Northeast Louisiana Technical College

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Dr. Luke Robins, Interim Regional Director

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.

Northeast Louisiana Technical College (NELTC) has long recognized the importance of the implementation of policies that assure student success. All programs provided through NELTC are in agreement with the Louisiana Community and Technical College System (LCTCS) mission – "to prepare Louisiana's citizens for improved quality of life, workforce success, and continued learning."

- Policy/policies adopted by the management board

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

- Subsequent policy/policies adopted by the institution

NELTC adheres to the standards established by the Commission on Occupational Education (COE) in assuring both students and business/industry alike that the training programs offered are of the highest quality and lead to an exit point and/or graduation with the credential of TCA, CTS, TD, or AAS. All Louisiana Technical College policies under which NELTC operates have been developed through committees comprised of Chief Academic and Student Affairs Officers associated with peer institutions throughout the state under the management of LCTCS.

The college operates under following subsequent policies adopted by the institution to assure student success. All policies listed above can be found at www.lctcs.edu or www.myneltc.edu.

LCTCS Policies	LTC/NELTC Policies
1.002 Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates	IS193.102 Academic Status
1.006 Academic Amnesty	IS 1930.101 Academic Renewal
1.010 Program Assessment of Effectiveness	IS 1930.106 Acceptance of Transfer Credit
1.014 Assessment	IS 1930.124 Course Substitution/Course Waiver
1.016 Cross Enrollment	IS 1930.126 Credit by Examination

1.018 Academic honors	IS 1930.139 Developmental Education Guidelines
1.020 Academic Status	IS 1930.140 Drop/Add/Reinstatement Period
1.023 Non-Traditional Credit	IS 1930.171 Non-Traditional Credit
1.025 Articulation	IS 1930.173 Placement Exams
1.028 Academic Renewal	SA 1930.221 Graduation Requirements
1.029 Disclosure of Degree program Transferability	SA 1930.229 Judicial Code, Disciplinary Procedures, and Student Due Process
1.036 Cross Enrollment Agreement Between System Institutions Inter-Institutional Cross-Enrollment	SA 1930.253 Admission of Dual Enrolled High School Students
2.009 Scholarships	SA 1930.254 Requirements for First-Time Freshmen
5.025 Tuition Discounts and Waivers	SA 1930.255 Admission of Transfer and Re-Entry Students

NELTC believes that of utmost importance in preparing students to enter college is the initial assessment through COMPASS, and subsequent placement, if necessary, into developmental courses. The college offers a structure of three levels of courses in Developmental Reading, Math, and English. The Developmental Education Guidelines Policy IS 1930.139 establishes guidelines for placement and progress through the necessary courses. These foundational courses utilize PLATO software to supplement instruction as students prepare themselves for entry into general education course work in their program. This structure has been in place since 2002 and has provided countless students early intervention which has lead to a much stronger percentage of retention to graduation.

- Timeline for implementing the policy/policies

NELTC's timeline for implementing policies is governed by board action. The college plans to adopt the management board's Two-Year College Student Success Measure, which is in draft, upon approval. Subsequent policies have approval dates prior to the current date and will remain in effect until revised. Therefore, the timeline for implementing all policies is governed by the management board. A six-year timeline has been implemented to reach enrollment, retention, and award level goals.

Attachment D indicates progress toward meeting the six-year retention goal set by NELTC. The Year 1 Benchmark was 66.8%. The college accomplished a 76.3% rate.

Student Success - Continued

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

NELTC offers credentials at the level of TCA, CTS, TD, and AAS. The college has established a retention team during the 2010-11 academic year. The team's focus is two-fold: (1) improved advising and (2) improved rates of students receiving financial aid. The team attended a Noel Levitz workshop in September to receive professional development in the area of student retention.

Faculties are the primary advisors of students at the college. An advising flow chart has been developed with two strands – degree seeking students and non-degree seeking students. Professional development is now being planned to introduce documents for use in advising such as Credentialing Forms that will follow the student assuring sequential completion of exit points in each program that lead to graduation with a diploma or degree.

Each campus is scheduling publicized financial aid nights to offer assistance to all currently enrolled or potential recruits in applying for PELL grants and other sources of financial aid.

Six Associate of Applied Science (AAS) degrees are offered by the college. The transferable general education component of the AAS is offered by Louisiana Delta Community College. Often students are unable to schedule these courses when offered. In this situation, the college encourages students to enroll in LCTCS online to fulfill the general education requirements of the AAS thereby assuring the opportunity of completion on time.

The college has developed many methods of providing access for students and for delivery of required course work in a sequential manner. These methods include open-entry/open-exit courses and flexible scheduling. Flexible scheduling is also provided for students who must work in order to meet the financial obligations of attending college and maintaining a home. Flexible scheduling is available in most programs, and labs are available from 8 a.m. to 10 p.m. Monday through Thursday.

NELTC, as all technical colleges in the state of Louisiana, is institutionally accredited by the Council on Occupational Education (COE). Under this accrediting body, we report completion based on non-graduate completers (students who left the program without a credential to work in the field/related field of training) as well as graduate completers (students who are no longer enrolled in the program but have earned a credential for completion of all or part of that program.) Therefore, we are and continue to be very aware of the need to retain students to the point of graduation in order to meet the standards established by COE. In submission of data for the 2010 COE annual report, the college was expected to meet a completion rate of 59.97 percent. The college's institutional rate exceeded this standard.

