



**SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE
LOUISIANA GRAD ACT NARRATIVE REPORT
FOR ATTACHMENT B**

**SUBMITTED TO
LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM
BOARD OF SUPERVISORS
AND
LOUISIANA BOARD OF REGENTS**

**SUBMITTED BY
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Revised June 9, 2011

SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE
LOUISIANA GRAD ACT 2011 NARRATIVE REPORT FOR ATTACHMENT B

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.

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

Louisiana Community and Technical College System (LCTCS) has implemented policies to increase cohort graduation rates comparable to institutional peers. Dr. Sullivan has proposed for board action an Approval of the Two-year College Student Success Measure framework. 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. Other policies already in place that may be referenced include:

1.002 - Delegation of Authority to Chancellors to Sign and Distribute Degrees, Diplomas and Certificates (Effective Date: May 10, 2000)

1.006 - Academic Amnesty (Effective Date: October 10, 2002)

1.010 - Program Assessment (Effective Date: March 14, 2001)

1.014 - Assessment (Effective Date: November 14, 20010)

1.016 - LCTCS Cross-Enrollment Policy (Effective Date: November 14, 2001)

1.020 - Academic Status (Effective Date: Fall 2003)

1.023 - LCTCS Policy on Non-Traditional Credit (Effective Date: December 12, 2001)

1.025 - Articulation (Effective Date: December 12, 2001)

1.028 - Academic Renewal (Effective Date: February 14, 2002)

1.029 - Disclosure of Degree Program Transferability (Effective Date: August 14, 2002)

1.036 - Cross Enrollment Agreement between System Institutions (Effective Date: July 9, 2003)

5.025 - Tuition Discounts and Waivers (Effective Date: August 10, 2005)

The above policies may be found in their entirety at www.lctcs.edu.

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

South Central Louisiana Technical College (SCL) has implemented policies and related procedures to these policies to increase persistence in college to achieve students' personal goals. These policies and

Student Success continued

procedures are in sync with the LCTCS policies and goals and can be found on the college's website (www.scl.edu).

IS1930.100 Academic Diplomas, Certificates, Technical Competency Area Completions and Letters of Completion (Effective Date: May 15, 2007)

SCL 106 Admission Policy (Effective Date: September 01, 2010; Last revision: January 07, 2011)

IS 1930.139 Developmental Education Guidelines (Effective date: September 13, 2007)

IS 1930.102 Academic Status (Effective date: May 15, 2007)

IS 1930.101 Academic Renewal (Effective date: May 15, 2007)

IS 1930.106 Acceptance of Transfer Credit (Effective date: May 15, 2007)

IS 1930.124 Course Substitution/Course Waiver(Effective date: May 15, 2007)

IS1930.126 Credit by Examination (Effective date: May 15, 2007)

IS1930.171 Non-Traditional Credit. (Effective date: May 15, 2007)

IS1930.173 Placement Exams (Effective date: September 13, 2007)

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

The policies referenced above are already in place and in practice. Professional development opportunities will be used to improve staff and instructor use of the policies in furthering student success and reaching students' educational goals. A six-year timeline has been implemented to reach enrollment, retention, and award level goals. Benchmarks have been set to determine progress toward the six-year goals of increasing graduation rates by an overall three percent for the six-year period.

- **Measures and Data**

- **Retention – Targeted – Fall to Spring retention rate (1a-iii).**

According to Attachment A, technical colleges are to be measured on retention based on Fall to Spring Retention rates (1a-iii). Attachment D demonstrates that SCL falls within the 2% level of tolerance of the targeted benchmark for the first year with a retention rate of 78.4%. SCL plans to use research data to target barriers to completion (i.e. financial, child care, transportation) faced by students in these trying economic times to improve the fall to spring retention rate over the six-year period. Other areas discovered through review of retention data and reasons for exiting the college will also be used in professional development opportunities that are offered to instructors and staff.

- **According to Attachment A, measures 1a-i, 1a-ii, 1a-iv, and 1a-vii, 1a-viii, and 1a-ix are not applicable to technical colleges. Also, 1a-v and 1a-vi are optional for this reporting year.**

Please see Attachment D – Reporting Template for Annual Benchmarks and 6-Year Targets for this Student Success Measure 1a-iii.

Student Success continued

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

The college has set benchmarks for each year to increase program completers at the one-year certificate (CTS) level, Diploma (TD) level, and Associate (AAS) award levels designed to achieve an overall completion rate increase of three percent over a six-year period.

While SCL has exceeded the first year benchmark targets, the college is always seeking ways to improve persistence in college to attain the degree level that the student has expressed as the educational goal upon enrolling. Some of the ways in which SCL is currently addressing course enrollment barriers are the following:

- Expanding the number of courses offered online through Moodle/Joule for the 2011 and 2012 academic years.
- Encouraging cross enrollment in LCTCS Online courses and community college online courses.
- Increasing student awareness of community college course schedules that allow students to complete their program choices more quickly.
- Developing course schedules that allow more flexibility in attendance for students. Instructors currently provide schedules for students who work seven days on and seven days off, provide sections for students who need to work in the mornings, afternoons, or evenings, and provide schedules for students who need to attend fewer hours per day or fewer days per week in order to work and attend college.

Other professional development opportunities for Student Affairs Directors and instructors are planned for the year to equip instructors with the tools available for improved transcript review, for improved advising practices, and for awarding of all completion awards as they are attained. The college has already developed a process that alerts instructors to the students who have exited or stopped out of the college after census day students are reported in the Fall and Spring semesters.

• Measures and Data

○ Percent change in Program Completers by award level - Targeted

Attachment D demonstrates that SCL has well exceeded the first year benchmark goals for all completer award levels. Moreover, the 76.3% increase over baseline for the one-year certificate level, well exceeding the first-year target, is an example of how many students either achieve this incremental award while progressing toward their initial enrollment goal, or that they have had to “stop out” of school temporarily to obtain employment with the intent to return to school at a later date to achieve higher-level awards. Still other students have achieved the CTS award as their terminal award goal and have gone on to successful employment achieving success as planned.

Please see Attachment D - Reporting Template for Annual Benchmarks and 6-Year for this Student Success Measure 1b-i – Award Completion Rates at all levels.

Student Success continued

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

SCL has experienced exponential growth in high school dual enrollment over the past three years, and these partnerships continue to grow offering high school students opportunities to explore occupational areas for future postsecondary enrollment, to complete courses leading to postsecondary credentials providing a smooth transition to postsecondary degrees without loss of any credits, to increase basic educational skills reducing the need for developmental courses, and to encourage high school students to persist in high school to graduation. SCL has Memorandums of Understanding (MOUs) with each of the parish school systems served by the college's campuses and has recently created new partnerships with Jefferson and Orleans Parishes. Existing partnerships through the use of MOUs are reviewed and renewed on an annual basis.

