives the admission application fee. Fletcher encourages participants to continue towards their goal of being a Nicholls student. Additionally, Fletcher counselors are available to students to assist in their transition. Nicholls and Fletcher are working together and developing advising guides for each program offered at Nicholls to assist the student in knowing which courses will transfer. The newly formed Transfer Center in University College at Nicholls will also serve as a resource for students to get additional information.

When a student is declined admission to Nicholls State University, they are contacted through email. A sample of the email is below:

Dear <FIRST\_NAME>:

Thank you for applying to Nicholls State University for the <TERM\_DESC> semester. While we would like you to be a part of our campus community, you do not meet the requirements for admission.

We encourage you to consider attending one of Louisiana's community colleges to continue your education. Please visit [www.nicholls.edu/admission](http://www.nicholls.edu/admission) and select "Partners in Education" for a list of community colleges with contact information.

Nicholls has agreed to admit students who transfer from these community colleges when they have completed 12 credit hours of college course work with at least a 2.0 cumulative GPA.

To ensure you have a smooth transition to Nicholls, please contact us during the semester you intend to complete the transfer requirements noted above.

If you have any questions regarding your admission status, please contact our office at 985-448-4507.

We wish you success in achieving your educational goals, and we look forward to welcoming you to Nicholls State University in the future.

Sincerely,

Becky Durocher  
Director of Admissions  
985-448-4507  
985-448-4929(fax)  
1-877-NICHOLLS(toll free)

Students are encouraged to consider attending one of Louisiana's community colleges to continue their education. A link is provided to the Admissions webpage, *Partners in Education*. Contact information is available to River Parishes Community College, South Louisiana Community College, Baton Rouge Community College, Fletcher Technical Community College, Nunez Community College, and Delgado Community College.

Nicholls and Fletcher are currently working on improving the communication process. Nicholls has recently updated its student information system and Fletcher is currently in the process. The new system will be utilized to facilitate a more seamless transfer of information between institutions.

**Number of students referred by Nicholls State University at anytime during the given academic year to two-year colleges and technical colleges, including Fletcher Technical Community College.**  
Fletcher is currently implementing a system to track the number of enrollees based upon these referrals.

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of students referred	159	342



**Performance Objective 2, Element d. – RESPONSE UPDATED June 9, 2011**

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

Narrative report: required

The narrative report should include at a minimum:

- examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)\* and Associate of Science in Teaching (AST) programs, and
- processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.

**\*Unlike the AST degree, the Louisiana Transfer Associate Degree Programs (AALT, ASLT) are new programs. Institutions may not have relevant data to report for the following Measures in the first annual report on the AALT/ASLT degrees.**

**Examples of collaboration in implementing all aspects of the transfer degree programs**

Fletcher Technical Community College implemented the Louisiana Transfer Associate Degree (AALT, ASLT) in Fall, 2010, and the transfer degree is included in the College’s *catalog*. Fletcher does not offer the Associate of Science in Teaching (AST). An official *articulation agreement* between Fletcher Technical Community College and Nicholls State University in October, 2009, was signed by the Chancellor of Fletcher Technical Community College and the President of Nicholls State University. The components of this agreement are now being implemented through cooperating working teams from both institutions. This agreement includes the *Fletcher Flight Guide*, which gives admission incentives for students who were originally denied admission to Nicholls, but wish to begin at Fletcher and then move to Nicholls after a period of time and satisfactory academic performance for transfer.

**Processes in place to remedy any articulation and transfer issues**

Admission and academic personnel from both Fletcher Technical Community College and Nicholls State University met throughout 2010-2011 and performed a course-by-course and program-by-program transfer guide for advisors and students. These personnel meet regularly to remedy any articulation and transfer issues.

**Number of students enrolled and completing a transfer degree program**

Because Fletcher Technical Community College implemented the Louisiana Transfer Associate Degree (AALT, ASLT) in Fall 2010, students intending to transfer previously enrolled in the Associate of General Studies (AGS) degree program or as non-degree seeking students. **Therefore, 0 students were classified as enrolled during the past year in the AALT and ASLT programs and thus there were 0 completers in these programs.** The data table below provides the number of students enrolled in these two transfer-oriented AGS and non-degree seeking classifications for Fall 2010 and Spring 2011:

<b>Unduplicated Headcount Comparison</b>		
<b>Data represents Preliminary Unofficial 14th day Headcount</b>		
<b>Program</b>	<b>FA 10</b>	<b>SP 11</b>
General Studies	196	240
Non-degree seeking	981	651

### **Performance Objective 3, Element a.**

#### **3. Workforce and Economic Development**

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.