NELTC established benchmarks for percentage change in program completers at the Certificate, Diploma, and Associate Degree levels. All benchmarks were surpassed as follows:

Credential Level	Year 1 Benchmark	Year 1 Annual
Certificate	.7%	60.1%
Diploma	.4%	6.5%
Associate	5.6%	66.7%

This data is further detailed in Attachment D.

Student Success - Continued

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

NELTC pursues the opportunity to dually enroll secondary students in as many career clusters as possible. Our goal is to allow high school students the opportunity to simultaneously earn credits toward a high school diploma and a post-secondary degree or certification. Strategies for accomplishing this goal include articulation, dual/concurrent enrollment, and developing and implementing career pathways.

The Louisiana Department of Education in collaboration with the LCTCS addressed the need for articulation in a set of guidelines known as the Louisiana Success Through Articulation Agreement (STArt). NELTC utilizes this document to provide credit through articulation for all secondary students seeking admission into the technical college.

Dual/concurrent enrollment is accomplished in part through the framework of the Board of Regent's Early Start program. Many of our students pursuing technical college credit meet the standards established through the Early Start program to fully fund their college course work. MOUs have also been signed with local school districts through which an agreement is established by the district to provide financial assistance to students who do not qualify under Early Start. However, as Early Start funding has decreased, so has dual enrollment numbers at NELTC.

- Examples of newly created partnerships

Most recently, the college sponsored professional development at a League for Innovations STEMTech Conference for two West Monroe High School faculty and two NELTC faculty. The college has formed a partnership with West Monroe High School to develop curriculum that will more closely align the secondary and post-secondary offerings for transition from their developing STEM curriculum into our Industrial Technology training.

The college offers the opportunity for the pursuit of a career pathway in the following training areas:

Cluster – Pathway	NELTC Training Program
Information Technology	Business Office Administration, ICT Computer/Networking Support
Manufacturing	Biomedical Equipment Technology, Industrial Electronics Technology, Industrial Instrumentation Technology, Industrial Maintenance Technology, Welding
Architecture and Construction	Air Conditioning and Refrigeration, Drafting and Design Technology, Electrician
Health Science	Emergency Medical Technician, Nurse Assistant, Patient Care Technician, Practical Nursing
Human Services	Barber Styling, Care and Development of Young Children

Transportation, Distribution, and Logistics	Automotive Technology

- Examples of strengthening existing partnerships

Faculty and staff are in constant conversation with our secondary partners regarding possible ways in which we can link resources to provide better opportunities to students of our secondary partners. NELTC employs a College and Career Transition Coordinator to work with all secondary systems serviced by the college to provide KUDER assessment for all dually enrolled students. Quarterly meetings include regional secondary and post-secondary partners - secondary vocational supervisors, Carl Perkins grant coordinators, secondary and post secondary counselors, as well as secondary and post secondary administrators and business and industry partners - for the purpose of planning joint activities such as career fairs, preparation for industry based certifications, and joint professional development for faculty and staff. Frequent campus tours are provided for secondary students.

NELTC received a National Science Foundation grant in July 2006 focused on the ICT Computer/Networking Support program. The grant's major focus was providing a secondary to post-secondary career pathway in Information Technology. During the three years after receiving the grant, the college trained 130 secondary and post-secondary teachers to provide training toward industry based certifications and dual enrollment credit in areas such as CISCO Networking Associate, CompTIA A+, IC3, Microsoft Office Specialist (4 areas), I Critical Thinking, and Adobe Associate. Partnerships formed through this collaboration have resulted in the development of an IT Career Map from secondary to post-secondary to business and industry.

Secondary students involved in dual enrollment, whether attending on the high school campus or at the technical college, are pursuing industry based certifications in areas that include National Center for Construction, Education, and Research (NCCER), Certified Nurse Assistant (CNA), Child Development Credential (CDA), Barber License, Certified Manufacturing Specialist (CMS), EMT Basic, and Microsoft Office Specialist (MOS). This training and certification can result in immediate employment or transition to one of the programs listed above.

- Examples of feedback reports to high schools

NELTC has in place a plan for those students pursuing the Career Diploma. A comparison of course work is in place and is agreed upon by the secondary systems. Feedback in the form of dual enrollment grades, IBC certification, and licensure is given to the college's secondary partners to support standards required of them and for reporting requirements of the secondary systems.

Student Success - Continued

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

NELTC is institutionally accredited by the Council on Occupational Education (COE). As a member institution fully accredited by COE, the college is required to submit an annual report in which licensure programs must meet a standard set annually by COE. The report requires submission of data regarding (1) Graduate Completers Waiting to Take Licensure Exam, (2) Graduation Completers Who Took Licensure Exam, and (3) Graduate Completers Who Passed Licensure Exam.

Areas in which students are prepared to pursue certification for employment after training include Emergency Medical Technician (EMT Basic), and Nurse Assistant (CNA). EMT and CNA are under the governance of a state regulatory agency. Many of our training programs provide industry based certifications during training. The college campuses have established themselves as test centers which enable the student to take the certification exam immediately upon completion of training. These certifications include National Retail Federation (NRF), Microsoft Office Specialist (MOS 4 areas), IC3, Adobe Associate, National Center for Construction Education and Research (NCCER), Electronics Technician Association (ETA), Heating, Ventilation and Air Conditioning (EPA), Fork Lift Certification, Certified Manufacturing Specialist (CMS), Occupational Health and Safety Administration (OSHA).

