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April 6, 2016

Dr. Monty Sullivan
Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, Louisiana 70806

Dear Dr. Sullivan,

Attached you will find copies of the 2016 GRAD Act report for South Central Louisiana Technical College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included in this submission are the following documents:

- 2015 Annual GRAD Act Report
- A copy the online data submission
- Attachment D
- IBC reporting requirements

The college point of contact for this information is Katherine D. Falgout. She can be reached at (985) 447-0924, ext. 107 or via email at katherinefalgout@scl.edu.

Sincerely,

A handwritten signature in black ink that reads "Earl W. Meador".

Earl W. Meador, J.D.
Director

Anthony Baham, Young Memorial Campus Administrator – *Morgan City*
Cindy M. Poskey, River Parishes Campus Administrator – *Reserve*
Anthony Baham, Lafourche Campus Administrator – *Thibodaux*



**SOUTH CENTRAL LOUISIANA
TECHNICAL COLLEGE**



**GRAD Act Performance
Objectives/Elements/Measures**

2016 Annual Report

Table of Contents

Performance Objective Student Success (Section 1)

<u>Element a)</u> Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.....	1
<u>Element b)</u> Increase the percentage of program completers at all levels each year	2
<u>Element c)</u> Develop partnerships with high schools to prepare students for postsecondary education	3
<u>Element d)</u> Increase passage rates on licensure and certification exams and workforce foundational skills	4

Performance Objective – Articulation and Transfer (Section 2)

<u>Element a)</u> 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.....	7
<u>Element b)</u> Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution	7
<u>Element c)</u> Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution	7
<u>Element d)</u> Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.....	7

Performance Objective – Workforce and Economic Development (Section 3)

<u>Element a)</u> 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	8
<u>Element b)</u> Increase use of technology for distance learning to expand educational offering	9
<u>Element d)</u> 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.....	11

Performance Objective – Institutional Efficiency and Accountability (Section 4)

<u>Element c)</u> 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.	12
<u>Element d)</u> 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:	13

Performance Objective – Reporting Requirements (Section 5)

Elements (a) through (I) 14

Performance Objective: Student Success (1)

South Central Louisiana Technical College (SCLTC) has exceeded the applicable measure for Student Success targeted measure element b and has met the requirements for element d using the 2 vs. 3 method. SCLTC has not met the required retention rate for Element 1.a.

Element:

1.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

i. Fall to Spring retention rate

SCLTC's enrollment of First Time/Full Time Degree Seeking students for Fall 2014 was 146. There were 111 students from the Fall Cohort who enrolled in Spring 2015 thereby giving SCLTC a retention rate of 76.0%. However, SCLTC's targeted retention rate for Year 6 is 81.9%. While SCLTC has not met the targeted rate, it should be noted that the retention rate increased 6.2% from Year 5 to Year 6. Also, the Baseline data for Fall 08 to Spring 09 was incorrectly reported. The correct baseline rate was determined to be 65.6%. Using this baseline percentage, SCLTC has improved its retention rate by 10.4% in six years.

SCLTC has activated several procedures to aid in improving our retention rate. Surveys are sent to each non-returning student to determine the reason(s) our students are not returning. The results are shared throughout the college in an attempt to improve retention.

ii. Graduation Productivity (optional)

SCLTC has a 59.0 percent graduation rate on the Fall 2011 cohort indicating those first-time, full time degree seeking students who completed their programs within 150% of the normal time as of Fall 2014.

Performance Objective: Student Success (1)

1.a Data

i. Fall to Spring Retention Rate

Baseline Fall 08	Year 1 Benchmark		Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Benchmark	Year 6 Actual
78.9%	79.3%	Fall to Spring Retention Rate	71.2%	79.9%	78.4%	80.2%	78.8%	80.4%	70.1%	81.3%	69.8%	81.9%	76.0%
		# in Fall Cohort	208		208		217		137		205		146
195		# retained to Spring	148		163		171		96		143		111

Element:

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

- i. Percent change in completers in the prior academic year from the baseline year, per award level, certificate and above.