• **Strengthening Partnerships**

SCL dual enrollment partnerships are strengthened through college tours, representation at high school events, attendance at high school advisory committee meetings and involvement of high school personnel on college advisory committees, and recruitment activities to inform students of college opportunities.

SCL actively works with CTE supervisors and College and Career Transition Coordinators (CCTC) each semester to continually improve the Dual Enrollment Pathways matrix with the high schools. The Pathways matrix clearly illustrates to the students the courses that are available for dual enrollment while in high school and then what courses will need to be completed at the college upon high school graduation. SCL has observed a greater number of students desiring to enroll in dual enrollment courses since the inception of the Board of Regents Louisiana Early Start program and the ability to take college courses while remaining on the high school campuses. Transportation and financial barriers to enrollment were alleviated through these opportunities. The MOUs with high schools served by the college has also contributed to eliminating enrollment barriers for students who may not qualify for Louisiana Early Start funding and have also served to create opportunities for faculty exchanges creating a win-win situation for both the technical college and the secondary school districts. Career Link, provided through the use of Carl Perkins funds, has helped high school students and their parents to investigate dual enrollment opportunities, financial aid benefits available, college admissions requirements and has provided a venue for students and parents to visit with prospective employers and understand the connection between educational offerings and career opportunities following completion of the credential or degree.

These partnerships are expected to continually strengthen and grow over the next six years as long as funding sources are available to encourage high school students to dually enroll in college-level courses and get a head start on their career preparation.

• **Feedback Reports and Examples of Student progress**

SCL faculty and high school faculty/staff meet periodically to discuss the competencies taught in the high school CTE courses in relationship to the technical college courses. These competencies outlined in the

Student Success continued

technical college curricula are the skills needed to be successful in business and industry. These meetings result in improved understanding of the coursework that can be completed while in high school (dual enrollment) and the courses that would remain to be completed for higher level credentials at the technical college upon high school graduation.

High school and technical college faculty/staff collaborate to give feedback to students regarding progress made in the courses in which they are dually enrolled. Mid-term report cards are used for counseling/advising purposes and to provide an early warning system of progress is not satisfactory. The final report card is also provided to the student and high school along with credentials earned during the academic year.

The SSPS report tracks high school data and provides a snapshot of progress being made through the dual enrollment partnerships. This information made public on the Board of Regents website.

- **Measures and Data**

- **1c-i – Number of high school students enrolled -Descriptive**

Growth in number of students enrolled has grown more than 200% over baseline 2008-09.

Fall 2008 Baseline – 348

Spring 2009 Baseline - 310

Fall 2009 enrolled - 1,067

Spring 2010 enrolled – 1087

Growth – 206%

Growth – 251%

- **1c-ii – Number of semester credit hours enrolled - Descriptive**

Growth in number of semester hours enrolled has grown more than 100% over baseline 2008-2009.

Fall 2008 Baseline – 2022

Spring 2009 Baseline – 1588

Fall 2009 hrs. enrolled – 4924

Spring 2010 hrs. enrolled – 4346.5

Growth – 143.5%

Growth – 173.7%

- **1c-iii – Number of semester credit hours completed - Descriptive**

Growth in number of semester credit hours completed has grown more than 100% over baseline 2008-2009.

Fall 2008 Baseline – 1962

Spring 2009 baseline – 1561

Fall 2009 hrs. completed – 4802

Spring 2010 hrs. completed – 4302

Growth – 144.7%

Growth – 175.6%

Please see Attachment D - Reporting Template for Annual Benchmarks and 6-Year for this Student Success Measure 1c-i – Number of high school students enrolled; 1c-ii – Number of semester credit hours enrolled; and 1c-iii – Number of semester credit hours completed.

Student Success continued.

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

• *Licensure/certification exams*

One of the ways that SCL demonstrates student success is through the percentage of students who are able to pass the licensure exams required for employment and through the attainment of certifications that increase marketability in the workforce. The Practical Nursing licensure exam passage rate for 2009-2010 for SCL was 92.31% as reported by the Louisiana State Board Practical Nurse Examiners (LSBPNE). This passage rate for SCL students exceeded the Council on Occupational Education (COE – college's accrediting body) acceptable rate of 89.07 percent by 3.24 percentage points for the 2010 year. This high rate of success compared to COE standards helps the college to evaluate institutional effectiveness and program effectiveness as well as student success.

• *WorkKeys certifications*

One of the ways that SCL measures workforce foundational skills is by administering the WorkKeys assessment developed by ACT. This is a nationally recognized Career Readiness certificate. While SCL has not formally tracked WorkKeys passage rates in the current database (SES), campuses were able to provide the following certificate information for 2009-10 through instructor records. A total of 575 students were assessed through WorkKeys during the 2009-2010 year. Of these 139 received bronze certificates, 272 received silver certificates, 100 received gold certificates, and 4 received platinum certificates demonstrating foundational skills needed for successful employment.

• *Industry Based Certifications*

SCL also provides workforce foundational skills for students to measure success through various career-level certifications (industry based certifications –IBCs) that are recognized nationally in industry. For example, the Marine Operations program at Young Memorial Campus prepares students for various Coast Guard certifications and American Petroleum Institute (API) certification. The majority of courses taught through the Marine Operations program are approved by the Coast Guard or API, therefore, granting certification to the students by virtue of completion of the course(s). Welding, Electrician, and Carpentry students at SCL campuses demonstrate nationally recognized competencies on NCCER exams that correlate with the curricula for these programs. The Lafourche Campus prepares students through the Commercial Vehicle Operator (CVO) program to complete requirements for the Commercial Drivers License (CDL) that is required for driving large transportation vehicles and large passenger vehicles. While the completion of the CVO program is not required for licensure, completion of the program increases chances of success on the CDL exam. SCL does not receive CDL licensure passage information from the Department of Motor Vehicles and relies on student self-reporting to measure the effectiveness of the program. However, estimates of program success can be obtained through the placement data collected by the college. Additionally, other programs such as the Air Conditioning and

Refrigeration program (Heating Ventilation Air Conditioning (HVAC) Excellence certification), Commercial Diving program (Association of Commercial Diving Educators (ACDE) and Association of Diving Contractors International (ACDI) certifications, and Automotive (Automotive Service Excellence (ASE) certification) offer workforce foundational skills that are nationally recognized by the related industry. While these passage rates are not currently collected in the student database or reported to the college's accrediting agency, they are measured by the number of students who self-report success on these certification exams or by the number of students obtaining jobs since most companies give priority to students who have these certifications for employment. The various certification agencies listed above do not currently report passage rates to the college, but a means of tracking these students is currently being developed through the new Enterprise Resource and Planning System (ERP) being implemented throughout the LCTCS colleges.