NELTC requires a course common to all technical colleges in the area of Job Seeking Skills. Within this course is an objective requiring the participation in Work Keys assessment. Work Keys is administered at every campus within the college. Students who do not score at the highest levels of Work Keys are referred to a Key Train course to remediate and to prepare them for a retest. Every effort is made to bring each student to a Platinum Certificate.

NELTC provides training in non-credit areas such as Pharmacy Tech where certification is also required. These non-credit certifications have not been reported to COE; however, data is available regarding completion, placement, and certification.

In submission of data for the 2010 COE annual report, the college was expected to meet a licensure rate of 89.07%. The college's institutional rate exceeded this standard. NELTC students pursue licensure in three areas, Barber Styling, Commercial Vehicle Operations, and Practical Nursing. Licensure in these areas is required for employment in the occupations. During the 2009-10 academic year the college had 174 students who tested in the three tracked areas. Of those tested, 168 met the standards for passage. This created a passage rate on licensure of 96.55%.

NELTC uses WorkKeys assessment to measure workforce foundational skills. The Delta Ouachita originally piloted the WorkKeys assessment with all students in Freshman Orientation. As a result of findings we determined that the assessment was

better suited for the Job Seeking Skills course. WorkKeys is also administered to all STEP students. While this data is not captured in the student data base, the campuses were able to capture data on students taking the assessment during the 2009-10 academic year. The results are as follows:

Platinum Level	3
Gold Level	96
Silver Level	322
Bronze Level	149
Total Number of Students who took the Assessment	705

As a result of capturing this data the college has realized an 80.85% passage rate on the ACT WorkKeys assessment.

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.

Prior to enrollment, the Student Affairs office administers the approved placement exam. The ACT COMPASS exam is administered weekly at each campus. These tests are designed to assist the Student Affairs office in determining readiness for the programs pursued by the student. These test results are compared to a placement score document designed through a collaborative effort originally with ACT and each of the technical colleges in the state. Students are then advised of requirements for full-time enrollment in each program and of any developmental education courses needed to earn their desired credential.

- Policy/policies adopted by the management board

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

- Subsequent policy/policies adopted by the institutions

NELTC is an open admissions institution and operates under Policy No. SA1930.254 Admission of First-Time Freshmen. The requirements for high school graduates, non-high school graduates, those seeking admission into Associate Degree programs, as well as non-degree seeking applicants, are clearly outlined in this admissions policy. The college also admits students under Policy No. SA1930.255, Admission of Transfer and Re-Entry Students. A GED or high school diploma is required for those seeking an Associate Degree and/or certain licensures or certifications.

All students who do not meet the college's admissions criteria can be admitted on an "ability to benefit" basis - *"Students beyond compulsory school attendance age who have not earned a high school diploma or equivalent, are not committed to earning a high school diploma equivalent, and have the ability to benefit from the occupational education offered by the institution."* The college believes that correct placement in foundational classes such as developmental studies, GED preparation, and Key Train are integral to increased student retention and graduation rates.

NELTC often contributes to the educational development of students who are preparing for Community College entry and four-year University entry. These students often enroll in developmental studies courses designed to improve their ACT score and to prepare them to meet the increased admission standards in higher education. A

cohort of students is frequently referred by a local four-year university in the summer prior to their scheduled fall entry date to take courses to improve ACT scores. This has been a successful endeavor.

Students bound for Community College and four-year university entry also enroll frequently in the transferable general education course work required for the AAS degrees taught by the technical college. These courses are delivered at the technical college campuses in northeast Louisiana via compressed video systems at each campus. The course is typically taught at the Delta Ouachita campus and transmitted to other sites.

- Timeline for implementing the policy/policies

The college plans to adopt the management board's Two-Year College Student Success Measure, which at this point is in draft, upon approval. Subsequent policies have approval dates prior to the current date and will remain in effect until revised. Therefore, the timeline for implementing all policies is governed by the management board.

Articulation and Transfer - Continued

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

NELTC is required due to accreditation through the Council on Occupational Education (COE) to track all students who exit with a credential. Therefore, a tracking system is in place which provides feedback on performance of associate degree recipients. Faculty members acquire contact information from each student who exits their program. The faculty member then remains in contact with the graduate to follow-up on their progress toward obtaining employment, transferring to another two or four year college, entering the military, or becoming self employed. They also work with students to connect them to job opportunities that they acquire through business and industry contacts. This contact also allows us to obtain information regarding graduate entry into another institution of higher education, the military, or self-employment.

- Examples of new or strengthened feedback reports to the colleges

Each campus in the college has personnel who have a formal process for follow-up with graduates. This follow-up process involves the mailing of follow-up surveys to students regarding training received. If students are reported as placed in employment, the college also mails a follow-up survey to the graduate's employer regarding performance and training.

The technical colleges have not previously been involved in the Clearing House Services for Colleges and universities. It is anticipated that the colleges will become members of this service. The Clearing house will provide a Student Tracker service which will provide continuing collegiate enrollment and degree information. This will allow the technical colleges to identify those students transferring to a community college or university.