SCLTC has **exceeded** the applicable measures for the number of 1 Year Certificates and Associate Degree awards for the 6th year. While SCLTC failed to reach the measure for Diploma awards, SCLTC has met measure 1.b when 1 Year Certificates and Diploma awards are combined. The combined percentage of awards for 1 Year Certificates and Diplomas is 17.6% which exceeds the combined rate of 4.5% by 13.1%. For the 6th year, SCLTC has **exceeded** the target rate for Associate Degrees awards. In Year 6 the Associate Degree award was targeted at 101. SCLTC surpassed this target by awarding 162 degrees for an increase of 70.5% which is 64.2% above the target increase of 6.3%.

For the sixth consecutive year, the college has **exceeded** the percentage of award level completers. Award level total completions are up 31.6% over baseline 2008-2010 averaged data despite the closing of programs during the same period.

In keeping with the Workforce Development mission of SCLTC, the percentage of program and/or exit point completers is directly related to the number of persons placed in the workforce each year. Award level completions continue to be a major strength of SCLTC and attests to the college's ability to meet the service areas' and state's need for a trained pool of skilled workers.

1.b Data

i. Percentage change of program completers—Year 5

	Baseline Fall 08	Year 1 Bench- mark	Year 1 Actual	Year 2 Bench- mark	Year 2 Actual	Year 3 Bench- mark	Year 3 Actual	Year 4 Bench- mark	Year 4 Actual	Year 5 Bench- mark	Year 5 Actual	Year 6 Bench- mark	Year 6 Actual
Certificate 1 yr.		0.8%	56.5%	1.5%	71.0%	2.3%	91.6%	3.1%	52.7%	3.8%	14.5%	4.6%	35.9%
	131	132	205	133	224	134	251	135	200	136	150	137	178
Diploma		0.7%	0.7%	1.5%	17.0%	2.2%	36.3%	3.0%	7.4%	3.7%	(7.4%)	4.4%	0.0%
	135	136	136	137	158	138	184	139	145	140	125	141	135
Certificate /Diploma Combined		.75%	27.8%	1.5%	43.6%	2.3%	49.2%	3.3%	29.7%	3.75%	3.4%	4.5%	17.6%
	266	268	340	270	382	272	435	274	345	276	275	278	313
Associate		1.1%	18.9%	2.1%	25.3%	3.2%	44.2%	3.2%	6.3%	5.3%	35.8%	6.3%	70.5%
	95	96	113	97	119	98	137	98	101	100	129	101	162
TOTAL	361	364	453	367	501	370	572	372	446	376	404	379	475

Performance Objective: Student Success (1)

Element:

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

SCLTC offers dual enrollment partnerships with area high schools which afford high school students the opportunity to explore occupational areas for future postsecondary enrollment, to complete courses leading to postsecondary credentials, and to increase basic educational skills through applied math and science in technical program areas reducing the need for developmental course work upon leaving the high school setting. Persistence in high school to graduation is also a value added result of dual enrollment partnerships.

High school dual enrollment MOUs with area high schools in each of the parishes served by the college's campuses are reviewed and renewed on an annual basis. In addition, articulation matrixes are also reviewed and expanded each year allowing high school students to concurrently receive dual credit for courses taken on the high school campus and for technical education courses at SCLTC.

1.c Data

Number of high school students enrolled – Descriptive Measure

Fall 2008 baseline – 348	Spring 2009 baseline - 310
Fall 2009 Yr. 1 – 1,067	Spring 2010 Yr. 1 – 1,087
Fall 2010 Yr. 2 – 1,578	Spring 2011 Yr. 2 – 1,583
Fall 2011 Yr. 3 – 1,713	Spring 2012 Yr. 3 – 1,545
Fall 2012 Yr. 4 – 1,808	Spring 2013 Yr. 4 – 1,720
Fall 2013 Yr. 5—2,636	Spring 2014 Yr. 5—1,513
Fall 2014 Yr. 6—2,589	Spring 2015 Yr. 6—1,194

Number of semester credit hours in which high school students enroll – Descriptive Measure

Fall 2008 baseline – 2,022	Spring 2009 baseline – 1,588
Fall 2009 Yr. 1. –4,924	Spring 2010 Yr. 1 – 4,346.5
Fall 2010 Yr. 2 – 8,254	Spring 2011 Yr. 2 – 9,202.0
Fall 2011 Yr. 3 – 8,441.0	Spring 2012 Yr. 3 – 7,344.0
Fall 2012 Yr. 4 – 8,740.0	Spring 2013 Yr. 4 – 7,781.2
Fall 2013 Yr. 5—11,313.2	Spring 2014 Yr. 5—5,687.2
Fall 2014 Yr. 6—10,264.0	Spring 2015 Yr. 6—4,520.3

Number of semester credit hours completed by high school students –

Descriptive

Fall 2008 baseline – 1,962	Spring 2009 baseline – 1,561
Fall 2009 Yr. 1 – 4,806	Spring 2010 Yr. 1 – 4,302
Fall 2010 Yr. 2 – 7,894	Spring 2011 Yr. 2 – 8,951
Fall 2011 Yr. 3 -- 8,406.0	Spring 2012 Yr. 3 – 6,912
Fall 2012 Yr. 4 – 7,825	Spring 2013 Yr. 4 – 6,933
Fall 2013 Yr. 5—11,086	Spring 2014 Yr. 5—5,556
Fall 2014 Yr. 6—5,306.0	Spring 2015 Yr. 6—5,616.0

Performance Objective: Student Success (1)

Element:

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

i.c. Passage rates on licensure exam in Nursing (PN)

SCLTC did not meet the targeted passage rate on licensure exam in Nursing (PN) of 87.5%. However, SCLTC did meet the measure when using the 2 vs 3 method. The average rate for Year 5 and Year 6 is 89.5% while the average rate for Years 2, 3, and 4 is 88.6%.

The Nursing Department at SCLTC constantly monitors student success for the Nursing licensure exam and makes adjustments as need to for student success when taking the exam.

ii. Number of students receiving certification(s), program and/or discipline related.

SCLTC students take industry based certification exams while enrolled. Certifications received this year are as follows:

- American Petroleum Institute- 6th Edition Rigger—453
- Automotive—ASE--0
- Heating, Ventilation, and Air Conditioning—76
- NCCER--43
- Nursing—PN—25
- Nursing—CNA—2
- U. S. Coast Guard all specialty areas—2,943

iii. Number of students assessed and earning WorkKeys certificates.

WorkKeys certifications also contribute to a student's employability and placement in high-wage, high demand jobs. SCLTC had a 95.2% passage rate for students taking the WorkKeys exam. Students in the college earned a total of 199 certificates. (See Appendix 1 for detail information).

1.d Data

i.c. Passage rates on licensure exam in Nursing (PN)

	Year 1 Actual	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Benchmark	Year 6 Actual
Passage rate PN licensure exam		93%	87.0%	80%	87.2%	92.9%	87.4%	95.7%	87.5%	83.3%
# students taking exam				41		28		23		30
# students passing exam				33		26		22		25

ii. Number of students receiving certifications (s), program and/or discipline related.

	Lafourche	Galliano	River Parishes	Young Memorial	Total
# students taking	46	0	40	3,631	3,631
# passed	46	0	39	3,457	3,542
Passage Rate	100	0	97.5%	95.2%	97.5%

iii. Number of students assessed and earning WorkKeys certificates, in each of the award levels (Bronze, Silver, Gold, Platinum).

	Number Assessed	Bronze	Silver	Gold	Platinum	Total Certificates Earned
2009-2010 Year 1	575	139	272	100	4	515
2010-2011 Year 2	177	46	80	46	1	173
2011-2012 Year 3	280	47	152	72	0	271
2012-2013 Year 4	608	181	234	84	0	499
2013-2014 Year 5	299	50	146	42	0	238
2014-2015 Year 6	209	33	136	28	2	199

Other assessments and outcome measures for workforce foundational skills maybe identified to report on workforce foundational skills. *Pending identification of other assessment and outcomes, institutions are not required to report on this measure*

Performance Objective: Articulation and Transfer (2)

All LCTCS colleges are open admissions institutions. The General Admission Policy Statement for First Time Freshmen (Policy #1.004) does not place any additional admission standards upon applicants as long as the applicant has a high school diploma or GED or has the ability to benefit as demonstrated on the college's entrance exam, COMPASS, or through ACT scores. Student articulation and transfer processes are aided through the implementation of additional policies as follows:

- **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 #1.028 – 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.

- **SCLTC Policies regarding Articulation and Transfer :**
 - SA.200 – Admission Policy
 - AA.108 – Credit by Examination

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

Being that SCLTC is accredited by the Council of Occupational Education and the four-year universities are accredited by Southern Association of Colleges and Schools (SACS), articulation requirements and challenges have presented hurdles to colleges that are currently being investigated as opportunities for students. LCTCS is in the process of changing to a common course numbering systems which should help to ease the articulation and transfer process with four-year universities.

SCLTC entered into a Memorandum of Understanding (MOU) with Nicholls State University (NSU) on February 15, 2012. This MOU allows for the transfer of credits from SCLTC to NSU to shorten the time to completion of the Bachelor's Degree in Accounting. There were no students tracked under this MOU for GRAD Act Year 6.

With the implementation by LCTCS of Banner, all LCTCS institutions share the same Student Profile System. This has allowed the sharing of student records within LCTCS. The ability to access transcripts from other institutions has greatly improved the transferring of credits with LCTCS.

Performance Objective: Articulation and Transfer (2)

Element:

- 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.

This measure is not applicable to technical colleges.

Performance Objective: Articulation and Transfer (2)

Element:

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

This measure is not applicable to technical colleges.

Performance Objective: Articulation and Transfer (2)

Element:

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

SCLTC does not currently have any referral agreements in place with 4-year institutions nor are the any students enrolled who have been tracked as being referred by a 4-year institution. SCLTC continues the work of developing formal agreements with nearby colleges for students who do not qualify for admittance in four-year colleges or the programs of study that they have applied for.

Performance Objective: Articulation and Transfer (2)

Element:

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

This measure is not applicable to SCLTC.

Performance Objective: Workforce and Economic Development (3)

South Central Louisiana Technical College (SCLTC) has met the one targeted measure for this performance objective. Measure 3.b.ii—Students enrolled in distance education courses—became a targeted measure for SCLTC beginning in Year 3. The Year 6 Benchmark was set for 65 students; the actual number of students enrolled was 747.

Element:

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

In an effort to better align SCLTC's Commercial Vehicle Operation Program to industry needs, the program was changed from a Technical Competency Area program of less than 1 Year to a non-degree program. This change has decreased the number of credit programs from 20 in Year 5 to 19 in Year 6.

Beginning with the Fall 2015 semester, SCLTC began offering its Air Conditioning and Refrigeration Program at the Lafourche Campus. The program follows the same curriculum as the other SCLTC campuses.

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

SCLTC revised the curriculum in the Process Production program to include two new exit credentials. The first credential is a Technical Competency Area of less than one year. The second credential added is a 1 Year Certificate of Technical Studies. SCLTC did not award any of the two new credentials during GRAD Act Year 6. In addition, the Information Technology diploma was change. Three of the technical diploma concentrations were changed to 1 Year Certificates and two less than 1 Year certificates were terminated. There is one Technical Diploma for Information Technology.

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

SCLTC offers a total of 19 programs on its campuses. All of the college's program offerings have been confirmed as meeting strategic workforce needs according to LWC and LED published forecasts. The college's geographic service area includes Labor Market Areas 1, 3, and 4. The college's programs were compared to each of these Labor Market Area forecasts as well as statewide forecasts where applicable.

3.a Data

i. Number of programs eliminated:

Campus	# Programs Eliminated
Lafourche	1
River Parishes	0
Young Memorial	0

ii. Number of programs modified or added:

Campus	# Programs Added	# Programs Modified
Lafourche	1	0
River Parishes	0	1
Young Memorial	0	1

iii. Percent of programs aligned with workforce and economic development needs:

Campus	# Programs Offered	# Programs Aligned	% Programs Aligned
Lafourche	7*	7	100%
River Parishes	9*	9	100%
Young Memorial	9*	9	100%

*Total programs offered at SCLTC is 19. Some programs are offered at multiple campuses.

Performance Objective: Workforce and Economic Development (3)

Element:

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

SCLTC received COE approval to offer courses online in Fall 2011. SCLTC offers online courses through LCTCS Online and Canvas Learning Management System using the SCLTC website. Due to budget cuts, beginning Fall 2012, SCLTC began offering courses through compressed video on the Lafourche and Galliano campuses. SCLTC also began offering core courses such as Orientation and Jobs through distance education.

SCLTC offered a total of 67 courses through distance education. All courses were 100% online of which five course offerings were for the Business Office Administration/Technology program, four courses were for the Process Technology program, 20 courses were core courses which apply to all technical diploma programs, and 15 courses were required for all associate degree programs.

SCLTC has one Associate level program offered 100% online and five certificate level programs offered as hybrid.

Beginning in July, 2015, LCTCS changed their Learning Management System from Moodle Rooms to Canvas. Canvas automatically creates a course shell when course section is entered into Banner. This has allowed all instructors access to the online portal. Canvas also furnished in depth instructor training, and LCTCS has obtained Tier 1 support allowing both students and instructors 24 hour help . A significant amount of courses within SCLTC’s programs of study require practical application of the didactic portion of the program through laboratory assignments and/or through work performed in clinical rotations or internships in the related field of study. Therefore, SCLTC does not anticipate programs offering many additional online courses.

3.b Data

Number of course sections with 50% and with 100% instruction through distance education:

Year	50% course sections	100% course sections
Baseline 2008-09	0	0
Year 1 – 2009-10	0	0
Year 2 – 2010-11	6	9
Year 3 – 2011-12	11	20
Year 4 – 2012 -13	15	31
Year 5—2013 -14	0	109
Year 6—2014—15	0	67

Number of students enrolled in courses with 50% and with 100% instruction through distance education:

Year	50%	100%	Benchmark
Baseline 2008-09	0	0	
Year 1 – 2009-10	0	0	
Year 2 – 2010-11	27	283	
Year 3 – 2011-12	316	265	50
Year 4 – 2012 -13	350	274	55
Year 5—2013 -14	0	1,153	60
Year 6—2014 - 15	0	747	65

Number of programs offered through 100% distance education:

Year	Programs Offered 100% online
Baseline 2008 -09	0
Year 1 – 2009 -10	0
Year 2 – 2010 - 11	0
Year 3 – 2011 - 12	0
Year 4—2012 - 13	0
Year 5—2013 – 14	1
Year 6—2014—15	1

Performance Objective: Workforce and Economic Development (3)

Element:

- 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.*

SCLTC evaluates success toward meeting its mission of Workforce Development primarily through students finding employment after training. Placement into jobs related to the field of training helps students to not only fulfill the service area’s workforce needs, but also helps improve students’ lifestyle through higher wages.

It continues to surprise the college that TCA completers within the college achieve higher average annual salaries than diploma and certificate completers based upon our research.

COE requires SCLTC to document the number of students completing a program or an exit point within the program and then subsequently finding employment each year. This number is tracked on the Completion, Placement and Licensure report which is submitted to COE each December. SCLTC heavily relies on this report when evaluating a program and determining its success.

3.d Data

Percent of completers found employed – Tracked measure.

	Lafourche		River Parishes		Young Memorial	
	Completion	Placement	Completion	Placement	Completion	Placement
2008-2009 Baseline	52.9%	66.8%	35.0%	36.7%	91.8%	96.7%
2009 - 2010	73.3%	54.2%	50.1%	59.3%	95.9%	91.1%
2010 - 2011	85.6%	77.9%	52.4%	73.1%	96.6%	97.1%
2011 - 2012	70.5%	88.2%	52.4%	68.2%	87.8%	79.2%
2012 - 2013	79.2%	87.5%	64.2%	81.2%	71.0%	79.0%
2013 - 2014	79.3%	81.2%	66.6%	82.7%	68.4%	78.3%
2014--2015	87.0%	82.0%	71.0%	78.0%	84.0%	81.0%

Source: COE Completion, Placement and Licensure reports

Performance Objective: Institutional Efficiency and Accountability (4)

SCLTC has met the one targeted measure for Institutional Efficiency and Accountability (d.i.). SCLTC has 73.3% of programs that met mandated/recommended accreditation. The benchmark was 55.0%.

Element:

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.

LCTCS colleges received approval to increase nonresident tuition rates over a six year period on January 27, 2011. The goal is to reach the average tuition amount charged to Louisiana residents attending peer institutions in other SREB states by 2015-2016.

SCLTC increased its nonresident tuition in 2016 fiscal year to \$6,868, up from the 2015 fiscal year amount of \$6,546.

4.c Data

Tuition and fees charged to non-resident students.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		57.2%	36.4%	26.7%	21.1%	17.4%
% Increase	--	56.8%	45.8%	28.0%	17.6%	4.9%
Recommended	--	\$3,031	\$4,134	\$5,237	\$6,340	\$7,444
Actual	\$1,928	\$3,024	\$4,408	\$5,565	\$6,546	\$6,868
SREB Peer	--	\$4,484	\$4,484	\$5,172	\$5,606	\$5,928
Difference from SREB Peer	--	-1,460	-76	393	940	940

Performance Objective: Institutional Efficiency and Accountability (4)

Element:

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:

i. Percent of eligible programs with either mandatory or recommended status that are current discipline accredited.

SCLTC has 20 programs offered over 4 campuses. Of the 20 programs, 15 programs have mandatory or recommended accreditation. There are 11 programs that have obtained accreditation; four programs are not currently accredited.

SCLTC does not currently have any designated centers of excellent recognized by the Board of Regents. It does, however, have 11 programs with programmatic accreditation.

4.d Data

i. Percent of accredited programs

	Year 3 Baseline	Year 4	Year 5	Year 6
Targeted	38.0%	40.0%	51.0%	55.0%
# of programs offered Mandatory/recommended accreditation	9	15	15	15
# program with mandatory/recommended accreditation	6	11	11	11
% of programs with mandatory/recommended accreditation	66.7%	73.3%	73.3%	73.3%

Performance Objective: Reporting Requirements (5)

Elements:

- a) Number of students by classification.

2,674 - Headcount, undergraduate students enrolled in fall 2014 Census Date.

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS).

Reference Board of Regents summary report SSPSLOAD

1,330.0 - Budgeted FTE (full-time equivalent) undergraduate students, annual using reporting year Fall 2014 and spring 2014.

Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System as referenced on Board of Regents reporting template

- b) Number of instructional staff members.

104 - Number instructional faculty for Fall 2014.

67.9 - FTE instructional faculty for Fall 2014.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System as referenced on the Board of Regents reporting template

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

5,370- Undergraduate headcount

564 – Undergraduate level sections

9.5 - Average undergraduate class size at the institution fall 2013

Source: Fall credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System as referenced on the Board of Regents reporting template.

- d) Average number of students per instructor.

19.6—Average number of students per instructor

Reference Board of Regents summary report

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

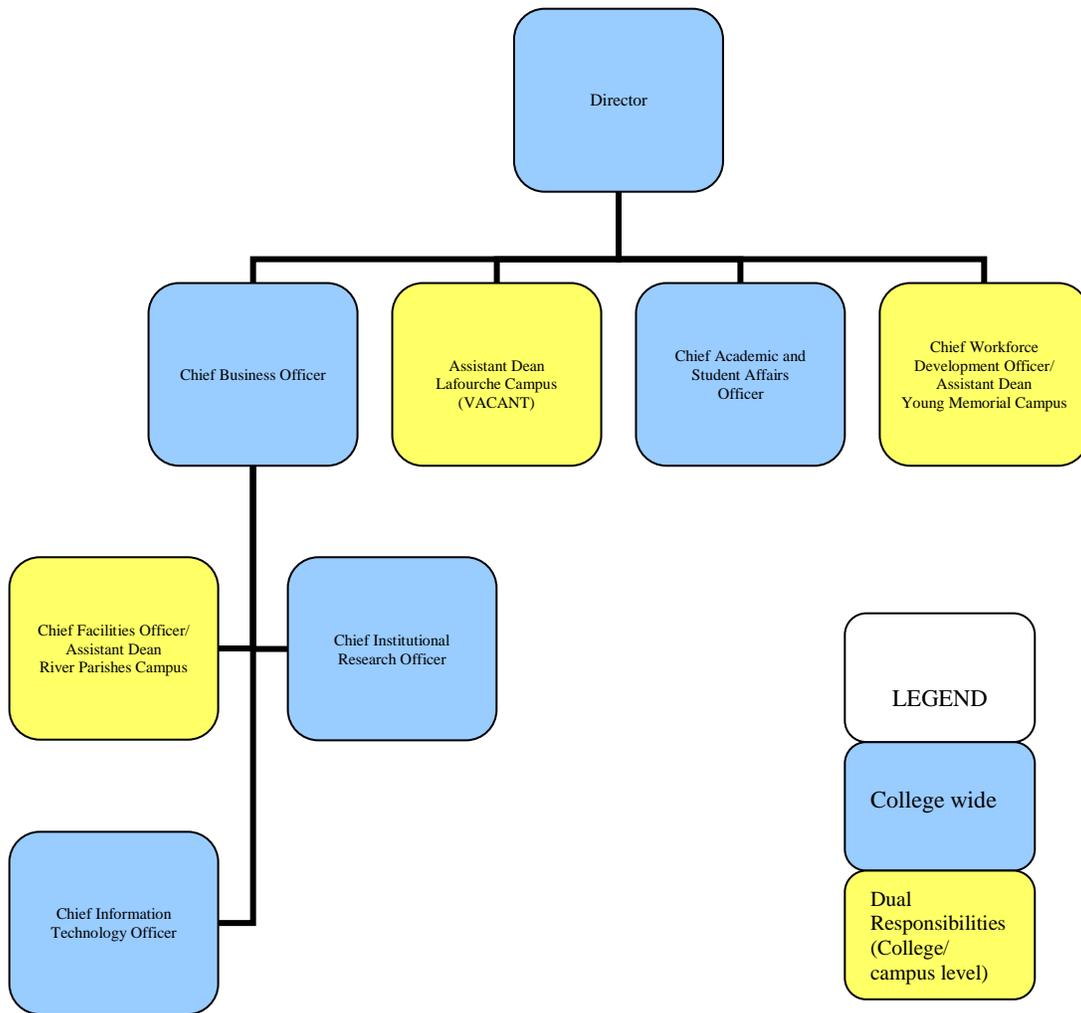
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Number of staff in administrative areas.

5 with 5 FTE staff.

- f) 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.

South Central Louisiana Technical College
Organizational Chart



g) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases

SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE SECTION 5(H) ATTACHMENT B							
POSITION	TOTAL BASE SALARY – Fall 2009	SALARY CHANGES SINCE 06/30/2008 - Reported for Fall 2010	SALARY CHANGES SINCE 06/30/2010 - Reported for Fall 2011	SALARY CHANGES SINCE 06/30/2011 - Reported for Fall 2012	SALARY CHANGES SINCE 06/30/2012 - Reported for Fall 2013	SALARY CHANGES SINCE 06/30/2013 - Reported for Fall 2014	SALARY CHANGES SINCE 06/30/2013 - Reported for Fall 2014
Assistant Dean/Chief Facilities Officer	\$79,832	07/01/2008, \$76,832, 4% merit inc. 05/18/2009, \$79,832, transfer to larger campus	None	None	None	07/01/2013, \$83,823, 5% merit increase and 08/19/2013, \$90,813 annual increase for assuming additional duties of Director of WorkReady U	10/01/2014, \$94,446, 4% Merit Increase
Regional Director	\$108,622	07/01/2008, \$108,622, 4% merit increase	None	Previous Director retired eff. 06/30/2012; replacement hired at \$106,000	None	Previous Director transferred 11/11/2012; replacement hired 11/12/2012 at \$101,000. Eff. 07/01/2013, 106,050, 5% merit increase	Appointed as Interim Chancellor of Fletcher Technical Community College eff. 06/16/2014 in addition to permanent position as Director of South Central Louisiana Technical College at \$144,084
Assistant Dean/Chief Workforce Dev. Officer	\$65,000	03/11/2010, \$70,000, additional responsibilities as Chief Workforce Development Officer	None	None	None	07/01/2013, \$73,500, 5% merit increase	10/01/2014, \$76,440, 4% merit increase
Chief Business Officer	\$76,440	07/01/2008, \$76,440, 4% merit increase	None	Previous Chief Business Officer retired eff. 06/30/2012; replacement hired at \$70,000	None	05/27/2013, \$75,000, assuming additional duties for Chief Financial Aide Officer and 07/01/2013, \$78,750, 5% merit increase	02/17/2014, \$93,000, salary increase; 10/01/2014, \$96,720, 4% merit increase
Chief Institutional Research Officer	\$74,565	07/01/2008, \$74,565, 4% merit increase	None	Previous Chief Institutional Research Officer retired eff. 06/30/2012; replacement hired at \$60,000	None	04/26/2013, \$65,000, assuming additional duties as E-Learning Coordinator; eff. and 07/01/2013, \$68,250, 5% merit increase	10/01/2014, \$70,980, 4% merit increase
Chief Information Technology Officer	\$54,080	07/01/2008, \$54,080, 4% merit increase	None	Previous Chief Information Technology Officer retired eff. 01/07/2012; replacement hired at \$60,150	None	07/01/2013, \$63,158, 5% merit increase	10/01/2014, \$65,684, 4% merit increase

Chief Student Affairs Officer	\$79,786	07/01/2008, \$79,786, 4% merit increase; 06/30/2010 Chief Student Affairs Officer retired and replaced 07/01/2010 at \$57,520	None	None	None	02/04/2013, \$67,000, Appointed as Asst. Dean of a campus and 07/01/2013, \$70,350, 5% merit increase	Previous Chief Student Affairs Officer resigned eff. 5/12/2014; duties absorbed by the Chief Academic Officer.
Chief Academic Officer	\$76,440	07/01/2010, \$76,440, 4% merit increase; 07/12/2010, \$86,440, add. duties as Chief Fin.Aide Officer	None	None	None	07/01/2013, \$90,762, 5% merit increase	10/01/2014, \$94,392, 4% merit increase
Campus Coordinator	\$58,311	07/01/2008, \$58,311, 4% merit increase and 12/11/2008, \$61,311, additional duties as eLearning Coordinator	None	None			

i) A cost performance analysis

Note: The Board of Regents will provide data for institutions to use when reporting on items i. and iii. – vi. as referenced below. Institutions will use their own data to report on Item ii.

Institutions should include a response for each item below in their annual report unless labeled as n/a.

- i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

\$7,973,475

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

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

As defined by the US DoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.”

\$18,442 – Cost of Attendance for a Louisiana resident, living off campus, not with parents for the reporting year 2014-15

Source: LASFAA Student Cost of Attendance Budgets for All Title IV Assistance Programs + institution tuition.

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

Certificate for technical colleges - Not reported in Board of Regents' Time to Degree report. The Board of Regents Reports located on the website at http://as400.regents.state.la.us/pdfs/TTD/2011_2012/ttdrptborc1.pdf with the report name of TTD RPTBOR does not include data for Technical Colleges in Louisiana.

- iv. Average cost per degree awarded in the most recent academic year.
\$2,406.93
- v. Average cost per non-completer in the most recent academic year.
Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges. \$1,556
- vi. All expenditures of the institution for that year most recent academic year.
As reported on Form BOR-3 during the Operational Budget Process.
\$7,973,475.

Appendix #1 to Attachment B
Licensure/Certifications Disciplines/Institutions
GRAD Act Elements 1.d.i. and 1.d.ii.
SCTLC--2014 - 2015

INDUSTRY-BASED CERTIFICATIONS	TOOK	PASSED	TOOK	PASSED	TOOK	PASSED	TOOK		TOOK	PASSED
	Lafourche		Galliano		River Parishes		Young Memorial		SCLTC	
American Petroleum Institute- 6th Edition Rigger	0	0	0	0	0	0	457	453	457	453
Automotive (ASE) -- 47.0604	0	0	0	0	0	0	0	0	0	0
Drafting -- 15.1301	0	0	0	0	0	0	0	0	0	0
EMT Basic	0	0	0	0	0	0	0	0	0	0
Heating, Ventilation and Air Conditioning -- 47.0201	3	3	0	0	33	33	54	40	90	76
Internet and Computing all areas (COMPTIA, CISCO, IC3)	0	0	0	0	0	0	0	0	0	0
NCCER - all areas (National Center for Construction Education and Research)	43	43	0	0	0	0	0	0	43	43
Nursing PN	0	0	0	0	5	4	25	21	30	25
Nursing-CNA	0	0	0	0	2	2	0	0	2	2
U.S. Coast Guard all specialty areas	0	0	0	0	0	0	3009	2943	3009	2943
Totals	46	46	0	0	40	39	3545	3457	3631	3542

WorkKeys Exam										
No. of Students who took exam WorkKeys Exam										
No. of Students who received Bronze Cert.					133		76			209
No. of Students who received Silver Cert.					17		16			33
					91		45			136