Narrative report: required

The narrative report should include at a minimum:

- 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;
- 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;
- 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; and
- 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.

Fletcher Technical Community College annually reviews programs that have low number of completers and/or are not aligned with current or strategic workforce needs. This process is led by the Vice Chancellor for Instruction and includes annual review of programs for numbers of completers, as well as, cooperative review by the College with the Board of Regents regarding low completer programs identified by the Regents. In addition, the College has program advisory committees consisting of industry and workforce representatives, and they meet regularly throughout the academic year; these committee members provide valuable feedback and review of programs to ensure alignment with current or strategic workforce needs. For example, the College's review process resulted in the discontinuation of the Electronics Technology program in the 2009-2010 academic year.

The College's enrollment growth has been the result of many factors, including, but not limited to, the transfer of programs from Nicholls State University and the addition of new programs such as the degrees in General Studies and Integrated Production Technologies, which were instituted in the 2009-2010 academic year. Transfer of developmental studies and the Criminal Justice and Cardiopulmonary Care Science associate degree programs from Nicholls State University occurred in August, 2010 and have contributed to enrollment growth.

As a result, therefore Fletcher Technical Community College has added four (4) new programs since 2009 that align workforce needs in the state and/or region. As represented by the elimination of the Electronics Technology program and the addition of these four programs, the College asserts that 100% of its programs meet current and/or future workforce needs.

The 2,395 students enrolled at Fletcher Technical Community College during the Fall, 2010 semester represent a .698% market penetration in the Houma Metropolitan Service Area (MSA), population: 343,337. This is the highest market penetration in the history of Fletcher Technical Community College. While market penetration is expected to increase with the 2011-2012 Academic Year, changes in the market penetration are very fluid because of the current dynamics in the oil field industry and related impacts to the Houma MSA.

Prior to the oil spill of April, 2010, Fletcher Technical Community College initiated an Associate of Applied Science Degree in Integrated Production Technologies that would, in addition to the aforementioned factors, increase market penetration and enrollment. This course of action was consistent with both input from industry partners as well as the pre-oil spill Louisiana Economic Outlook for 2010-2011 presented on October 15, 2009 by Dr. Loren C. Scott of Louisiana State University:

***“Louisiana’s other very-intensive MSA is the Houma MSA, and like Lafayette, we expect its economy to be dragged down over the next two years by the proposed \$33 billion tax on the extraction industries. Houma should fare better than Lafayette, however, due to major employment additions at the Edison Chouest shipyards in the region and possible additions to the MSA’s large fabricators. We expect the MSA to add 900 jobs in 2010 (0.9 percent) and 800 jobs in 2011 (0.8 percent). If the President’s extraction tax is defeated, the Houma area economy will fare much better than these forecasts.”***

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The uncertainty since the oil spill of April, 2010 creates both opportunities and challenges for Fletcher Technical Community College to increase market penetration with regard to enrollment. Since the spill, the College is moving forward with plans and programs developed prior to the event (such as the A.A.S. in Integrated Production Technologies). However, the College is exploring opportunities to meet community needs for education created in response to the spill, such as the Louisiana Environmental Monitoring Training Center of Excellence. These initiatives may create a positive dynamic to increase market penetration.

### **Performance Objective 3, Element b.**

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

Narrative report: required

The narrative report should include at a minimum:

- description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes;
- description of current initiatives to create and expand educational offerings by distance education; and
- description of any efficiencies realized through distance education.

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 with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.

Baseline: 2008-09

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

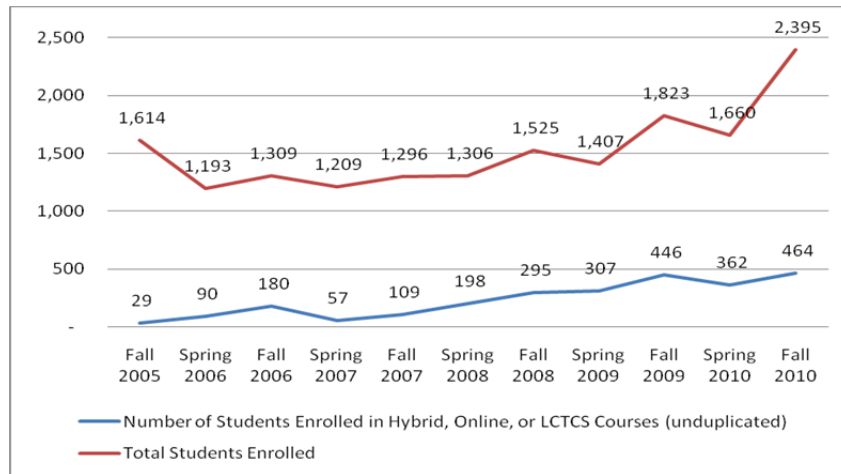
Baseline: 2008-09

iii. Number of programs offered through 100% distance education: by award level.

Baseline: 2008-09

In order to continue serving the needs of students and enhance educational programs and services, it has become necessary for Fletcher to offer an increasing number of online courses. Fletcher's participation in LCTCSOnline has had a major impact on the number of courses available to students. As enrollment increases, so does student enrollment in distance education. During the Fall 2010 semester, approximately 20 percent of the student population was enrolled in at least one distance education course as illustrated below in Figure 1.

Figure 1. Enrollment in Hybrid, Online, & LCTCSOnline Courses



Fletcher Technical Community College is currently requesting consideration and approval from the Commission on Colleges of the Southern Association of Colleges and Schools to offer 50% or more credits online towards the Associate of General Studies degree beginning in the Fall 2011 semester. Both the Louisiana Community and Technical College System and Louisiana Board of Regents have recently approved the online delivery of the Associate of General Studies degree pending SACS-COC approval.

The Associate of General Studies degree is designed to provide the flexibility needed to meet the needs of students who have a variety of backgrounds and interests. This existing and on-going degree program appeals to students who have identified distinct careers but find no matching curricula available and to those who need to explore interests and test their potential for satisfactory academic performance in selected areas of a curriculum. Students, in conjunction with an advisor, can design a unique program of study by selecting courses from among several different disciplines while fulfilling the basic degree requirements of the College. The availability of an online degree can serve students who cannot physically attend courses on campuses due to geographical and/or time constraints. Additionally, the online delivery of the Associate of General Studies degree will form the foundation for any additional online degree programs that the College might add in the future.

Fletcher is requesting recognition of this substantive change for distance learning by the Commission on Colleges of the Southern Association of Colleges and Schools to allow for delivery of the Associate of General Studies degree, via online and hybrid modalities, as well as, through Louisiana Technical Community and College System’s online consortium, LCTCS Online: <http://online.lctcs.edu/PublicLogin.aspx>.

### Performance Objective 3, Element c.

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

Narrative report: required

The narrative report (which may exceed 2-page maximum) should include at a minimum:

- a description of current and prospective research productivity and technology transfer as it relates to Louisiana's key economic development industries;
- a description of how the institution has collaborated with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries;
- a description of any business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards; and
- a description of how the institution's research productivity and technology transfer efforts compare to peer institutions.

Note: Louisiana's key economic development industries include but are not limited to the key industry sectors identified in the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) plan as well as LED's Blue Ocean targeted industry sectors. The following list provides FIRST Louisiana core industry sectors with related Blue Ocean sectors in parentheses:

- Petrochemical (ultra-deep water oil & gas; unconventional natural gas; enhanced oil recovery)
- Energy & Environmental (next-generation automotive; energy efficiency; renewable energy; nuclear power; water management; ultra-deep water oil & gas; unconventional natural gas; enhanced oil recovery)
- Transport, Construction & Manufacturing (next-generation automotive; pharmaceutical manufacturing; renewable energy; nuclear power; water management)
- Information Technology & Services (digital media/software development)
- Arts & Media (digital media/software development)
- Agriculture & Wood Products (water management; renewable energy)
- Health Care (Specialty research hospital; obesity/diabetes research and treatment; pharmaceutical manufacturing; digital media/software development: health care IT)

Measures: Tracked

Faculty holding (serving as principal and/or co-principal investigators) active research and development grants/contracts.