- Processes in place to identify or remedy student transfer issues

  The college has policy in place to remedy student transfer issues as follows:

  - IS 1930.106 – Acceptance of Transfer Credit
  - SA 1930.255 – Admission of Transfer and Re-Entry Students

All transferable general education course work required by the technical college, for those pursuing an Associate of Applied Science, is currently taught by the local community college. This collaboration allows our students to develop a transcript with the community college while still enrolled with the technical college.

Reports of placement and transfer of associate degree graduates provided to the Council on Occupation Education allows the college to assess the programs offering associate degrees and make decisions regarding need, quality, and other program assessment criteria.

The following numbers of students have been reported as enrolled in four year universities after exiting Northeast Louisiana Technical College.

University	Number Enrolled
Grambling State University	13
Louisiana Tech University	10
Northwestern State University	1
University of Louisiana at Lafayette	1
University of Louisiana at Monroe	20
Total	45

Articulation and Transfer - Continued

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

- Examples of agreements with Louisiana institutions

While no formal agreements exist between four year universities and Northeast Louisiana Technical College, we are working toward developing a model for referral. The college has enrolled students into various programs and developmental studies course work either after having been enrolled in four year universities or previous to enrollment in four year universities.

NELTC often contributes to the educational development of students who are preparing for Community College entry and four-year University entry. These students often enroll in developmental studies courses designed to improve their ACT score and therefore prepare them to meet the increased admission standards in higher education. A cohort of students is frequently referred by Grambling State University in the summer prior to their scheduled fall entry date. A specially designed Special Project course has been utilized to help these students improve ACT scores. This has been a successful endeavor.

The college has an advanced standing process in place to receive students who have voluntarily leave the universities four year degree programs to enroll with the technical college for shorter term training. An example of this is Allied Health. All four year universities in northeast Louisiana offer programs of Registered Nursing. At the main campus in West Monroe alone approximately 40 students have transferred from university Registered Nursing programs and have been admitted into the technical college's Practical Nursing program. Often these students pursue an associate degree after graduating the Practical Nursing program and become an ADRN.

- Processes in place to identify or refer these students

NELTC also works very closely with Louisiana Delta Community College to receive referrals of students interested in Industrial Technology programs at the West Monroe and Bastrop campus.

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

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

Not applicable for Technical Colleges.

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.

- 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

NELTC annually applies the institution's current review processes to identify programs that have low completers or are not aligned with current or strategic workforce needs During the 2009-10 academic year the college closed four programs resulting in the elimination of 9 Degree Subject Area/Degree Options from the Board of Regents CRIN. These programs were identified to have low completion rates. The college also modified or added two programs. These programs are as follows:

Campus	Program Closed or Modified	Exit Levels
Bastrop	Carpentry – Closed	CTS Carpentry Tech II
Bastrop	Carpentry - Closed	TD Carpentry
Bastrop	Medical Office Asst. - Closed	CTS Medical Office Asst.
Bastrop	Patient Care Tech. – Closed	CTS Patient Care Technician
Ruston	Carpentry - Closed	CTS Carpentry Tech II
Ruston	Carpentry – Closed	TD Carpentry
Ruston	Drafting & Design Tech – Closed	CTS Engineer Aide II
Ruston	Drafting & Design Tech – Closed	CTS Drafting Entry Level
Ruston	Drafting & Design Tech – Closed	TD Drafting & Design Tech
Delta Ouachita	Air Conditioning & Ref. – Modified	
Delta Ouachita	Air Conditioning & Ref. - Modified	

Programs listed above as closed in most cases provided varying exit points which are individually listed on the CRIN. These exit points are taught by one instructor. Therefore, with the closure of an entire program, the campus also reduced the salary of the instructor from the budget. When programs are closed, all equipment is relocated to the campus at which the program will continue. When possible, displaced students are transferred to the campus where continuation of the program will occur. The college has modified two programs. The Air Conditioning and Refrigeration and the Drafting and Design Technology programs received approval to add an AAS degree level.

NELTC monitors training program effectiveness on an on-going basis. As a result of accreditation through the COE, technical colleges calculate completion percentages in an annual report of accountability Each program must meet a minimal acceptable range of completion and placement. If these ranges are not met, a performance improvement plan is put in place. COE accreditation standards also mandate that twice annually all programs host advisory committee meetings with representatives from business and industry for the purpose of evaluating curriculum as its relevance relates to their needs. The feedback received from these committees is one of the most significant factors that ensure program alignment with workforce needs. This input has guided the Drafting and Design program at the Delta Ouachita campus in determining which

discipline is to be taught for the Region 8 labor market needs. Factors included in the review process are:

Element	Standard	Standard	Standard
Enrollment/ Headcount	Secondary	Post Secondary	Total
SCH	Percent of Campus Total	Average Cost of SCH	Margin Above or Below Average Cost
Instructional	Faculty/Student Ratio	Adjuncts Required	Credentialing of Faculty
COE Accountability	Completion %	Placement %	Licensure %
Board of Regents Completions	Associate of Applied Science	Technical Diploma	Certificate of Technical Studies
Cost	Program Cost	Percent of Total Cost	
Demand	State Wide	Regional	Local
WIB Funding	Completion	Placement	Dollars Earned by Completers

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

Attendance of campus administrators and workforce development personnel employed by the college at Louisiana Workforce Commission and Economic Development seminars have been instrumental in planning consolidation, expansion, and/or closure of training programs within the college. The Louisiana Department of Labor website is constantly utilized as a planning instrument for offerings of credit and non-credit course work. The college also works very closely with the Workforce Investment Boards in the region to identify demand occupations that can be funded by workforce dollars. A review of the Louisiana Department of Labor website occupational statistics and local Workforce Investment Board occupational demand list indicates that 100% of the programs taught at campuses of the Northeast Louisiana Technical College are aligned with current work force needs.