For the Year 1 Annual Report, the college reported 2009-2010 industry based certifications that were known at this time. This data will become the baseline for future reports. Currently, SCL cannot track industry based certifications in the SES database and relies upon student self-reporting and instructor reporting. However, in the future as the ERP is implemented, it is expected that the new system will be able to track these industry based certifications.

- **Measures and Data - Tracked**
 - **1d-i - Passage rates on licensure/certification exams**
 - Number of students taking exam – 90
 - Number of students passing exam – 91
 - Passage rate – 92.31%
 - **1d-ii - WorkKeys Career Readiness certificates**
 - Platinum – 4
 - Gold – 100
 - Silver – 272
 - Bronze – 139
 - Total taking assessment – 575
 - Total earning certificates – 515
 - Earned certificates – 89.57%
 - **1d-iii - Industry Based certifications**
 - 2009-10 Baseline certifications - 4028

Please see Attachment D - Reporting Template for Annual Benchmarks and 6-Year for this Student Success Measure 1d-i – Passage rate on licensure/certification exams; 1d-ii – Students receiving certifications (IBCs); and 1d-iii – Students Earning WorkKeys certificates. Also, please refer to Appendix 2 to Attachment B for a detailed listing of the various Industry Based Certifications earned by SCL students in the baseline year of 2009-10.

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.**
- **Policies adopted by the management board**

As noted in LCTCS Policy #1.004 – General Admission Policy Statement for First Time Freshmen, all LCTCS institutions have an open admissions policy as established by the Louisiana Legislature and approved by the Board of Regents. Anyone with a high school diploma from a state-approved high school or a GED (General Education Diplomas is eligible for admission. Prospective certificate or degree seeking students without a high school diploma or its equivalent are also eligible for admission upon demonstration of the ability to benefit.

Although SCL is an open admissions college, we do have policies and procedures in place to increase student retention and graduation rates. College entrance scores on the COMPASS exam and/or ACT guides discussions between students and counselors/advisors to choose a career area suited to the students' interests and achievement levels. Each program area has a recommended score in math, reading and language, and students not achieving these scores are placed in developmental coursework to increase success in their college courses thereby increasing retention and graduation rates.

- **Management Board (LCTCS) Policies regarding Articulation and Transfer:**
 - Policy #1.004 – General Admission Policy Statement for First Time Freshmen
 - Policy #1.005 – General Admissions Requirements
 - Policy #1.010 – Program Assessment of Effectiveness
 - Policy #1.014 – Assessment
 - Policy #1.023 – Non-Traditional Credit
 - Policy #1.025 – Articulation
 - Policy #1.028 – Academic Renewal
 - Policy #1.029 - Disclosure of Degree Program Transferability
 - Policy #1.036 – Cross Enrollment Agreement between System Institutions
 - Policy #1.045 – LCTCS Online Initial Policy Statement
 - Policy #5.025 – Tuition and Discounts and Waivers

The above policies can be accessed and viewed in their entirety at www.lctcs.edu

- **Susequent Policies adopted by the institution:**
 - SCL.106 – Admission Policy
 - IS1930.101 – Academic Renewal
 - IS1930.106 – Acceptance of Transfer Credit
 - IS1930.126 – Credit by Examination
 - IS1930.139 – Developmental Education Guidelines
 - IS1930.171 – Non Traditional Credit
 - IS1930.190 – Transferring to Another College or University

The above policies can be accessed and viewed in their entirety at www.scl.edu

Articulation and Transfer continued

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

The previously cited policies are all in effect and reviewed periodically as to their effectiveness in providing assistance to the students in achieving success while enrolled, remaining enrolled in college until their intent upon enrollment has been fulfilled (retention until completion of goal), and then transfer to higher levels of education upon completion, if desired. However, it should be noted that many technical college students have specific goals upon enrollment that may involve only completion of one or two courses to upgrade skills for employment or achieving an exit point certification in the curriculum thereby qualifying them for employment. Many times these exit point certifications and the accompanying qualification for industry based certifications are all that is needed for the student to be employed. Since workforce development is the primary mission of the college, the college is focused on helping the student achieve their workforce preparation goals for employment.

Because of the historical trend in technical college student enrollment and student intentions upon enrollment, tracking of graduation rates is not as indicative of success as tracking award level completion rates. Award level completion rates demonstrate the success of the student in completing incremental goals for employment. It is not unusual for a technical college student to stop out of college for a short time to go to work and then re-enroll at a later time to achieve additional certifications to qualify for higher-paying, higher-level jobs. Therefore, the student's educational goals are not always completed in one enrollment period and the tracking of a first-time/degree-seeking student cohort to completion of the final award level of the program's curriculum (graduation) is rarely accomplished in some programs of instruction (i.e. Welding, Automotive, AC/Refrigeration, etc.)

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

This measure is applicable only to 4-year universities.

Measures and Data

2a-i

1st to 2nd year retention rate of transfer students – Tracked

This measure is applicable to four-year universities tracking the number of baccalaureate degree-seeking students as transfer students. Not applicable to technical colleges.

2a-ii

Number of baccalaureate completers that began as a transfer student – Descriptive

This measure is applicable to four-year universities tracking baccalaureate degree seeking students that began as transfers. Not applicable to technical colleges.

2a-iii

Percent of transfer students admitted by exception - Descriptive

This measure is applicable to four-year universities tracking baccalaureate degree seeking students that began as transfers. Not applicable to technical colleges.

- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**
- **Examples of new or strengthened feedback reports to colleges**

The accrediting body for technical colleges is the Council on Occupational Education (COE), while four-year colleges and universities are accredited by the Southern Association of Colleges and Schools (SACS). Some technical colleges are dually accredited by both COE and SACS and are named community/technical colleges.

Since SCL is not SACS accredited the articulation and transfer process to universities has been a challenge in the past. Currently the only courses that are automatically transferrable to the four-year universities from SCL are the general education courses that are a part of the Associate of Applied Science (AAS) degree programs. These courses are transferrable because they are a part of the Board of Regents Transfer Matrix and are taught by SACS accredited instructors. Currently all general education courses needed for the AAS degree are offered through a community college or university through cross-enrollment agreements or through LCTCS online rather than being taught by SCL personnel.

Because of this challenge in developing articulation agreements with SACS accredited institutions, SCL is currently not receiving feedback from the universities regarding AAS graduates performance at the university. However, it is anticipated that the implementation of the GRAD Act guidelines that were developed by the Board of Regents will provide this feedback from the local universities to the community and technical colleges so that performance can be tracked in the future.

Most technical college students enroll with the intent of completing a few courses, an exit point credential (Technical Competency Area (TCA) or Certificate of Technical Studies (CTS) rather than completing an entire diploma (TD) or associate degree program (AAS). Instead the students consider their enrollment goal as completing a credential or consider their diploma or associate degree as their ultimate goal prior to entering the workforce. Therefore, few SCL students express an interest in transferring to a four-year university to complete a baccalaureate or graduate degree as part of their educational goals.

This trend, however, will be monitored annually in the future as relationships with community colleges and universities are strengthened and as credentials required to obtain the desired job may change. Currently most SCL students are able to obtain their desired employment without further degrees. Many of the available jobs in the service area require an associate degree or less and require no further investment of time or money to obtain the position desired.

- **Processes in place to identify or remedy student transfer issues**

LCTCS is currently building and plans to implement an Enterprise Resource Planning (ERP) System that will link to the National Student Clearinghouse and will enable the tracking of SCL graduates and completers that choose to enroll in a community college or four-year university to continue their education. The implementation of the ERP will also facilitate communication of progress on students that transfer and will provide a means of identifying any student transfer issues and SCL can then focus efforts on remedying any issues identified.

Currently curriculum development is focused on business and industry needs identified through occupational advisory committee meetings or through faculty member's periodic industry visits. In addition, the college encourages students and students' employers to complete follow-up surveys that focus on needs for improvement in curriculum or in equipment used for training. COE also requires the completion of feedback reports that evaluate admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and instructional delivery methods.

- **Examples of utilization of feedback reports**

Since the ERP System is still in the building process, the means for tracking SCL graduates via the National Student Clearinghouse is not yet available. Also, as mentioned previously, SCL is not currently receiving any feedback reports on students that transfer to the four-year universities. The universities are currently focusing transfer efforts on community college students rather than technical college students.

Feedback reports obtained through occupational advisory committee meetings, industry visits, follow-up surveys and COE evaluations, as described above, are currently focused on changes to curriculum and student development to meet workforce needs. This preparation should also facilitate readiness of a transfer student to complete coursework at the four-year university. The completion of the 15 hours of transferrable General Education courses as a part of the AAS degree and the achievement of placement test cut scores required to enroll in the General Education courses provides a basis for student success in baccalaureate degree programs.

- **Measures and Data**

- **2b-i – 1st to 2nd year retention rate of those who transfer with associate degree - Descriptive**
 - This measure is not applicable to technical colleges.
- **2b-ii – Number of baccalaureate graduates that began as a transfer student with an associate degree from a 2-year community/technical college**
 - This measure is not applicable to technical colleges.

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

• **Examples of agreements with Louisiana institutions**

Currently referral agreements redirecting students who fail to qualify for admission to the universities in SCL's geographic service to the technical college have not yet been developed. It seems that referral efforts are primarily focused on community colleges through the Louisiana Transfer Associate Degree program. Through this program articulation agreements have been developed between community colleges and four-year universities accepting the AS degree in totality providing a means for transfer students to complete the Bachelor's degree within a two-year period.

Currently, Nicholls State University provides a means for SCL students to cross-enroll in the fifteen semester credit hours of general education courses to complete the AAS degree at the technical college. This opportunity is also available through Fletcher Community and Technical College and River Parishes Community College.

SCL's efforts are currently focused on developing relationships with the high school counselors, students, and administration to identify high school students whose scores do not meet the requirements for regular admission to the four-year universities in the state.

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

High school students who do not complete the 19 units of the Regents' Core 4 Curriculum, who do not achieve the minimum overall 2.0 GPA, who do not achieve the minimum ACT subscores in English and Math and meet HS Core GPA or ACT composite scores for regular admission to a four-year university are encouraged to consider enrollment in high-wage, high-demand career-prep courses at the technical college.

PLAN data is also used to help identify high school students whose needs are better served through a technical career annually as it is made available through the Board of Regents.

As mentioned previously, many high school students are participating in dual-enrollment opportunities and exploring these career choices while still enrolled in high school.

• **Measures and Data**

- **2c-i – Number of students referred at anytime during the given academic year to community/technical colleges.**

This measure is not applicable to technical colleges.

- **2c-ii – Number of students enrolled: referred by the 4-year university and enrolled at anytime during the academic year.**

This measure is not applicable to technical colleges.

- d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.**
- **Examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT and Associate of Science in Teach (AST) programs.**

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

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

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

Currently technical colleges are not a part of the Louisiana Transfer Associate Degree program. Only students from community colleges with the AS degree are eligible to transfer the courses earned under the associate degree program to the baccalaureate degree program at a four-year university.

- **Processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.**

As mentioned above, technical colleges are not eligible to participate in the Louisiana Transfer Associate Degree program.

- **Measures and Data**

- **2d-i - Number of students enrolled in a transfer degree program - Descriptive**

- This measure is not applicable to technical colleges as technical college students are not eligible to participate in transfer degree programs at this time.

- **2d-ii - Number of students completing a transfer degree - Descriptive**

- This measure is not applicable to technical colleges as technical college students are not eligible to participate in transfer degree programs at this time.

- **2d-iii – 1st to 2nd year retention rate of those who transfer with transfer degree**

- This measure is not applicable to technical colleges as technical college students are not eligible to participate in transfer degree programs at this time.

- **2d-iv – Number of degree graduates that began as a transfer student with a transfer degree**

- This measure is not applicable to technical colleges as technical college students are not eligible to participate in transfer degree programs at this time.

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.**

- **Current Review Processes to Identify Programs with Low Completion Rates**

SCL has a number of review processes in place to ensure the viability of the programs offered through the college. These processes include:

- Annual evaluations of completers from each program and evaluation of placement rates for each program for reporting to COE and meeting of COE minimum acceptable range of completion and placements
- Analysis of completer and placement data for each program and presentation to the faculty at staff meetings as required by COE
- Campus administrators meeting with the instructors of low completer programs to determine reasons for the low completers and to develop improvement plans as causes are identified
- Review of Occupational Advisory Committee and Campus Advisory Committee comments regarding current workforce needs and how programs or curricula need to change or be modified to meet strategic workforce needs at least twice annually
- Annual review of each program (Program Verification Form) by at least three bonafide potential employers to examine admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, appropriateness of instructional delivery mode, and level of skills and/or proficiency required for completion.
- Use of Board of Regents low completer reviews to determine trends of low completions in individual programs compared to occupational demand as determined by published Louisiana Workforce Commission (LWC) forecasts.

SCL uses all of these review processes as a means of early intervention to target programs that need to be monitored and addressed for possible closure, consolidation, modification, or continuation with periodic monitoring.

- **Louisiana Workforce Commission Collaboration**

Each year the Workforce Investment Board evaluates completion and placement rates of each of the college's approved programs to determine continued eligibility for Workforce Investment Act (WIA) funding. Continued WIA funding for the program indicates student success and alignment with the current workforce needs of the state and of the region.

SCL also works with the Louisiana Workforce Commission and business and industry in offering programs through the Incumbent Worker Program, Rapid Response, and other grants to meet strategic short-term training goals.

- **Review Processes to Identify Programs Aligned with Current Workforce Needs**

The Board of Regents submits low completer program reports (three-year averages of completions for each exit point) to the college to be used as an indicator in determining the viability of these programs in relationship to strategic workforce needs. These reports are compared to LWC workforce needs forecasts and COE completer and placement reports to determine whether the program needs to be closed, consolidated, modified, or justified and allowed to continue operating with periodic monitoring.

Workforce and Economic Development continued

While no programs were eliminated as a direct result of WIB (Workforce Investment Board) or Board of Regents reports for the 2009-10 year, SCL did close programs and consolidate program offerings to specific campuses within the college as a result of decreased state funding during this timeframe. Low enrollment, completion and placement rates, as well as other factors, were a consideration in making the decision to close these programs. The following programs were closed as a result of this review:

Office Systems Technology (Franklin Campus – February 10, 2010)

Automotive Technology (Young Memorial Main Campus – April 14, 2010)

Prior to the 2009-10 baseline year for the GRAD Act annual report, the Welding program at the Franklin campus was also closed during the 2008-09 academic year. Next year's GRAD Act annual report will also report additional program closures as a direct result of decreased state funding. In addition to low completers and placement considerations, the offering of these programs at another campus within the region were also considerations for these additional program closures. SCL is focused on providing the training for viable programs within the geographic service area of the college and eliminating duplication as necessary.

The Regional Labor Market Area Long Term Annual Demand for Top Occupations to 2018 by Career Cluster verify that all of the programs offered at SCL are confirmed as meeting strategic workforce needs in the geographic service area of the campus. Since the SCL geographic service area covers a wide number of parishes, the regional labor market report for the campus' program offerings was used to identify the top demand occupations for the campus. For instance, Labor Market Area 1 covers the parishes in the River Parishes Campus service area. Labor Market Area 3 covers the parishes in the Lafourche Campus service area. Labor Market Area 4 and Labor Market Area 3 covers the parishes in the Morgan City Campus service area. As a result of this review conducted March 2011, SCL determined that each of the programs offered at the campus met the needs of the geographic service area as forecasted for top demand occupations through 2018. Evaluations will continue on an annual basis.

- **Modify or Initiate New Programs that Meet Current Workforce Needs in the State/Region**

SCL is well known to business and industry in the service area for being responsive to industry requests for new programs, modification of existing programs. For example, with a \$365,000 donation from Chevron, the Process Production Technology – Gulf of Mexico program was added at the Lafourche Campus February 10, 2010. This program addressed the needs of oil and gas production, including offshore platforms in the Gulf of Mexico. Chevron worked collaboratively with the campus, the Workforce Commission, and other oil and gas companies such as Shell, Apache Offshore, and Danos and Curole to ensure that the curriculum content fit the needs of all companies who work in the oil and gas production industry.

- **Measures and Data (baseline year 2009-2010)**

- 3a-li- Number of programs eliminated – 2
- 3a-ii -Number of programs modified or added – 1
- 3a-iii - Programs aligned with Workforce needs – 100%

See Attachment D Grad Act Template for Reporting Annual Benchmarks and 6 Year Targets

Workforce and Economic Development continued

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

• Current Initiatives to Improve Technology for Distance Learning

SCL has put into place the infrastructure for increasing distance learning opportunities. Campuses have improved computer labs equipped with fiber optics to make Internet faster, have wireless hotspots in strategic areas, and have compressed video in classrooms to facilitate distance learning opportunities. Various sources of funding have been pursued to increase the use of technology to expand educational offerings. Examples of these include Carl Perkins Funds, Technology Fees, and the WAN/LAN grant. It is expected that SCL will continue to grow in the number of courses offered on-line.

• Current Initiatives to Create and Expand Educational Offerings by Distance Education

SCL has submitted a Distance Learning application to the Council on Occupational Education (COE) laying the groundwork for more courses to be offered via distance education. COE accreditation guidelines limit the number of courses offered through distance education for a particular program to less than 50 percent of the program until this application has been approved.

Professional development opportunities have been provided for instructors to learn to use Moodle/moot/Joule, and some instructors are already using this technology to deliver portions of their course content. As instructors learn to use this technology more effectively, it is expected that more courses will be offered via the Internet either in a blended/web-enhanced format or completely online.

Although not part of this annual report data for the GRAD Act 2011 report since it does not meet the baseline 2009-2010 timeframe, SCL campuses began offering CPTR 1000 and CPTR 1002 as a completely online course in the Spring 2011 semester. Some campuses within the college are also considering the implementation of ORNT 1000 as a completely online course offering.

• Description of Any Efficiencies Realized through Distance Education

Through collaboration with River Parishes Community College and LCTCS Online, students have been able to fulfill their general education course requirements for the AAS degree through online delivery of coursework. This affords the opportunity for students to meet these additional program requirements for the AAS degree with the following advantages:

- not having to travel long distances to other campuses thereby saving time and money ,
- have course offerings made available to students at times convenient to them and their part-time work schedules
- students can advance at their own-pace
- allowing students to finish course requirements without having to wait on a schedule sometimes keeping students from having to spend an extra semester in college to complete requirements for graduation
- not bound by classroom space and time limitations
- not having to have adjunct instructors at each campus to fulfill program course requirements alleviating budget constraints while serving student needs

Workforce and Economic Development continued

- **Measures and Data (Baseline 2008-2009) - Tracked**
 - **3b-i - Number of Distance education course sections:**
 - course sections 50-99% distance education – 0
 - course sections 100% distance education - 0
 - **3b-ii-Number of Distance Education students enrolled:**
 - enrolled 50-99% distance education – 0
 - Enrolled 100% distance education courses – 0
 - **3b-iii-Number of Distance Education Programs:**
 - Programs offered 100% distance education – 0

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.

- **Description of current and prospective research productivity and technology transfers as it relates to Louisiana's key economic industries**

This indicator was directed toward four-year universities and was considered not applicable to technical college. Although active research grants/contracts are not held by SCL technical college faculty, research into the key economic development industries for Louisiana indicate that SCL does have program offerings that fit align with these key industries: advanced manufacturing, logistics and transportation, and technology. Following is a list of SCL's programs as they correspond to the various industry categories:

- **Advanced Manufacturing:** Welding, Industrial Maintenance, Industrial Instrumentation, Electrician, Air Conditioning and Refrigeration, Carpentry, Drafting and Design Technology, and Process Technology.
 - **Logistics and Transportation:** Marine Operations, Commercial Diving, Commercial Vehicle Operations, Process Production Technology (Gulf of Mexico), and Automotive Technology
 - **Technology:** ICT: Network Specialist, Communications Electronics, and Industrial Marine Electronics. The Communications Electronics program is currently in teach out status as a result of industry requests to develop the Industrial Marine Electronics program that aligns with industry needs more fully.
- **Measures and Data:**
 - Percent of research/instructional faculty holding active R&D grants/contracts – 0
 - Percent of research/instructional faculty holding active R&D grants/contracts in Louisiana's key economic development industries – 0
 - Dollar amount of research and development expenditures – 0
 - Dollar amount of research and development expenditures in Louisiana's key economic development industries – 0
 - Number of intellectual property measures as a result of research productivity and technology transfer efforts - 0

Workforce and Economic Development

- d. **(optional) 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.**

Workforce Development (preparing students for employment) is SCL's primary mission. Therefore, tracking of students who are placed in employment is a very important indicator for the college to demonstrate program and institutional effectiveness. The college's accrediting agency (COE) requires that SCL document in the annual report for completion, placement, and licensure the number of graduates that are placed in employment each year. In the current year's (2010) report, SCL had an 85.5 percent placement rate for students who completed a credential and were placed in employment. For the college's accrediting body, completion of any exit point credential is a successful graduate for this report. SCL's placement rate exceeded COE's acceptable standard of 65.59 percent for this indicator for continued accreditation by 19.81 percentage points during the 2010 academic year.

The Board of Regents is currently working with the college's management board (LCTCS) 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 LCTCS shall agree to a list of designated Technical Competency Areas (TCAs) for which this objective will be measured in future years. Pending completion of this work between the Board of Regents and the college's management board, LCTCS institutions will not be required to report on this measure this year.

However, SCL would like to emphasize that completion of all award levels, including TCAs, are an important indicator of fulfillment of the college's mission and student success. As a result of achieving a high number of graduates/completers of award levels and subsequently putting people to work in local industry each year, SCL is also supplying business and industry with skilled personnel to meet workforce and economic development needs. For example, few students participating in the Welding program complete the entire program of study and graduate with a diploma (terminal degree for the program). Conversely, SCL Welding students do complete a large number of TCAs and CTs each year and are placed in jobs related to the field. According to these statistics, an 85.5 percent placement rate of completers/graduates conclusively demonstrates that SCL is a driving force in providing a pool of skilled personnel to meet local and state workforce and economic development needs.

- **Measures and Data**

- **Percent of completers found employed** (not required for 2010-11 report) – 85.5 (according to SCL's 2010 COE report derived from SES data for 2009-2010)
- **Performance of associate degree recipients who transfer to 4-year universities** (See elements 2b and 2d) – Measure not applicable to technical colleges
- **Placement rate of graduates and graduates in postgraduate training** (Law and Health Science Centers only). Measure not applicable to technical colleges.

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.**

- **Demonstration of collaboration efforts with the 2-year college(s) in the region**

This element is directed toward four-year universities to eliminate remedial education course offerings and developmental study programs unless the programs/courses cannot be offered at a community college in the same geographical area as a means of eliminating duplication of effort and cost-saving measures throughout the state. As such this element is not applicable to technical colleges. As the GRAD Act is implemented according to Board of Regents Guidelines, it is expected that the number of students taking developmental courses at the technical and/or community colleges will continue to increase.

Although SCL is a technical college rather than a community college, SCL does make developmental education courses available to any students who wish to upgrade their basic academic skills prior to re-taking the ACT placement exam to achieve the required minimum subscores in math and English or to achieve composite scores to be eligible for regular admission to the four-university of their choice.

SCL's developmental courses are designed to improve students' academic skills to be successful in their chosen occupational area. Prior to enrolling in any associate degree program as a degree-seeking student, students are required to meet/exceed the Board of Regents cut scores on the ACT COMPASS placement exam. If students fail to meet these minimum score requirements, they are required to enroll in developmental education courses in accordance with the Developmental Education Guidelines policy IS1930.139. According to this policy, the student must continue to enroll in developmental education coursework until the student has completed all three levels of the developmental course and retake the ACT COMPASS placement exam to achieve the minimum Board of Regents cut score level prior to enrolling in the associate degree program as a degree seeker.

Students wishing to enroll in certificate or diploma level programs are allowed to enroll as a degree-seeking student and take their developmental education coursework concurrently along with their technical courses. Students wishing to enroll in the technical courses of the desired associate degree program may enroll as a non-degree seeking student, but cannot enroll in the general education courses for the program until the required scores are met.

- **Timeline for eliminating developmental course offerings**

As mentioned above, this element is directed toward four-year universities as a means of eliminating duplication of effort and cost-saving measures throughout the state. This element is not applicable to technical colleges. As the four-year universities gradually reduce the number of developmental/remedial courses offered at the university, and as they begin to refer students who do not meet admission requirements to community and technical colleges, SCL expects the number of students enrolling in developmental courses to increase. Some of these students may wish to

Institutional Efficiency and Accountability continued

enroll in developmental courses as non-degree/undeclared students while obtaining the skills to be eligible for four-year university enrollment. Some of these students may wish to enroll in technical certificate, diploma or associate degree offerings prior to entering the workforce.

- **Measures and Data**
 - **4a-i Number of developmental/remedial course sections offered – Tracked**
 - This measure is not applicable to technical colleges.
 - **4a-ii Number of students enrolled in developmental/remedial courses – Tracked**
 - This measure is not applicable to technical colleges.

Institutional Efficiency and Accountability continued

- 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.**

- **Demonstration of collaboration with two-year college(s) in the region.**

This element is directed toward four-year universities to eliminate associate degree offerings unless the programs cannot be offered at a community college in the same geographical area as a means of eliminating duplication of effort and cost-saving measures throughout the state. As such this element is not applicable to technical colleges. As the GRAD Act is implemented according to Board of Regents Guidelines, it is expected that the number of students taking developmental courses at the technical and/or community colleges will continue to increase.

SCL currently offers Associate of Applied Science (AAS) degrees in Business Office Administration, Industrial Instrumentation, Process Production Technology Gulf of Mexico, Surgical Technology, and Process Technology. These degree programs' content are different from the AS degree programs offered in community colleges and universities. Associate of Applied Science degree program curricula are directed toward entry into the workforce rather than for transfer to the university after completion of the associate degree.

- **Timeline for elimination of associate degree programs**

As stated above, this element is directed toward four-year universities to eliminate associate degree offerings unless the programs cannot be offered at a community college in the same geographical area as means of eliminating duplication of effort and cost-saving measures throughout the state. As such this element is not applicable to technical colleges.

Recently, however, SCL asked the Board of Regents to eliminate the AAS degree in Drafting and Design Technology after an institutional and Board of Regents review of the number of completers of associate degree programs. Drafting and Design Technology will be continued as a technical diploma program in relationship to business and industry demand. SCL has requested that the Board of Regents grant continuance of the Industrial Instrumentation AAS degree although the current three-year average of completers for this program is considered lower than Board of Regents target rates. However, because of industry demand and because of recent implementation of guidelines for the program, the college requested the continuance of the program on a probationary basis.

- **Measures and Data**

- **4b-i Number of active associate degree programs offered – Tracked**

- This measure is not applicable to technical colleges

- **4b-i Number of students enrolled in active associate degree programs offered – Tracked**

- This measure is not applicable to technical colleges

Institutional Efficiency and Accountability continued

- 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**

On January 27, 2011 LCTCS colleges received board approval to increase nonresident tuition rates over a six-year period to reach the average tuition amount charged to Louisiana residents attending peer institutions in other SREB states .

Currently, nonresident students pay \$1928 in tuition and fees for the year that is equal to twice the tuition that a Louisiana resident would pay per credit hour. Beginning in the 2011-2012 fiscal year nonresident students' tuition will be increased by 57.2% to a total of \$3,031 for the year. In following years nonresident tuition will be monitored for the impact on enrollment and increased in smaller increments until the tuition paid by nonresident students reaches the desired \$7,444, which is an amount equivalent to the SREB average in peer institutions in other states. Attached is the Board approved G6 LCTCS College Proposed Schedule for Increasing Nonresident Tuition in conjunction with the College Nonresident Tuition Increase Plan.

- **Impact on Enrollment and Revenue**

Since the LCTCS plan for increasing nonresident tuition rates to reach the SREB average will not go into effect until Fall 2011, it is not known at this time what the impact on enrollment and revenue will be. However, it is expected that the impact will be minimal.

- **Measures and Data**

- Non-resident tuition/fee amounts - \$1928
- Peer non-resident tuition/fee amounts - \$7444
- % difference from peer amounts - <74.1

Please see attached G6 LCTCS College Proposed Schedule for Increasing Nonresident Tuition. This schedule of increases is in conjunction with the College Nonresident Tuition Increase Plan over a six-year period.

Institutional Efficiency and Accountability continued

- 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 indentified 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 is in the process of developing 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 for the 2011 reporting year.

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

Undergraduate headcount	3,018
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- Annual FTE (full-time equivalent) undergraduate and graduate/professional school students

Undergraduate FTE	1,691
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b. Number of instructional staff members

- Number and FTE instructional faculty

Total Headcount Faculty	87
FTE Faculty	71.2

c. Average class student-to-instructor ratio

- Average undergraduate class size at the institution

Average undergraduate class size	7.5
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d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

Average number of students per instructor	23.7
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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)

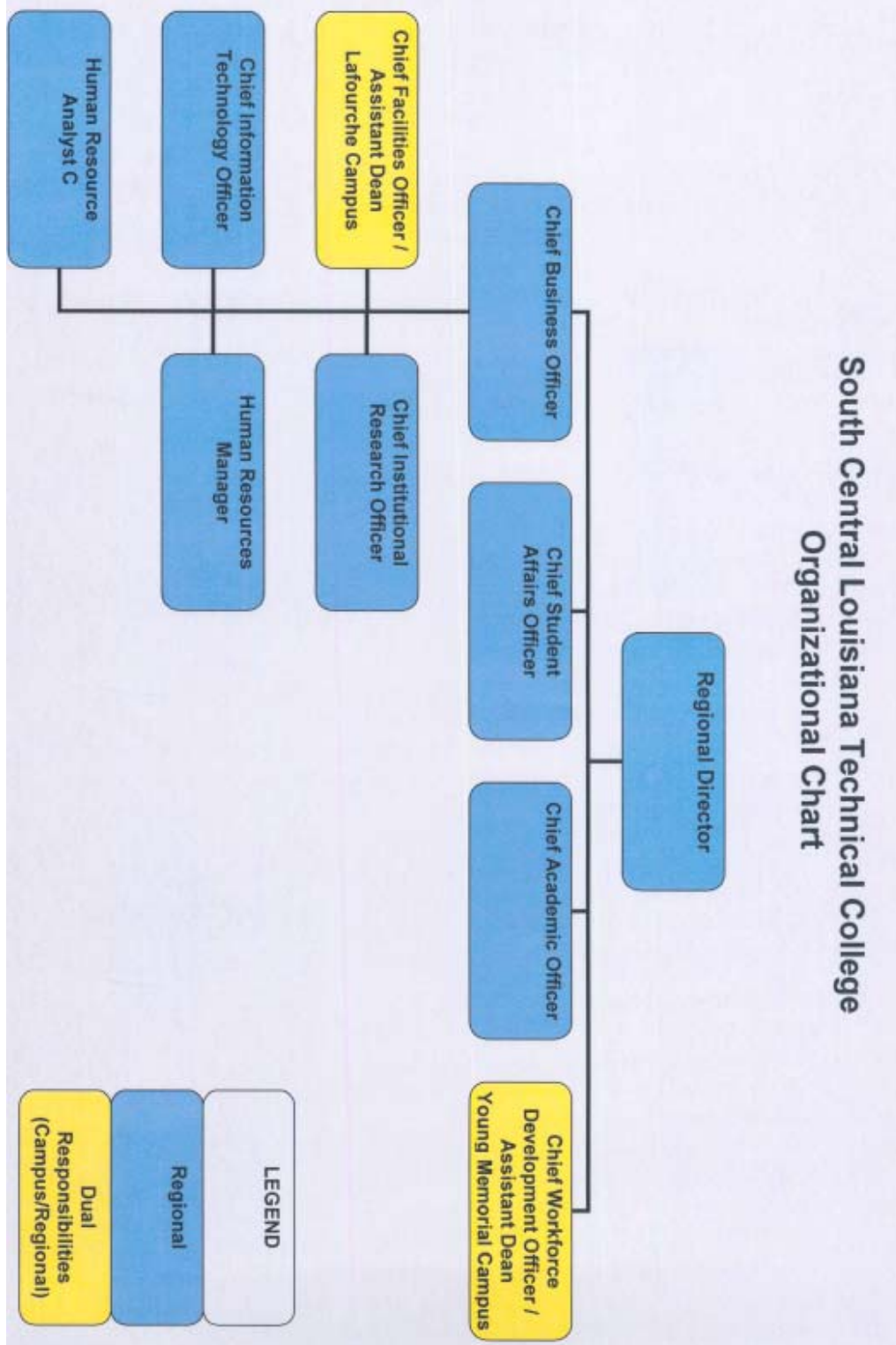
Number of non-instructional staff	FTE non-instructional staff
10	10

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
10	10

- 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)



5. Organization data continued

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.**

POSITION	TOTAL BASE SALARY, FALL 2009	SALARY CHANGES SINCE 06/30/2008
Chief Facilities Officer/Assistant Dean Lafourche Campus (dual position)	\$79,832.00	07/01/2008, \$76,832, 4% merit increase and 05/18/2009, \$79,832, transferred to larger campus within the college
Regional Director	\$108,622.00	07/01/2008, \$108,662, 4% merit increase
Chief Workforce Development Officer/Assistant Dean Young Memorial Campus (dual position)	\$65,000.00	03/11/2010, \$70,000, additional responsibilities as Chief Workforce Development Officer
Chief Business Officer	\$76,440.00	07/01/2008, \$76,440, 4% merit increase
Chief Institutional Research Officer	\$74,565.00	07/01/2008, \$74,565, 4% merit increase
Chief Information Technology Officer	\$54,080.00	07/01/2008, \$54,080, 4% merit increase
Human Resources Manager	\$52,000.00	07/01/2008, \$48,360, 4% merit increase and 12/11/2008, \$52,000, annual salary adjustment
Human Resources Analyst C	\$51,484.00	10/12/2008, \$51,484, 4% merit increase
Chief Student Affairs Officer/Director of Student Services River Parishes Campus (dual position)	\$79,786.00	07/01/2008, \$79,785, 4% merit increase and 06/30/2010 previous Chief Student Affairs Officer retired and replacement hired 07/01/2010 at \$57,520
Chief Academic Officer(dual position)	\$76,440.00	07/01/2010, \$76,440, 4% merit increase and 07/12/2010, \$86,440, assuming additional duties as Chief Financial Aide Officer

ATTACHMENTS TO SCL 2011 NARRATIVE REPORT

1. SCLTC Attachment D Year 1 Annual Report(1).xls
2. SCLTC Appendix #2 to Attachment B Reporting Template for Licensure Certification April 7 2011.xls
3. G6 LCTCS Nonresident Tuition Increase Plan. Pdf
4. SCLTC Granting Resources and Autonomy for Diplomas Agreement.doc

System: Louisiana Community and Technical College System

Institution: South Central Louisiana Technical College

Date: 1-Apr-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
1. Student Success										
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Fall 09</i>	Fall 08 to Fall 09 <i>na</i>							
	ii.	Targeted 4-Yr only	1st to 3rd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 07 Cohort # retained to Fall 09</i>	Fall 07 cohort <i>na</i>						
	iii.	Targeted Tech Coll Only	Fall to Spring Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Spring</i>	Fall 08 to Spring 09 78.9% 247 195	79.3% 170 127	74.7%	79.9%	80.2%	80.4%	81.3% 81.9%
	iv.	Targeted	Same Institution Graduation Rate (+/-)** <i>Actual Baseline Data: Fall revised cohort (total) completers <=150% of time</i>	2008 Grad Rate Survey <i>na</i>						
	v.	Targeted optional	Graduation Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE completers (undergrad)</i>	2008-09 AY <i>na</i>						
	vi.	Targeted optional	Award Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE awards (duplicated)</i>	2008-09 AY <i>na</i>						
	vii.	Targeted optional	Statewide Graduation Rate (+/-)** <i>Actual Baseline Data: # of Fall 02 FTF (cohort) completers <=150% of time</i>	Fall 2002 Cohort <i>na</i>						
b. i.	Targeted ***	Percent Change in program completers (+/-)** Certificate - 1 yr (Award level 1)			0.8%	56.5%	1.5%	2.3%	3.1%	3.8% 4.6%
			2008-2010 AYs	131	132	205	133	134	135	136 137
		Diploma (Award level 2)			0.7%	0.7%	1.5%	2.2%	3.0%	3.7% 4.4%
			2008-2010 AYs	135	136	136	137	138	139	140 141
		Associate (Award level 3)			1.1%	18.9%	2.1%	3.2%	4.2%	5.3% 6.3%
			2008-2010 AYs	95	96	113	97	98	99	100 101

* 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: Retention rate is expected to increase to 6-year target as a result of program reviews and professional development to be offered targeting persistence barriers.
1-Year Certificate award level appears to be an anomaly, but in reality is the result of granting awards as achieved rather than just awarding highest level achieved as was done in prior years.

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
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Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	2009-10	
c. i.	Descriptive	High School Partnerships # high school students enrolled	Baseline: 2008-09	500	1,879
ii.	Descriptive	# semester credit hours enrolled	Baseline: 2008-09	3,353	8,653
iii.	Descriptive	# sem. credit hours completed	Baseline: 2008-09	3,265	8,347
d. i.	Tracked	Passage rate on licensure/cert. exams	2009-2010		92.31%
		# students who took exam			65
		# met standards for passage			60
ii.	Tracked	# Students receiving certifications (IBCs)	2009-10 AY		
		# met standards for passage			3993
iii.	Tracked	# Students Earning WorkKeys Certificates	2009-10 AY		89.57%
		# students who earned Platinum			4
		# students who earned Gold			100
		# students who earned Silver			272
		# students who earned Bronze			139
		# student who took assessment			575
Element Reference	Measure	Baseline Year/Term	Data to include	Baseline Data	

2. Articulation and Transfer

c. ii.	Descriptive	# of Students Enrolled	2009-10 AY		0
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Element Reference	Measure	Baseline Year/Term	Data to include	Baseline Data
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3. Workforce and Economic Development

a. i.	Descriptive	Programs Eliminated	2009-10 AY		
		# programs eliminated			2
ii.	Descriptive	Programs Modified or Added	2009-10 AY		
		# of programs modified or added			1
iii.	Descriptive	Prog. Aligned w/Workforce Needs	2009-10 AY	% Aligned	100.0%
		# program offerings			23
		# aligned with workforce needs			23
b. i.	Tracked	Distance Education Course Sections	2008-09 AY		
		# course sections 50% to 99%			0
		# course sections 100%			0
ii.	Tracked	Distance Education Students	2008-09 AY		
		# students enrolled 50% to 99%			0
		# students enrolled 100%			0
iii.	Tracked	Distance Education Programs	2008-09 AY		
		# prog. offered 100% distance education			0
Element Reference	Measure	Baseline Year/Term	Data to include	Baseline Data	

4. Institutional Efficiency and Accountability

a. i.	Tracked	Nonresident Tuition	2009-10 AY		
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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
		% difference from peer amounts		-74.1%						
		\$ nonresident tuition/fee amounts		\$ 1,928						
		\$ peer nonresident tuition fee/amounts		\$ 7,444						