- Total number of research/instructional faculty (FTE) at the institution. Include all FTE faculty, tenure and non-tenure track including physicians whose job

responsibilities include expectations for scholarly productivity.

Baseline: 2009-10

i. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts.

Baseline: 2009-10

ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries.

Baseline: 2009-10

Example 2011 annual report:

- ### total research/instructional faculty (FTE)
- ### faculty (FTE) holding active research and development grants/contracts in the 2010-11 academic year
- ### faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries
- calculated percent for each

Prior to the oil spill of April, 2010, Fletcher Technical Community College initiated an Associate of Applied Science Degree in Integrated Production Technologies that would, in addition to the aforementioned factors, increase market penetration and enrollment. This course of action was consistent with both input from industry partners as well as the pre-oil spill Louisiana Economic Outlook for 2010-2011 presented on October 15, 2009 by Dr. Loren C. Scott of Louisiana State University:

***“Louisiana’s other very-intensive MSA is the Houma MSA, and like Lafayette, we expect its economy to be dragged down over the next two years by the proposed \$33 billion tax on the extraction industries. Houma should fare better than Lafayette, however, due to major employment additions at the Edison Chouest shipyards in the region and possible additions to the MSA’s large fabricators. We expect the MSA to add 900 jobs in 2010 (0.9 percent) and 800 jobs in 2011 (0.8 percent). If the President’s extraction tax is defeated, the Houma area economy will fare much better than these forecasts.”***

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The uncertainty since the oil spill of April, 2010 creates both opportunities and challenges for Fletcher Technical Community College to increase market penetration with regard to enrollment. Since the spill, the College is moving forward with plans and programs developed prior to the event (such as the A.A.S. in Integrated Production Technologies). However, the College is exploring opportunities to meet community needs for education created in response to the spill, such as the Louisiana Environmental Monitoring Training Center of Excellence. These initiatives may create a positive dynamic to increase market penetration.

**Performance Objective 3, Element d.**

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.

Narrative report: optional

- Number of students completing a designated Technical Competency Area (TCA)\* or award identified in Board of Regents CRINPROG, by award level.

Baseline: to be determined\*

\*The Board of Regents will coordinate with the institutions' management boards in accessing and analyzing the data through the Memorandum of Understanding between the Board of Regents and the Louisiana Workforce Commission. Institutional data files, in addition to those already reported in the Board of Regents Completer Data System may be required from the management board. The Board of Regents and the Louisiana Community and Technical College System shall agree to a list of designated Technical Competency Areas for which this objective will be measured.

Pending the completion of this work between the Board of Regents and management boards, institutions will not be required to report on this measure.

- Number of above students found employed.

Example 2011 annual report:

- ### completers
- ### found employed
- calculated percent, per award level



**Performance Objective 4, Element a.**

**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.

Narrative report: required

The narrative report should include at a minimum:

- demonstration of collaboration efforts with the 2-year college(s) in the region and
- timeline for elimination of developmental course offerings.

The College's enrollment growth has been the result of many factors, including, but not limited to, the transfer of programs from Nicholls State University and the addition of new programs such as the degrees in General Studies and Integrated Production Technologies, which were instituted in the 2009-2010 academic year.

Transfer of developmental studies and the Criminal Justice and Cardiopulmonary Care Science associate degree programs from Nicholls State University occurred in August, 2010 and have contributed to enrollment growth for Fletcher Technical Community College.

**Performance Objective 4, Element b.**

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.

Narrative report: required

The narrative report should include at a minimum:

- demonstration of collaboration with 2-year college(s) in the region and
- timeline for elimination of associate degree programs.

**Measures: Tracked**

i. Number of active associate degree programs offered: at the institution in the given academic year.

Baseline: 2009-10 academic year

ii. Number of students enrolled in active associate degree programs: in the given academic year.

Baseline: 2009-10 academic year

The College's enrollment growth has been the result of many factors, including, but not limited to, the transfer of programs from Nicholls State University and the addition of new programs such as the degrees in General Studies and Integrated Production Technologies, which were instituted in the 2009-2010 academic year.

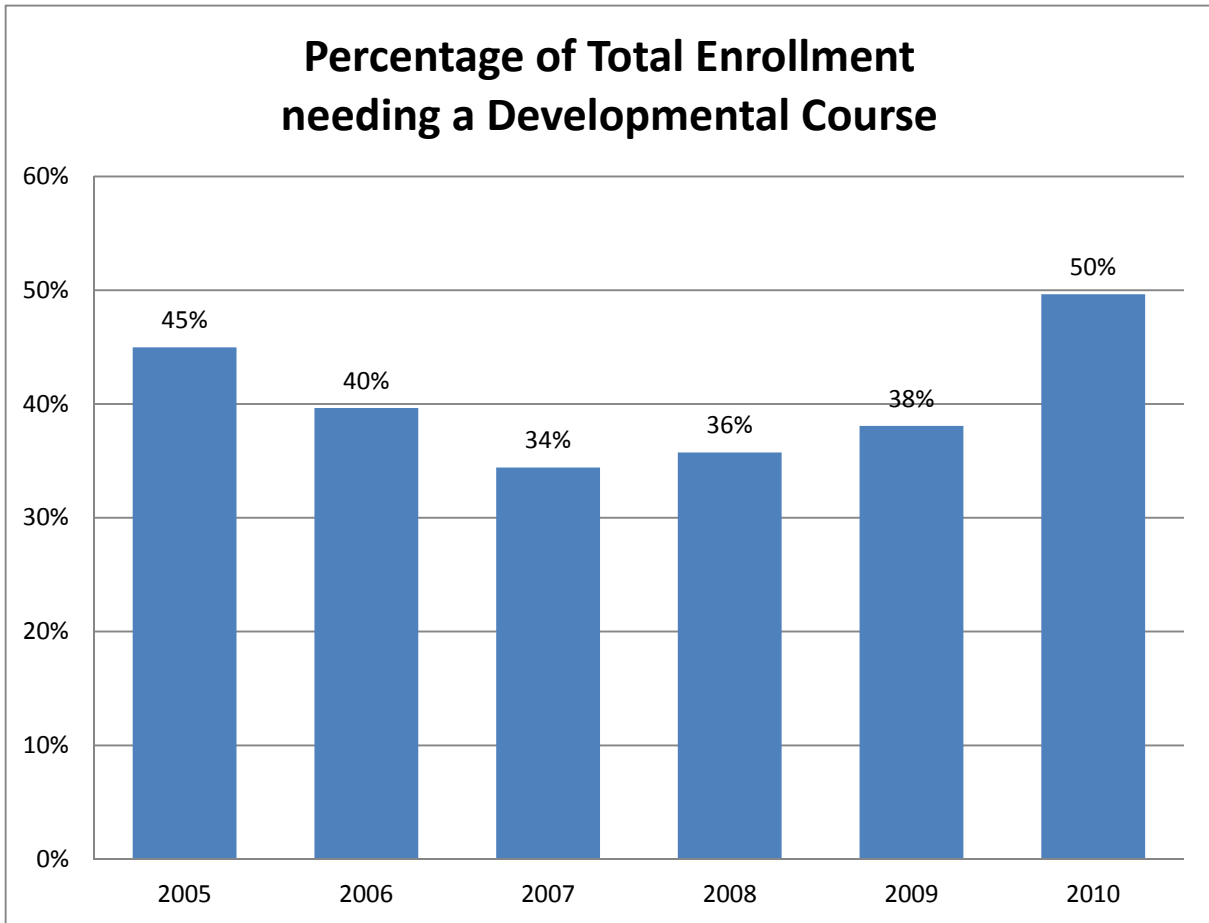
Transfer of developmental studies and the Criminal Justice and Cardiopulmonary Care Science associate degree programs from Nicholls State University occurred in August, 2010 and have contributed to enrollment growth for Fletcher Technical Community College.

Fletcher Technical Community College continues to build upon its already strong relationship with our four-year university partner, Nicholls State University. Examples include the completion of an official articulation agreement between Fletcher Technical Community College and Nicholls State University in October, 2009, signed by the Chancellor of Fletcher Technical Community College and the President of Nicholls State University. The components of this agreement are now being implemented through cooperating working teams from both institutions. This agreement provides two major opportunities for students: 1) the Fletcher Flight Guide gives admission incentives for students who were originally denied admission to Nicholls, but wish to begin at Fletcher and then move to Nicholls after a period of time and satisfactory academic performance for transfer; 2) the Cross-Enrollment completion program offers Fletcher students the ability to declare a major at Nicholls (and become locked into a catalog) whereby they complete the Associate degree in General Studies with 60 hours and cross-enroll at Nicholls to complete some of the courses in their major so that when they graduate from Fletcher with the Associate degree in General Studies they will have only 60 hours left to complete at Nicholls for the Bachelor of Science degree.

Additionally, the staffs from Fletcher and Nicholls meet frequently to communicate and cooperate regarding issues associated with transfer. Examples include the meetings and sharing of data between the admissions and registrar's offices at both institutions, as well as, the sharing of performance data of Fletcher transfer students to

Nicholls between the research offices at both institutions. The admissions office at Nicholls provides the admissions office at Fletcher with the names and contact information of students declined for admission to Nicholls so that these prospective students can receive information and higher education opportunities available to them at Fletcher Technical Community College.

Please note that effective Fall 2010, students who need developmental courses at Nicholls State University are cross-enrolled in such courses as Fletcher students, thus increasing the total percentage for Fletcher.



**Performance Objective 4, Element c.**

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

Narrative report: required

The narrative report should include at a minimum:

- annual plan for increasing non-resident tuition amounts and
- impact on enrollment and revenue.

Example 2011 report:

- o \$\$\$ non-resident tuition/fee amounts
- o \$\$\$ peer non-resident tuition/fee amounts
- o calculated percent difference from peer amounts

Fletcher Technical Community College obtained authorization in July 2010 from its management board, Louisiana Community & Technical College System Board of Supervisors, to increase the non-resident tuition to the average of the SREB peer institutions within 6 years. In order to achieve this goal, the non-resident tuition for fiscal year ending June 30, 2011 was increased by ten percent. The remaining cost difference between Fletcher's non-resident tuition and the average of the SREB peer institutions was spread evenly over the remaining 5 years. Annually, the SREB peer institutions average non-resident tuition is reviewed and adjustments made as needed.

Non-resident enrollment at Fletcher ranges from 10 to 20 students annually. The increased non-resident tuition is not anticipated to have a significant impact on current or future enrollment. The fiscal impact on revenue related to the increased non-resident tuition in year one will amount to approximately \$4,000 with each successive year resulting in additional annual revenue of approximately \$7,000. The impact over the six year implementation will result in increased revenue of \$40,810.

The most recent SREB Fact Book of 2009, dated March 2010 reported the Two Year Out of State amount to be \$7,444 per year. Below is the six year schedule and the percentage difference each year from peer amounts.

	SREB Non Resident Tuition	Fletcher Non Resident Tuition	Fletcher Percentage of SREB
Year 1	7,444	4,107	55%
Year 2	7,444	4,772	64%
Year 3	7,444	5,440	73%
Year 4	7,444	6,108	82%
Year 5	7,444	6,776	91%
Year 6	7,444	7,444	100%

#### **Performance Objective 4, Element d.**

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 Louisiana Workforce Commission and Louisiana Economic Development.
- \_ Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.
- \_ Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.
- \_ Having a high level of research productivity and technology transfer.

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.

Prior to the oil spill of April, 2010, Fletcher Technical Community College initiated an Associate of Applied Science Degree in Integrated Production Technologies that would, in addition to the aforementioned factors, increase market penetration and enrollment. This course of action was consistent with both input from industry partners as well as the pre-oil spill Louisiana Economic Outlook for 2010-2011 presented on October 15, 2009 by Dr. Loren C. Scott of Louisiana State University:

***“Louisiana’s other very-intensive MSA is the Houma MSA, and like Lafayette, we expect its economy to be dragged down over the next two years by the proposed \$33 billion tax on the extraction industries. Houma should fare better than Lafayette, however, due to major employment additions at the Edison Chouest shipyards in the region and possible additions to the MSA’s large fabricators. We expect the MSA to add 900 jobs in 2010 (0.9 percent) and 800 jobs in 2011 (0.8 percent). If the President’s extraction tax is defeated, the Houma area economy will fare much better than these forecasts.”***

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# **Organizational Data**

**Submitted to  
The Louisiana Board of Regents  
In Partial fulfillment of the requirements of Act 741  
Louisiana GRAD Act**

**L. E. Fletcher Technical Community College  
Louisiana Community and Technical College System**

**April 1, 2011**

**a. Number of students by classification**

- **Headcount, undergraduate students and graduate/professional school students**

Undergraduate headcount	2,395
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	1,397.32
-------------------	----------

**b. Number of instructional staff members**

- **Number and FTE instructional faculty**

Total Headcount Faculty	96
FTE Faculty	63

**c. Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution**

Average undergraduate class size	17.3
----------------------------------	------

**d. Average number of students per instructor**

- **Ratio of FTE students to FTE instructional faculty**

Average number of students per instructor	22.2
---	------

**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)**

Number of non-instructional staff	FTE non-instructional staff
4	4

The 4 positions fitting this definition and reconciling to the Organization Chart are:

- 1) Dean of Arts & Sciences
- 2) Dean of Nursing and Allied Health
- 3) Dean of Technical Education
- 4) Director of the Louisiana Marine and Petroleum Institute

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

Number of staff	FTE staff
14	14

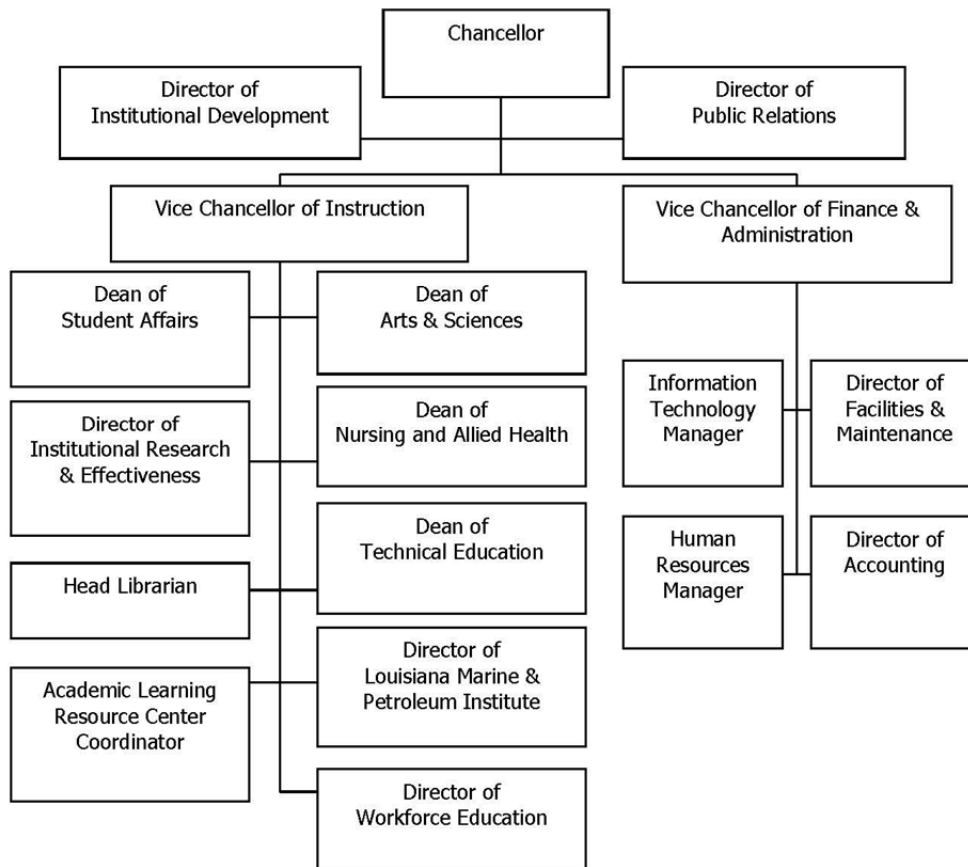
The 14 positions fitting this definition and reconciling to the Organization Chart are:

- 1) Chancellor
- 2) Vice Chancellor for Instruction
- 3) Vice Chancellor for Finance and Administration
- 4) Director of Institutional Development
- 5) Director of Public Relations
- 6) Dean of Student Affairs
- 7) Director of Institutional Research and Effectiveness
- 8) Head Librarian
- 9) Academic Learning Resource Center Coordinator
- 10) Director of Workforce Education
- 11) Information Technology Manager
- 12) Director of Facilities and Maintenance
- 13) Human Resources Manager
- 14) Director of Accounting



- 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)

**Fletcher Technical Community College Organizational Chart  
2009-2010**



**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**

- **A chart listing the title, fall 2009 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.**

<b>Position Title</b>	<b>Fall 2009 Base Salary</b>	<b>History of salary change since 6/30/2008</b>
Chancellor	\$137,223.06	\$0
Vice Chancellor for Instruction	\$96,555.16	\$0
Vice Chancellor for Finance & Administration	\$93,000.18	\$0
Director of Institutional Development	\$60,899.02	\$0
Director of Public Relations	\$54,425.02	\$0
Dean of Student Affairs	\$72,000.24	\$0
Director of Institutional Research & Effectiveness	\$63,000.08	\$0
Head Librarian	\$53,437.28	\$0
Academic Learning Resource Center Coordinator	\$39,019.50	\$0
Dean of Arts & Sciences	\$62,000.12	\$0
Dean of Nursing & Allied Health	Vacant	\$0
Dean of Technical Education	\$62,400.26	\$0
Director of Louisiana Marine and Petroleum Institute	\$65,000.00	\$0
Director of Workforce Education	\$51,213.76	\$0
Information Technology Manager	\$48,880.26	\$0
Director of Facilities & Maintenance	\$72,250.62	\$0
Human Resources Manager	\$52,478.40	\$0
Director of Accounting	\$58,760.00	\$0

Louisiana Community and Technical College System

Institution: Fletcher Technical Community College

Date: 31-Mar-11

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

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>1. Student Success</b>											
a. i.	Targeted	1st to 2nd Year Retention Rate(+/-)**	Fall 08 to Fall 09	53.3%	54.5%	52.9%	55.6%	55.6%	55.9%	56.0%	56.2%
		<i>Actual Baseline Data: # in Fall 08 Cohort</i>	152		187						
		<i># retained to Fall 09</i>	81		99						
ii.	Targeted	1st to 3rd Year Retention Rate(+/-)**	Fall 07 cohort	na							
	4-Yr only	<i>Actual Baseline Data: # in Fall 07 Cohort</i>									
		<i># retained to Fall 09</i>									
iii.	Targeted	Fall to Spring Retention Rate(+/-)**	Fall 08 to Spring 09	na							
	Tech Coll Only	<i>Actual Baseline Data: # in Fall 08 Cohort</i>									
		<i># retained to Spring</i>									
iv.	Targeted	Same Institution Graduation Rate(+/-)**	2008 Grad Rate Survey	15.9%	13.6%	9.0%	14.9%	14.2%	14.8%	15.0%	15.0%
		<i>Actual Baseline Data: Fall revised cohort (total)</i>	145		150						
		<i>completers &lt;=150% of time</i>	23		13						
v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	na							
	optional	<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>completers (undergrad)</i>									
vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	na							
	optional	<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>awards (duplicated)</i>									
vii.	Targeted	Statewide Graduation Rate(+/-)**	Fall 2002 Cohort	na							
	optional	<i>Actual Baseline Data: # of Fall 02 FTF (cohort)</i>									
		<i>completers &lt;=150% of time</i>									
b. i.	Targeted ***	Percent Change in program completers(+/-)**									
		Certificate - 1 yr (Award level 1)		273.5%	273.5%	5.9%	8.8%	11.8%	14.7%	17.6%	
			2008-09 AY	34	127	127	36	37	38	39	40
		Diploma (Award level 2)		0.0%	0.0%	4.2%	6.3%	8.3%	10.4%	12.5%	
			2008-09 AY	48	48	48	50	51	52	53	54
		Associate (Award level 3)		26.3%	26.3%	5.3%	7.9%	10.5%	13.2%	15.8%	
			2008-09 AY	38	48	48	40	41	42	43	44

\* Report data in all cells highlighted in BLUE

\*\* A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

Institution Notes:

120

223

85.8%