- 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

NELTC developed a new program in the 2010-11 academic year in response to workforce needs. The relocation and expansion of Gardner, Denver, Thomas, Inc. brought a specific training need in robotics and CNC Operations. As a result of a collaborative use of funding provided by the IWTP and Rapid Response dollars, the college has established a robotics and CNC lab to sustain training for employees needed for future job openings. Due to this training, the college has had approved a Certificate of Technical Studies (CTS) in CNC Operations. This CTS also provides training and certification in Certified Manufacturing Specialist (CMS). Students enrolling in this course work are also prepared for jobs at the newly opened Lamb Weston sweet potato processing plant in Richland Parish, and Foster Farms in Union Parish.

Workforce and Economic Development Continued

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

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

NELTC is investing dollars from various sources to support technology and the development of distance learning for future offerings. Leveraging funding provided through various sources such as Student Technology Enhancement Program (STEP), Carl Perkins, Rapid Response, State General Fund, Academic Excellence, and various grants allow the college to create a training environment that very closely matches equipment, technology, and software found in business and industry in northeast Louisiana. The college plans to continue, through strategic planning, to match technology to training for high demand jobs that will provide highly qualified applicants for our employers and can be used to support distance learning. With each purchase of technology for training, the college is anticipating the next step in linking this technology to distance learning. The Industrial Technology training area of the Delta Ouachita campus has purchased NIDA trainers that are networked to provide hands on training at remote sites such as high schools through dual enrollment. At the remote sites the student will utilize a computer to access the trainers which are located at the Technical College campus.

NELTC offers training in four Associate of Applied Science degrees, each AAS requires 15 hours in transferable general education. These courses are taught by Louisiana Delta Community College. Often students are unable to schedule the face-to-face courses. As a college within the LCTCS system, NELTC students can participate in LCTCS Online for these courses. Other courses within the training program curricula at the college are becoming available through LCTCS Online as the initiative expands. The college is expanding its open computer labs so that students have the availability of internet services on campus if they do not have that availability at home. WI FI is also available at the campuses for students who choose to bring their lap tops.

To meet the increasing demands for workforce training, the college invested its Title III Lan Wan funds in technology that will enhance instructional services. Over a three year period the grant provided the college with much needed resources to develop the infrastructure to provide compressed video instruction from a central location to each campus. An interactive classroom was developed at the West Monroe campus, where primary delivery occurs. A 12-point multiplexor was installed that is capable of transmitting instruction via compressed video to sites outside the college when necessary. This equipment has been utilized to receive instruction from Louisiana Delta Community College for instruction in transferable general education courses that associate with the AAS degrees within the college. SKYPE can also be used by students in these courses when receiving instruction at a remote site. The college is currently investigating the expansion of compressed video units for use in technical training areas.

Carl Perkins funding has enabled the college to offer multiple workshops for faculty and staff for the purpose of learning software, which will enable them to offer course work through distance learning. As budget allows, the campus is funding upgrades for faculty computers to prepare for the offering of course work through distance learning. Faculty also attended the

Moodle Moot professional development workshop at the LCTCS Spring 2011 conference.

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

The college's most current initiative is professional development for faculty to train them on the use of Moodle. An E-Learning coordinator has been appointed for the college. She recently attended the Moodle Moot training provided through the LCTCS conference in Baton Rouge. This will enable her to provide professional development to faculties at each campus in the college. **The college is also in the process of applying to the Council on Occupational Education (COE) for approval to offer distance education course work.** This approval will allow the college to offer programs where more than 49% of the program is delivered through distance education. The college also currently advises students who participate with LCTCS Online for course work which is 100% online.

All faculties at the college were trained in the use of Blackboard as an objective of the Carl Perkins LAP. As the conversion to Moodle occurred, faculties have transitioned course work and data from Blackboard to Moodle. Many of our faculty utilize Moodle to provide a hybrid style training for students. They also use it for communicating with students, posting online assignments, posting grades, and posting syllabi.

The college has expanded the use of online course offerings through a hybrid Pharmacy Tech class. The course is taught face to face with online coursework and testing used to assist the instructor. All grades are available to students online as well as all instructional resources. Students also have access to the online course for six months after completing the face to face portion of the training.

Strategies are being developed for workforce training that will be offered for Health Information Management. Classroom instruction will be supplemented by online courses with materials and testing to be done through the online portal.

- Description of any efficiencies realized through distance education

The college has experienced efficiencies in the area of budget through the use of the compressed video equipment described above. Faculty currently use the compressed video equipment to teach course work such as Customer Service, Medical Billing and Coding, and Business Math campus to campus. This cross enrollment within the college has resulted in a savings in human resources due to the fact that each campus does not have to employ an instructor for each course offered. One "college" instructor is designated to teach to perhaps three campuses at once. Scheduling of course work is done campus to campus to allow for use of compressed video equipment at a designated time for each course.

Course work that is offered in a hybrid manner offer the student 24/7 access to testing as well as classroom assignments. This allows students to complete course work outside of class and remain on track with assignments even when absent from class. Faculty members can communicate with students outside of class and provide assistance to students without having students travel to campus.

Workforce and Economic Development Continued

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

- A description of current and prospective research productivity and technology transfers as it relates to Louisiana's key economic development industries

Northeast Louisiana Technical College participates heavily in training to support three of Louisiana's key economic development industries – advanced manufacturing, logistics and transportation, and technology. Regional employers in northeast Louisiana supported through these training efforts are as follows:

- Advanced Manufacturing - Graphics Packaging, Angus Chemical Co., Gardner, Denver Thomas, Inc., Lamb Weston, Plant, Foster Farms, Monroe Packaging, Plymouth Tube, Mid-South Extrusion, James Construction,

- Logistics and Transportation – Davison Trucking Co., Graphics Packaging, Louisiana Plastics, AAA Cooper, Littleton Trucking, Monroe Packaging, Monroe Warehouse, Brookshire's

- Technology – Centurylink, Chase Bank, St. Francis Hospital, IASIS Medical Center, LSU Medical Center, University of Louisiana at Monroe, Louisiana Tech, Grambling State University

The college provides training in advanced manufacturing through its Industrial Technology training area, specifically, Industrial Instrumentation Technology, Industrial Electronics Technology, Industrial Maintenance Technology, and Welding. Logistics and transportation training is involved in areas of Automotive Technology and Commercial Vehicles Operations. Technology training is delivered through the college's Information Communication Technology (Computer/Networking Support) program.

- 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

NELTC's collaboration with Louisiana Economic Development, industry partners, chambers of commerce, and other economic development organizations locally involves personnel from all areas of the college. Successful Incumbent Worker Training Grant programs requiring extensive research into curriculum development, equipment purchases, and training schedules have been conducted by the college in recent years for advanced manufacturing companies such as International Paper, Smurfit Stone Container, Gardner, Denver, Thomas, Inc., Monroe Packaging, and James Construction.

The college received Rapid Response funding in the 2009-10 academic year that supported and enhanced IWTP training that was provided for Gardner, Denver, Thomas, Inc.

Through this collaborative effort the college established a state-of-the-art CNC training lab that will sustain training of new employees for this and other companies in the region. A short-term training curriculum, CNC Operator, was also developed to extend training to existing and new employees of the Gardner, Denver, Thomas and others in the area needing CNC trained employees. While developing the CNC Operator curriculum, the college made the decision to include a Technical Competency Area (TCA) in Certified Manufacturing Specialist (CMS). Discussion and research into “Next Auto”, a potential resident of a vacated General Motors manufacturing plant in the Monroe area, indicates that a CMS certification will be an entry level requirement for employment when the plant begins hiring employees.

Workforce and Economic Development Continued

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.

At the heart of each program in the Northeast Louisiana Technical College is a strong Occupational Advisory Committee that is used to ensure desirable, relevant, and current practices of each program taught. Occupational Advisory Committees include, as part of their regularly scheduled meetings, a review of the appropriateness of the type of instruction (i.e., lecture, laboratory, and/or work-based instruction) offered within each program to assure that students are provided with sufficient opportunities to practice and gain competency with specific skills required for successful completion of the program.

The administration and faculty firmly believe that work-based activities strengthen employability skills, reinforce learning, build confidence, and provide the student with work related experience. An integral part of the instruction in the training programs of the college is instruction in job-related health, safety, and fire prevention. Since the classroom labs resemble the work atmosphere, all instruction in areas of health, safety, and fire prevention is considered job related. Students are involved in theory and experiential lab activities that assist them in developing comprehension and problem solving abilities related to their technical area of training. Hands-on laboratory and shop experiences ensure that students are trained in the competencies that are essential to success in their field using up-to-date tools, equipment, and materials. Students are required to complete a range of tasks each semester/term demonstrating high standards of workmanship. Each program provides training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. Employability skills such as attitude and work habits are integrated into daily instruction.

The major expected result of all training areas in the technical college is employment rather than transfer. Although some students do transfer to other two- and four- year institutions, the larger percentage of students completing programs or exiting with marketable skills enter their training areas with the intent of gaining skills required for employment. As an institution accredited by the Council on Occupational Education (COE), the technical college is held to a completion, placement, and licensure standard that is based each year on the previous year's annual report collection from peer institutions. In submission of data for the 2010 COE annual report, the college was expected to meet a placement rate of 65.69%. The college's institutional rate exceeded this standard.

COE Annual Reporting of Placement Standard

	Increase	Placement Rate 2010	Placement Rate 2009
Northeast Louisiana Technical College Institutional Rate	2.25%	74.03%	73.28%

Students are prepared for placement from the time of program entry through consistent

delivery of a state-wide curriculum that is developed utilizing input from industry partners. Students are prepared for the job search through skill development and a course in Job Seeking Skills. Instructors also stress the importance of work habits required for keeping a job. Placement is primarily the work of the faculty member who stays in touch with local businesses who traditionally hire our students. Career fairs are also made available for students seeking employment. Portfolios are often developed by students to provide an employer with work samples.

While the entire college is institutionally accredited through COE, many of the training areas are programmatically accredited. The Association of Technology, Management, and Applied Engineering (ATMAE) accredits the Drafting and Design Technology, Industrial Electronics Technology, Industrial Instrumentation Technology, and Air Conditioning and Refrigeration programs. The Air Conditioning and Refrigeration AAS is also accredited through HVAC Excellence, and due to this accreditation is able to offer additional industry based certifications in the HVAC field. Student placement is enhanced by the fact that employers recognize the added value of hiring a student taught in a NATEF or HVAC Excellence accredited program.

The college has also developed partnerships with pharmacies throughout the region to place Pharmacy Tech students in employment. To date, the college has successfully placed over 25 students within the last 18 month period. The college has offered two Pharmacy Tech training courses with an 81% placement rate.

Northeast Louisiana Technical College is accredited by the Council on Occupational Education, and its mission is to provide work-based learning. Most other post-secondary institutions in higher education in the state of Louisiana are accredited by SACS. Due to accrediting issues, associate degrees received by a technical college student are not fully transferable to Louisiana's community colleges and universities.

4. **Institutional Efficiency and Accountability**

a. Not applicable for Technical Colleges

b. Not applicable 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 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.

- Annual plan for increasing non-resident tuition amounts

By approval of the LCTCS Board of Supervisors, on January 27, 2011, NELTC was granted permission to increase nonresident tuition according to an established schedule that will involve a six year plan. In the sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions. The current rate of tuition and fees for nonresident tuition is $1,888. With the recommended year two increase to $2,999, the college will impose a 58.8% increase on nonresidents. In the following years nonresident tuition will increase as follows:

Year 3 - $4,110 – 37.0%
Year 4 - $5,221 – 27.0%
Year 5 - $6,332 – 21.3%
Year 6 – 7,444 – 17.6%

- Impact on enrollment and revenue

As stated in the approved Board action, LCTCS nonresident tuition for all colleges would reach the SREB average of $7,444 in the FY 2015-2016. The established schedule for increase will directly correlate to the increase in revenue from nonresident students. Northeast Louisiana Technical College enrolls very few nonresident students. Two of the college campuses typically enroll a very low number of nonresident students due to the fact that they are located very near the Louisiana/Arkansas border; however other campuses have limited nonresident enrollment.

d. Not applicable for Technical Colleges

5. **Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organization data, including but not limited to the following:**

a. Number of students by classification

- Headcount, undergraduate students and graduate/professional school students

  Fall 2009 Headcount – Undergraduate – 2,585
  Fall 2010 Headcount – Undergraduate – 1,833

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

  2009-10 Academic Year – Undergraduate FTE – 2,053
  2010-11 Estimated Undergraduate FTE – 1,770

b. Number of instructional staff members

- Number and FTE instructional faculty

  2009 Instructional Faculty Headcount – 119
  2010 Instructional Faculty Headcount - 108

  2009 Instructional Faculty FTE – 93
  2010 Instructional Faculty FTE - 76

c. Average class student-to-instructor ratio

- Average undergraduate class size at the institution

  2009 Average undergraduate class size – 7
  2010 Average undergraduate class size - 7

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

  2009 Average number of students per instructor – 22
  2010 Average number of students per instructor – 23

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)

2009 Number of non-instructional staff – 9
2010 Number of non-instructional staff – 9

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

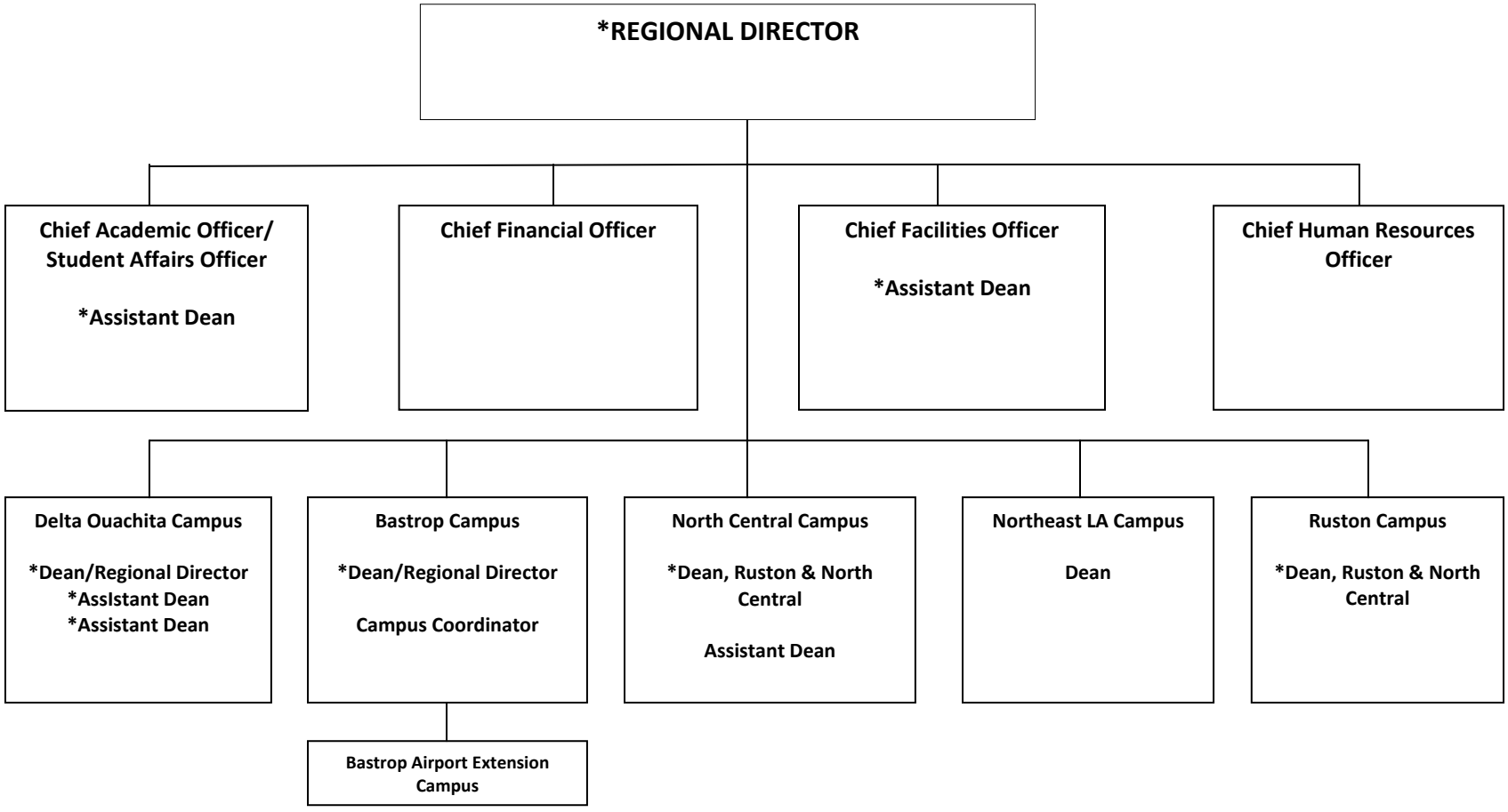
2009 Number of staff – 9
2010 Number of staff – 9

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

NORTHEAST LOUISIANA TECHNICAL COLLEGE

Organization Chart

Revised 101110



*Denotes serving in dual capacity

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	Salary Changes Since 6/30/2008
Regional Director/**Dean for Delta Ouachita and Bastrop Campuses**	113,263.80	From 108,907.50 on 7/1/08 for merit
Chief Academic Officer/Asst. Dean, Delta Ouachita	83,963.74	From 76,330.68 on 7/13/09 for addn. duties From 73,394.88 on 7/1/08 for merit
Chief Financial Officer	60,059.63	From 57,749.64 on 7/1/08 for merit
Chief Facilities/Safety Officer/Assistant Dean, Delta Ouachita	68,094.56	From 65,475.54 on 7/1/08 for merit
Chief Human Resources Officer	54,599.71	From 52,499.72 on 7/1/08 for merit
Campus Coordinator, Bastrop Campus	71,327.00	No change
Asst. Dean, North Central Campus	57,199.74	From 54,999.88 on 7/1/08 for adjustment
Dean, Northeast Campus	74,037.14	From 71,189.56 on 7/1/08 for merit
Dean, Ruston Campus and North Central Campus	69,999.80	No change

System: Louisiana Community and Technical College System
Institution: Northeast Louisiana Technical College
Date: 3/31/2011

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 * Annual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
1. Student Success										
a. *i.* Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	*na*							
	Actual Baseline Data:	*# in Fall 08 Cohort*								
		# retained to Fall 09								
ii. Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	*na*							
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	*66.3%*	*66.8%*	*66.4%*	*67.3%*	*67.8%*	*68.3%*	*68.8%*	*69.3%*
Tech Coll Only	*Actual Baseline Data:*	*# in Fall 08 Cohort*	*403*		*384*					
		# retained to Spring	*267*		*255*					
iv. Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	*na*							
	Actual Baseline Data:	*Fall revised cohort (total)*								
		completers <=150% of time								
v. Targeted	Graduation Productivity (+/-)**	2008-09 AY	*na*							
optional	*Actual Baseline Data:*	*2008-09 undergrad FTE*								
		completers (undergrad)								
vi. Targeted	Award Productivity (+/-)**	2008-09 AY	*na*							
optional	*Actual Baseline Data:*	*2008-09 undergrad FTE*								
		awards (duplicated)								
vii. Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	*na*							
optional	*Actual Baseline Data:*	*# of Fall 02 FTF (cohort)*								
		completers <=150% of time								
b. *i.* Targeted ***	Percent Change in program completers (+/-)**									
	Certificate - 1 yr (Award level 1)			*0.7%*	*18.2%*	*1.4%*	*2.0%*	*2.7%*	*3.4%*	*3.4%*
		2008-2010 AYs	*148*	*149*	*175*	*150*	*151*	*152*	*153*	*153*
	Diploma (Award level 2)			*0.4%*	*4.6%*	*0.8%*	*1.1%*	*1.5%*	*1.9%*	*2.3%*
		2008-2010 AYs	*261*	*262*	*273*	*263*	*264*	*265*	*266*	*267*
	Associate (Award level 3)			*5.6%*	*50.0%*	*11.1%*	*16.7%*	*22.2%*	*27.8%*	*33.3%*
		2008-2010 AYs	*18*	*19*	*27*	*20*	*21*	*22*	*23*	*24*

** 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: