Central Louisiana Technical Community College

GRAD Act Performance Objectives/Elements/Measures

2014 Annual Report
April 29, 2014

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Performance Objective: Student Success (1)

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

Central Louisiana Technical Community College (CLTCC) exceeded all targeted measures for the Student Success objective. The College projected a 63.3% Year 4 retention rate for the Fall 2013 to Spring 2014 semesters and actually attained a 72.5% retention rate. CLTCC exceeded targeted completions for certificate award level, diploma award level and associate award level exit points for the academic year 2012-2013. Additionally, the college exceeded the projected award productivity rate.

Student success policies/programs/initiatives implemented/continued during the reporting year.

Policies and Procedures Continued
Central Louisiana Technical Community College (CLTCC) follows policies set forth by both the Louisiana Community and Technical College System (LCTCS) and the institution itself. These policies provide student success opportunities and thereby promote student achievement and completion of their chosen program. The LCTCS policies that are in place to help students acquire a degree include amnesty from past attempts in postsecondary education; cross enrollment opportunities for students with schedule conflicts; awarding credit for past experiences and/or certifications; credit for high school courses that meet articulation agreements; and dual enrollment opportunities. In addition to the management board policies, CLTCC provides open enrollment opportunities into many programs; accepts transfer credit from other accredited colleges; provides developmental education courses for those students not meeting minimum entrance testing requirements; and provides opportunities for course substitution and course waivers. Student success will continue to be enhanced as CLTCC phases in increased admission requirements, minimum placement exam scores, and developmental education opportunities to increase student retention and graduation rates. Academic advising is also provided by program faculty and Student Services personnel to assist students in remaining on course for graduation.

Complete LCTCS policies can be found at www.LCTCS.edu.

Complete CLTCC policies and procedures can be found in the CLTCC College Catalog and Handbook at www.CLTCC.edu.

Initiatives Continued
CLTCC continues high school partnership initiatives with Rapides Parish School System, Allen Parish School System, Avoyelles Parish School System, Catahoula Parish School System, Concordia Parish School System, Grant Parish School System, Jackson Parish School System, Vernon Parish School System, and Winn Parish School System. Students entering CLTCC as a post-secondary student after graduation will have post-secondary credit course work on their transcript. Student opportunity for dual enrollment is available in many program areas, including Welding, Automotive Technology, Carpentry, Air Conditioning Refrigeration, Drafting and Design Technology, Nurse Assistant, Patient Care Technician, Care and Development of Young Children, Criminal Justice, Outdoor Power Equipment Technology, Forest Technology, Business Office Technology, Building Technician Specialist, Culinary Arts, Hospitality and Tourism, and Industrial Manufacturing Technology.

The college provides dual enrollment information to high schools within the region during career fairs and visits to high schools through the College's Dual Enrollment Coordinators. The College and Careers Transitions program has established a consortium of secondary and postsecondary administrators and

faculty. The CLTCC College and Career Transitions Coordinator works with secondary school superintendents and career and technical education coordinators to allow both the secondary school system and CLTCC to track program growth, student interest, and to explore the development of new programs. The consortium works with CLTCC to determine linkage activities, which expands existing and develops new dual enrollment opportunities. Examples of linkage activities include curriculum development, job fairs, career exploration activities, and annual welding and small engine competitions.

CLTCC continues its college-wide completion and placement program to improve educational and occupational placements through the current instructor-based placement program plan. Additionally, Student Services personnel work in conjunction with instructors to improve completions and placements. CLTCC continues its comprehensive career advising and student support capability at each site. Additionally, dual enrollment coordinators work in conjunction with each student affairs office to employ a program for student career exploration and selection, as well as student retention, completion and credentialing for all students including special population students. The student enrollment system, Log on Louisiana (LoLA), provides student self-service access to course registration, course grades, program progress reports, and online payment options. Students and faculty are able to utilize a "what if" analysis tool to track completion of required course work in a program.

Initiatives Implemented

In order to better serve our college faculty and students, the CLTCC organizational structure will be modified to include a Dean of Technical Programs and Dean of Academic and Health Programs. With the implementation of these positions, program curriculum, objectives, and outcomes will be more closely monitored. The Deans will serve an important role by providing the faculty with the support necessary to produce high-quality training and instruction to our students.

CLTCC implemented a series of all-inclusive professional development training sessions that focus on developing quality program missions, program outcomes, course syllabi, course outcomes, and rubrics. This training serves a two-fold purpose. It can lead to higher retention, completion, transfer preparation, credentialing and placement of all students. Furthermore, the training ensures compliance with Council on Education (COE) accreditation requirements and prepares the college to meet the future requirements for SACS-COC accreditation.

CLTCC will hold chapter charter and student induction ceremonies for several new honor societies in Spring 2014. The honor societies to be chartered include Phi Theta Kappa Honor Society, academic; National Technical Honor Society, technical studies; Gamma Beta Phi Society, academic and community service; Alpha Beta Gamma International Business Honor Society, business; and The National Federation of Licensed Practical Nurses Student Honor Society, practical nursing.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

CLTCC continues to use results shown on various reports to evaluate and design improvement plans where necessary to ensure program and institutional effectiveness. Reports used, but are not limited to:

- Integrated Postsecondary Education Data System (IPEDS) Student Financial Aid, Completions, Graduation Rates, 12-month enrollment, Fall Enrollment Reports
- Council on Occupational Education (COE) Completion, Placement, and Licensure Annual Report
- Carl Perkins Accountability Annual Report

- Board of Regents Annual Completion Report

CLTCC is currently accredited by the Council on Occupational Education (COE). Council accreditation assures the public that the college provides quality instruction; maintains adequate and appropriate facilities; operates ethically; has high educational standards; and provides proof of the achievement of learning and program objectives. The achievement of learning and program objectives are validated through student attainment of certificates, diplomas, and degrees, as well as, program licensure and employment in the skill area. The college is required to submit an annual report to COE. The report identifies if the college meets standards, criteria, and conditions set by the Council. This report includes the completion, placement and licensure counts and percentages for each accredited program. Each year the Council publishes the completion, placement and licensure benchmark rates the college must attain in each program to be considered in compliance. If the college falls below an acceptable benchmark rate in any category (completion, placement or licensure), in any one program, a plan of action must be submitted to COE at the time of annual report submission. The plan must address how the college will increase rates to the acceptable range. Additionally, the college must show appropriate action is taken to address deficiencies within 24 months of identified deficiency.

One example of report usage is found with the COE Completion, Placement and Licensure Report (CPL). After all completion, placement, and licensure data have been aggregated, results showing programs failing to meet CPL benchmarks are provided to the Dean of Technical Programs, Dean of Academic and Health Programs, and Program Chairs. Program Chairs consult with faculty/staff from a program with deficiencies to explain the requirement to submit a written Program Improvement Plan. The Program Improvement Plan must address all areas of deficiency. The program faculty must submit a follow-up report of the Program Improvement Plan at the end of the spring semester providing specific data on improvement in areas of deficiency. Program Chairs evaluate progress to address any deficiencies in a program and evaluate the qualifications and performance of the program's instructional personnel.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.

To ensure student success is accurately reported, the college has implemented a more definitive, consistent data collection process and degree audit process for student affairs officers and lead program faculty. These in-service workshops provide the necessary guidelines to properly award Certificate of Technical Studies (CTS), Technical Diplomas (TD), and Associate of Applied Science (AAS) degrees to students at all levels of attainment during continued enrollment and ultimately to highest level of program completion.

Development/use of external feedback reports during the reporting year.

Several evaluations comparing CLTCC to six peer colleges have been reviewed through the use of the National Center for Education Statistics IPEDS Data Feedback Report 2013. The six comparison colleges are Albany Technical College (Albany, GA); Central Carolina Technical College (Sumter, SC); Lanier Technical College (Oakwood, GA); Middle Georgia Technical College (Warner Robins, GA); South central Kentucky Community and Technical College (Bowling Green, KY); Wiregrass Georgia Technical College (Valdosta, GA).

CLTCC's peer colleges include medium, public, 2-year colleges, with enrollment of a similar size. Included in the comparisons seen on the feedback report are students enrolled by race/ethnicity, headcount enrollment, FTE enrollment, degrees and certificates awarded, tuition/fees charged, net-price of attendance, and financial aid granted.

Element:

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 CLTCC implements academic policies including dual enrollment partnerships, placement testing, and developmental education to promote student success and improve program completion rates. Student Services personnel advise students to assist the students in remaining on track to graduation.

    iii.   Fall to Spring Retention Rate (TC) /Fall to Fall (CC)

	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 6 Target
Fall to Spring Retention Rate	65.9%	66.4%	65.4%	66.9%	62.3%	63.3%	72.9%	64.3%	72.5%	65.3%	66.3%
# in Fall Cohort	320		430		430		218		287		
# retained to Spring	211		268		268		158		208		

Element:

b) Increase the percentage of program completers at all levels each year.
Central Louisiana Technical Community College offers programs which prepare students for immediate employment in high-demand occupations. Upon program completion, students may earn any of the following credentials:

                    Technical Competency Area (TCA)
                    Certificate of Technical Studies (CTS)
                    Technical Diploma (TD)
                    Associate of Applied Science (AAS)

    i.   Percent change in program completers

Measure	Baseline 2008-09	Year 1 Benchmark	Year 1 2009-10 Actual	Year 2 Benchmark	Year 2 2010-11 Actual	Year 3 Benchmark	Year 3 2011-12 Actual	Year 4 Benchmark	Year 4 2012-13 Actual	Year 5 Benchmark	Year 6 Target
Certificate - 1 yr (Award level 1)	2.1%	61.8%	4.2%	140.3%	6.3%	137.5%	8.3%	131.9%	10.4%	12.5%
	144	147	233	150	346	153	342	156	334	159	162
Diploma (Award level 2)	0.3%	9.3%	0.5%	8.8%	0.8%	29.3%	1.1%	-2.2%	1.4%	1.6%
	365	366	399	367	397	368	472	369	357	370	371
Associate (Award level 3)	7.1%	50.0%	14.3%	-7.1%	21.4%	135.7%	28.6%	64.3%	65.7%	42.9%
	14	15	21	16	13	15	33	15	23	15	15

Element:

c) Develop partnerships with high schools to prepare students for postsecondary education. CLTCC partners with many high school systems in multiple parishes including: Avoyelles, Rapides, Grant, Concordia, Jackson, Vernon, Grant, Winn, and Catahoula. Through its partnership with the Orchard Foundation, CLTCC continues to offer career coaching and career assessments to college high school students utilizing the Career Compass of Louisiana. Additionally, CLTCC employs two Dual Enrollment Coordinators who are instrumental in referring students to the Dual Enrollment programs. Finally, CLTCC has launched a C4M dual enrollment program at Peabody High School in Rapides parish to accelerate preparation of high school students for high demand occupations in the manufacturing industry.

c.		Year 1`	Year 2	Year 3	Year 4
		2009-2010	2010-2011	2011- 2012	2012- 2013
i.	i. Students Enrolled	1260	1308	1145	1211
ii.	ii. Semester Credit Hours Enrolled	8784	7188	5725	5767
iii.	iii. Semester Credit Hours Earned	8341	6829	5421	6506

Element:

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

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

	Baseline Data	Year 1	Year 2	Year 3	Year 4
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number students who took licensure exam	131	170	113	146	89
Number students who met the standards for	106	152	107	135	81
Passage rate	80.9%	89.4%	94.7%	92.5%	91.0%

Source: Louisiana State Board of Practical Nurse Examiners

      ii.   Number of students receiving certification(s), program and/or discipline related. Applies to programs in which students can obtain certifications as evidence of a student's knowledge and/or expertise in an area, which may or may not be required for employment. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.

Passage rate on licensure rate/certification exams.

	Year 1	Year 2	Year 3	Year 4
	2009-10	2010-11	2011-12	2012-13
number of students who took certification exam	162	83	118	116
number of students who met the standards of passage	152	82	113	112
Passage rate	93.8%	98.8%	95.8%	96.6%

See Attachment B Appendix 2 - IBC spreadsheet for detailed list of certifications by program

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

CLTCC requires to students to complete the Work keys assessment as part of the Job Seeking Skills (JOBS) class in acknowledgement of the importance of assessing foundational skills. The JOBS course is a core course which provides training in employment searching, personal presentation, and continuous skill building. In partnership with the Orchard Foundation, CLTCC provides computer labs at each of its sites for the underemployed and the unemployed residents of Central Louisiana. Those who wish to, have the opportunity to take Work keys assessments which can lead to a National Career Ready Certificate. The National Career Ready Certificate demonstrates that the individual possesses

the foundation skills necessary for participation in the workforce.

	Year 1	Year 2	Year 3	Year 4
	2009-2010	2010-2011	2011-2012	2012-2013
Number of students who took Workkeys ® assessment	499	440	308	604
Number of students earned Bronze certificate	83	82	82	180
Number of students earned Silver certificate Passage rate	156	204	154	215
Number of students earned Gold certificate	123	51	20	175
Number of students earned Platinum certificate	45	0	4	0
Passage Rate	81.56%	76.59%	84.41%	94.40%

iv.   Pending identification of other assessment and outcomes, institutions are not required to report on this measure.

Performance Objective: Articulation and Transfer (2)

Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.

Policies Continued
Central Louisiana Technical Community College (CLTCC) is an open-enrollment institution. Policies of the LCTCS and CLTCC support the enrollment of students who are unprepared for admission into four-year universities. These policies provide options for students to enroll in technical programs or a general studies program while, at the same time, enroll in developmental courses and general education courses for transfer into four-year universities at a later date. Furthermore, CLTCC continues the process of transitioning from a Technical College to a Technical Community College in an effort to further facilitate students' ability to articulate or to local universities.

Complete LCTCS policies can be found at www.LCTCS.edu.

Complete CLTCC policies and procedures can be found in the CLTCC College Catalog and Handbook at www.cltcc.edu.

Initiatives Continued
Central Louisiana Technical Community College (CLTCC) continues its partnership with Northwestern State University (NSU) that provides students who do not meet NSU's admission requirements with an opportunity to transition through CLTCC back to NSU. This partnership continues through a signed Memorandum of Agreement entitled Connect to Success (CTS). The CTS program provides students with a transparent and systematic outline for successfully completing a baccalaureate degree and/or an associate degree. Students who do not meet NSU's admission requirements and are denied admission get referred to CLTCC for admission. Once enrolled into the CTS program, students schedule the appropriate developmental courses, as well as general education courses. The partnership is designed to increase retention and persistence in higher education, increase student success, and to foster positive student development.

Additionally, Central Louisiana Technical Community College continues its Articulation Agreement with Upper Iowa University (UIU). Upper Iowa University transfers a maximum of 78 credits from CLTCC. Grades earned from courses accepted for transfer appear on a student's UIU transcript and the articulated credits earned count toward the total number required for graduation.

CLTCC implemented enhanced Developmental Educations courses. The Developmental Education courses were developed to provide an additional means for students who do not meet the minimum or basic requirement for college enrollment to develop the skills necessary to pursue an education in college or university of their choosing. Additionally, the Adult Education programs offered at CLTCC provide students who did not complete high school which will afford them the opportunity to earn the General Education Diploma to enable them to attend a postsecondary institution

Accreditation
Central Louisiana Technical Community College is currently accredited by the Council on Occupational Education (COE) and is currently completing the necessary process to apply for accreditation through the Southern Association of Colleges and Schools (SACS). Prior to obtaining SACS accreditation, CLTCC cannot receive approval by the LCTCS Board and Board of Regents to offer the Louisiana Transfer Degree. As such, the articulation and transfer initiatives between CLTCC and SACS institutions are more

challenging than the transfer process between non-SACS institutions, i.e. technical colleges. Most CLTCC programs do not offer transfer opportunities for technical courses. Students enrolled in Associate of Applied Sciences (AAS) programs can attain up to 15 credit hours of general education courses that are transferrable to SACS accredited universities and community colleges. Opportunities for transfer credit for CLTCC technical courses are wholly identified by the accepting institution.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

Students enrolled through the CLTCC/NSU partnership and the CLTCC/UIU partnership will be tracked to determine the effectiveness of preparing students for transition to the Universities. The success of the programs will be determined by students retained in the programs, students completing necessary requirements to enter either University, students continuing in a CLTCC program, or students entering the workforce.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.

With the implementation of the new student enrollment system, LoLA, all LCTCS technical and community colleges will have access to student transcripts from students who attend one of the LCTCS technical and community colleges. As a result, academic advisors will be able to identify previous coursework in a more efficient manner.

CLTCC is prepared to utilize the services of the National Student Clearinghouse (NSC). The National Student Clearinghouse provides an opportunity for its college members to follow the progress and success of former students. This membership enables CLTCC to track students and determine if the former student transferred or re-enrolled at another institution and whether or not they earned a credential. At this time, CLTCC is in the initial testing phase, which consists of file uploads to NSC. The first step in receiving full access to NSC is complete with two files successfully received and processed. With the successful upload of two enrollment files, the college expects NSC account access to utilize Degree Verify, Enrollment Verify, Student Tracker, and Electronic Transcript Exchange services from NSC.

Development/use of agreements/external feedback reports during the reporting year.

From the success of the Solutions to Expanding College Student Access and Providing Relevant Workforce Training rapid response program, Central Louisiana Technical Community College (CLTCC) and Northwestern State University have now entered into a Memorandum of Understanding. The program provides students that do not meet NSU's entrance requirements an opportunity to enroll in developmental and general education courses that will be seamlessly transferred to NSU once all requirements are met.

Students seeking an Associate of Applied Science (AAS) at technical colleges are held to the same general education placement standards as other associate degrees, e.g. Associate of Science (AS), taught at community colleges and four-year universities.   Students seeking an AAS must first achieve the appropriate placement test scores prior to being admitted into general education courses. By requiring

placement test score requirements for admission into general education courses, CLTCC should positively affect retention of students from the College to community colleges or four-year universities.

Currently, transfer data from four-year universities and community colleges to CLTCC is tracked through students submitting transcripts from attended universities and community colleges. General education courses and other coursework from community colleges and universities listed on the Board of Regents Articulation and Transfer Matrix are accepted automatically into the bachelor and associate degrees of those universities and community colleges appearing on the matrix. Coursework of institutions not appearing on the matrix is accepted into a bachelor or associate degree only by evaluation of course syllabus and faculty credentials. Credits that do not match course descriptions or syllabi from the college to CLTCC are granted through successful completion of challenge exams.

Element:

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

ii. Number of students enrolled.

	Year 1	Year 2	Year 3	Year 4
	2009-2010	2010-2011	2011-2012	2012-2013
Students enrolled	0	12	216	130

Performance Objective: Workforce and Economic Development (3)

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

Central Louisiana Technical Community College (CLTCC) consistently evaluates program offerings. The College eliminates programs that have low student completion rates as identified by the Louisiana Board of Regents (BoR) and programs that are not aligned with current or strategic workforce needs of the state and/or region as identified by the Louisiana Workforce Commission (LWC) and Louisiana Economic Development (LED). CLTCC's Workforce Development and Enterprise Services department led several rapid response grants that included training for high demand occupations such as Welding, Millwright NCN, Construction, and Timber Heavy Equipment Operator. CLTCC, in conjunction with ACT Work keys and the Central Louisiana Economic Development Alliance, worked with 17 local companies to test their incumbent workers through the Tomorrow's Workforce Now initiative.

Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.

CLTCC utilizes the program low-completion report received from the Board of Regents. This report lists programs that do not meet the three-year average requirement to be considered viable for workforce needs. College administrators evaluate listed programs to determine if programs are in high-demand areas, which may justify modifications of the program, or if programs need to be closed. The college then provides a written response to the Board of Regents (BOR). The BOR then reviews the responses and determines whether or not the college must close a program or allow the program to continue for a probationary period based on workforce demand.

Each program has an Occupational Advisory Committee made of members from business and industry in the program field of study. Twice annually, during the fall and spring semesters, each training program is evaluated during Occupational Advisory Committee meetings where program content is reviewed by committee members to ensure training objectives are in alignment with business and industry needs and are used throughout training, program length is reviewed by committee members to ensure that entry level wages are directly related to the length of training and the tuition cost of training, program objectives are reviewed to ensure the needs of regional employers are met, program equipment and materials are reviewed to ensure similarity to those used in business and industry, and verifiable range of remuneration that can reasonably be expected by completers who enter a chosen field upon completion of the program.

Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.

The information gathered during the Occupational Advisory Committee meetings was instrumental in CLTCC Administration's decision to eliminate two programs, add two programs, revise several programs, and to offer two new Associate Degree programs in an effort to more adequately address current workforce demand. CLTCC closed the ICT: Computer Networking Support and Industrial

Electronics Technology courses at all sites. The Industrial Manufacturing Technology and the Computer Technology Specialist programs were added. CLTCC revised the Practical Nursing, Pharmacy Technician and Building Technology Specialist programs were revised to reflect current workforce needs. Additionally, CLTCC was granted approval to offer the Associate of General Studies with an embedded Certificate of General Studies and the Associate of Applied Science in Technical Studies.

The college evaluates top demand occupations by parish and region and aligns the data with enrollment by program. This process ensures the programs offered by CLTCC are relevant and meeting workforce demand. These top enrollment programs are consistent with top demanded jobs as seen on the Louisiana Workforce Commission website at www.laworks.net. The following chart shows the top five programs by enrollment for CLTCC. The top five programs provide training in health services, trade, business, construction and manufacturing. During the fall 2013 semester, over 56% of CLTCC's student enrollment by program area provided training in high-demand occupational fields as seen on the Top Demand Occupations Revised 2011 for Regional Labor Market Area 2. See the Louisiana Workforce Commission website link, (http://www.laworks.net/Downloads/LMI/WorkforceInfoReview_2011-2012.pdf, for a complete listing of the top demand occupations.

Fall 2013 Top Five Programs by Enrollment
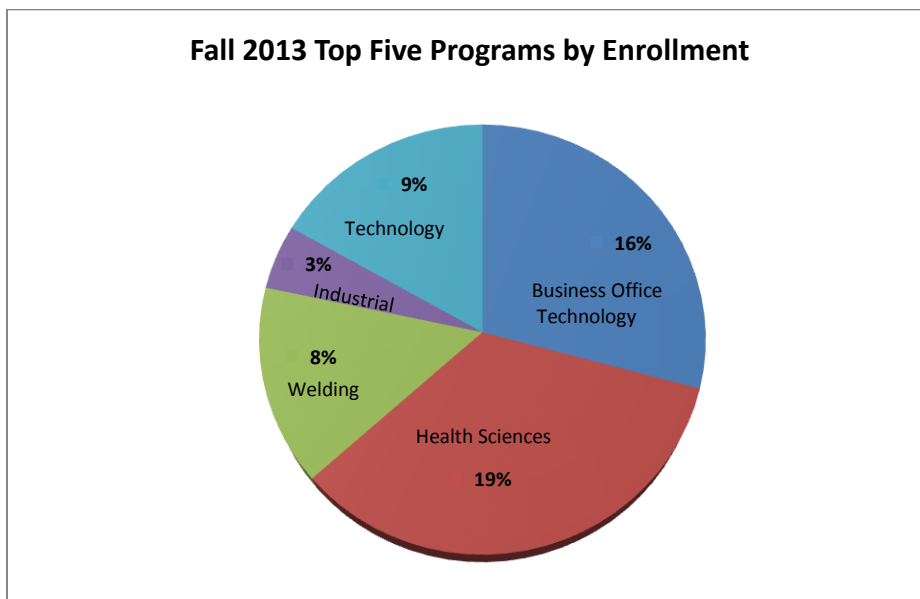
CLTCC's Office of Workforce Development provides many opportunities for credit and non-credit training in high-demand areas, as reported in the Louisiana Workforce Commission's database. Most of the courses lead to industry based credentials. Additionally, the Office of Workforce Development led Work Readiness/Soft Skills Training courses that provided instruction in rational decision making, effective communication, time management, teamwork, conflict resolution, workplace mentors, and managing finances.

Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the Employment Outcomes Report.

A study completed by the Board of Regents (BOR) utilizing both BOR and Louisiana Workforce Commission data has been completed. This study provides a baseline report examining the employment of all Louisiana postsecondary completers, as well as, CLTCC completers. The design of the study is to determine personal economic value of public higher education in the state of Louisiana, retention of

postsecondary completers in the workforce, impact residency status has on retention, wage earnings six months and eighteen months following graduation, and impact on earnings by level of education. Please note the employment rates and salaries on the Employment Outcomes Report are derived from employment found for completers in Louisiana.

CLTCC utilizes other means of tracking students into the workforce outside of the 2012 Employment Outcomes Report. CLTCC collects follow-up information of students through many avenues. Students formally exiting the college can provide employment data when completing a College Exit/Job Placement form. Employment follow-up emails are sent to former students requesting the completion of an employment survey. Faculty and staff contact former students through telephone and email to collect employment data. Any collected employment data is entered into the college student enrollment system. An aggregate total of employment data by program is compiled and reported to COE on the annual Completion, Placement, and Licensure (CPL) Report.

CLTCC is awarded WIA funds through the Louisiana Workforce Commission and the Workforce Investment Board. The college utilizes the Louisiana Workforce Commission's data on high-demand workforce needs when determining use of Carl Perkins funding. The state's high-demand occupations are studied when preparing the college's LAP.

Improved technology/expanded distance learning offerings during the reporting year.

CLTCC provides student access to online courses through the college's Moodle access and through LCTCS Online. Students enrolled in online courses have computer lab access at many locations throughout the college. Each CLTCC site provides access to Internet ready computer workstations in areas such as open labs. Students can also access online courses using Wi-Fi connections available at all CLTCC site locations. The Banner student enrollment system in allows students to seamlessly enroll in online courses. The courses are identified with an online delivery method through the course number lookup query when students select courses for enrollment. Students access the online courses through one login access portal, LOLA. Additionally, Faculty are provided opportunities for training to develop online courses during LCTCS annual conferences.

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.

	Year 1	Year 2	Year 3	Year 4
	2009-10	2010-11	2011-12	2012-13
i. Number of programs eliminated	2	3	1	2
ii. Number of programs modified or added	2	7	3	7
iii. Percent of programs aligned with workforce and economic development needs:				
Programs Offered	26	25	24	26
Programs Aligned with workforce and economic development needs	26	25	24	26
% Programs aligned with workforce needs	100%	100%	100%	100%

Element:

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

With monies provided by the Perkins CTE Leadership Grant, a team from LCTCS is working on several projects designed to improve online instruction and enhance accessibility for CTE students. The project includes professional course re-design of 14 popular CTE courses. These courses will be available for any school within the system to use to get up and running quickly. In order to minimize the learning curve for at least 40 of our CTE instructors, we are offering a 6 week online teaching professional development course. All 700 CTE Faculty members will be invited to a one day workshop designed to motivate them and introduce them to online teaching. Other products in development are an app for student mobile access and gaming-style learning activities to complement high-quality faculty instruction. These resources will provide a jumpstart to several colleges in adopting online learning and will provide some variety and improved quality for other schools.

b.		2009-10	2010-11	2011-12	2012-13
i.	Number of course sections with 50% - 100% instruction through distance education: reported separately for 50% - 99% and 100%	0	0	0	0
ii.	Number of students enrolled in courses with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%	0	0	0	0
iii.	Number of programs offered through 100% distance education: by award level.	0	0	0	0

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.

Student Services personnel assist students in securing employment and continuing education opportunities. Each program contains a Job Seeking Skills course to equip students with the knowledge and skills necessary to successfully pursue employment in their chosen occupational field. Placement data is compiled annually in compliance with the Council on Occupational Education Annual Report.

    i.   Percent of completers found employed.

d.*i.* Percent of Completers found employed	2009-10	2010-11	2011-12	2012-13
Number of completers	162	1079	1115	714
Number of completers employed	152	759	892	538
Placement Rate	93.8%	70.3%	80.0%	75.4%

    ii.   Increasing the performance of associated degree recipients who transfer.
            See Elements 2.b and 2.d.

Performance Objective: Institutional Efficiency and Accountability (4)

Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.

Central Louisiana Technical Community College (CLTCC) continues its partnership with Northwestern State University that provides students who do not meet NSU's admission requirements with an opportunity to transition through CLTCC back to NSU. This partnership continues through a signed Memorandum of Understanding entitled Connect to Success (CTS) program. The CTS program provides students with a transparent and systematic outline for successfully completing a baccalaureate degree and/or an associate degree. Students who do not meet NSU's admission requirements and are denied admission get referred to CLTCC for admission. Once enrolled through the CTS program, students schedule the appropriate developmental courses, as well as general education courses. Students who complete developmental courses plus 18 credit hours of general education with a 2.0 GPA or higher are then able to transfer into Northwestern.

Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.

During the 2012 fiscal year, the annual tuition and fees for a full-time CLTCC nonresident student was $4,144. CLTCC nonresident student tuition and fees increased to $5,037 for the 2013 fiscal year. Nonresident student tuition and fees increase again for the 2014 fiscal year to $5,641. When comparing CLTCC out-of-state tuition and fees to its SREB peers for fiscal year 2014, CLTCC's out-of-state tuition and fees are approaching the SREB peer average of $4,484.

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.

Fiscal Year	Total tuition and fees charged to non-resident students.	Percent Increase
2011	$3,044	36.1%
2012	$4,144	21.5%
2013	$5,037	17.7%
2014	$5,641	12.0%

    i.   Tuition and fees charged to non-resident students.

	FY 2011	FY 2012	FY 2013	FY 2014
CLTCC non-resident tuition/fee amount	$3,044	$ 4,144	$ 5,037	$ 5,641
SREB Targeted Measure	$7,444	$ 7,444	$ 7,444	$ 7,444
Difference	$(4,400)	$(3,300)	$(2,407)	$(1,803)

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:

The Board of Regents shall continue to develop policy for this element. Upon approval of the policy, additional measures and reporting requirements will be defined. Pending development of these items, institutions are only required to report on the following measure:

    i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited. Baseline: January 1, 2014 (reported in Year 4)

	Base Year Year 4
	As of January 2014
Number of programs with mandatory or recommended policy code	*19*
Number of above programs that are currently discipline accredited	*12*
Calculated rate	*63.2%*

Performance Objective: Reporting Requirements (5)

Elements:

a) Number of students by classification.

2,127 - Headcount, undergraduate students enrolled in Fall 2013.
2,283 - Headcount, undergraduate students enrolled in Fall 2012.
Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS).
Reference: Board of Regents summary report SSPSLOAD.

1,676.1 - Budgeted FTE (full-time equivalent) undergraduate students, Fall 2013.
1,967.8 - Budgeted FTE (full-time equivalent) undergraduate students, Fall 2012.
Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

b) Number of instructional staff members

131 - Number instructional faculty for fall 2013.
97.1 - FTE instructional faculty for fall 2013.
Source: Employee data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

c) Average class student-to-instructor ratio.

8.6 - Average undergraduate class size at the institution Fall 2013.
7,569 – Undergraduate headcount fall 2013.
  884 – Undergraduate level sections fall 2013.

7.2 - Average undergraduate class size at the institution fall 2011.
7,259– Undergraduate headcount fall 2011.
1003 – Undergraduate level sections fall 2011.
Source: Fall credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

d) Average number of students per instructor.

19.1 – Ration of FTE students to FTE instructional faculty fall 2013
18.1 - Ratio of FTE students to FTE instructional faculty fall 2012.
Source: Data submitted by the institutions to IPEDS

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

5 - Number of non-instructional staff members, fall 2013.
5 - FTE non-instructional staff members, fall 2013.

| Position	# of non-instructional Staff	FTE of non-instructional staff
Assistant Dean	1	1
Comptroller	1	1
Chancellor	1	1
HR Manager	1	1
Vice- Chancellor -Acad & Stud	1	1

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

f) Number of staff in administrative areas.

5 - Number of executive/managerial staff, fall 2013

5 - FTE executive/managerial staff, fall 2013

Position	# of non-instructional Staff	FTE of non-instructional staff
Assistant Dean	1	1
Comptroller	1	1
Chancellor	1	1
HR Manager	1	1
Vice- Chancellor -Acad & Stud	1	1

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

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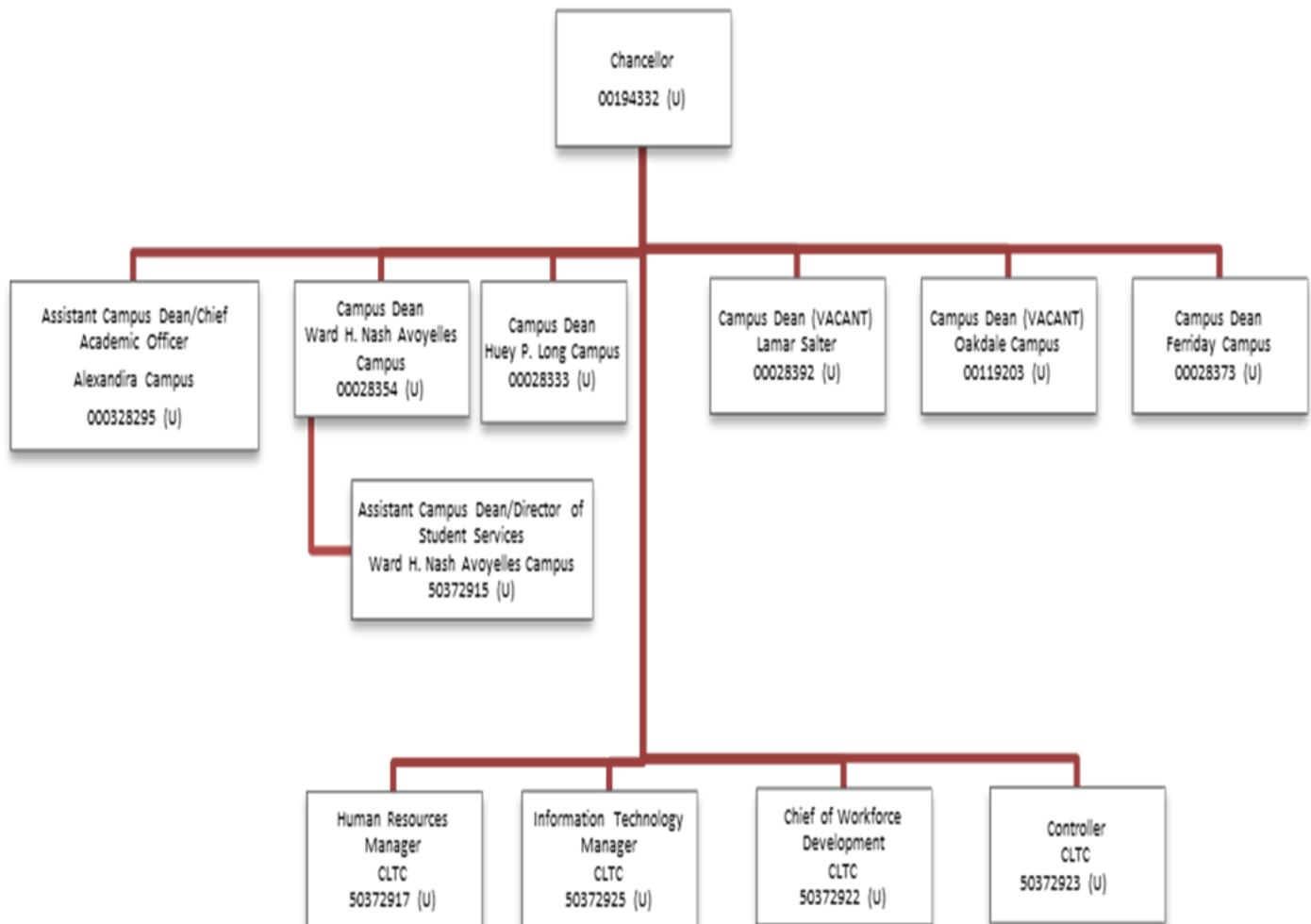
h) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases.

Position	Total Base Salary, Fall 2010	Salary changes Since 06/30/2009	Total Base Salary, Fall 2011	Salary changes Since 06/30/2009	Total Base Salary, Fall 2012	Salary Changes Since 6/30/2009	Total Base Salary, Fall 2013	Salary Changes Since 6/30/2009
00194332(U)	$93,704.00	N/A	$0.00	Vacant*	$139.390.00	$139.390.00	$137,000.00	$(2,390.00)
000328295 (U)	$82,000.00	N/A	$82,000.00	N/A	$82,000.00	N/A	$ 82,000.00	N/A
00028354 (U)	$68,000.00	N/A	$68,000.00	N/A	$68,000.00	N/A	$ 68,000.00	N/A
50372915 (U)	$68,766.00	N/A	$68,766.00	N/A	$68,766.00	N/A	$ 68,766.00	N/A
00028333 (U)	$73,960.00	N/A	$73,960.00	N/A	$73,960.00	N/A	$ 73,960.00	N/A
00028392 (U)	$72,280.00	N/A	$0.00	Vacant*	$0.00	Vacant	$ -	Vacant
00119203 (U)	$104,834.00	N/A	$104,834.00	N/A	$0.00	Vacant	$ -	Vacant
00028373 (U)	$73,558.00	N/A	$73,558.00	N/A	$73,558.00	N/A	$ 73,558.00	N/A
50372917 (U)	$56,716.00	N/A	$56,716.00	N/A	$56,716.00	N/A	$ 56,716.00	N/A
50372925 (U)	$54,378.00	N/A	$54,378.00	N/A	$54,378.00	N/A	$ 54,378.00	N/A
50372922 (U)	$53,508.00	N/A	$53,508.00	N/A	$59,003.00	$5,495	$ 59,003.00	N/A
50372923 (U)	$61,937.00	N/A	$61,937.00	N/A	$61,937.00	N/A	$ 61,937.00	N/A

*Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System

i) A cost performance analysis

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

	2010-2011		2011-2012		2012-2013	
Expenditures by Function:	Amount	% of Total	Amount	% of Total	Amount	% of Total
Instruction	$ 5,864,286	56.8%	$ 5,257,042	54.8%	$ 5,440,063	55.3%
Research	$ -	0.0%	$ -	0.0%	$ -	0.0%
Public Service	$ -	0.0%	$ -	0.0%	$ -	0.0%
Academic Support**	$ -	0.0%	$ 1,260	0.0%	$ -	0.0%
Student Services	$ 870,492	8.4%	$ 810,660	8.4%	$ 823,308	8.4%
Institutional Services	$ 2,409,408	23.3%	$ 2,147,336	22.4%	$ 2,282,754	23.2%
Scholarships/Fellowships	$ -	0.0%	$ -	0.0%	$ 5,000	0.1%
Plant Operations/Maintenance	$ 1,004,832	9.7%	$ 1,046,269	10.9%	$ 1,106,277	11.2%
Total E&G Expenditures	$ 10,149,018	98.3%	$ 9,262,566	96.5%	$ 9,657,402	98.2%
Hospital	$ -	0.0%	$ -	0.0%	$ -	0.0%
Transfers out of agency	$ 179,136	1.7%	$ 332,258	3.5%	$ 176,470	1.8%
Athletics	$ -	0.0%	$ -	0.0%	$ -	0.0%
Other	$ -	0.0%	$ -	0.0%	$ -	0.0%
Total Expenditures	$ 10,328,154	198.3%	$ 9,594,824	196.5%	$ 9,833,872	198.2%
Reference: Louisiana Board of Regents BOR-1						

ii. Average yearly cost of attendance for the reporting year as reported to the Institute of Education Sciences (IPEDS). As defined by the IPEDS: Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2012-13:

CHARGES FOR FULL ACADEMIC YEAR:	2008-2009*	2009-2010*	2010-2011	2011-2012	2012-2013
Published tuition and required fees:	Amount	Amount	Amount	Amount	Amount
In District					
Tuition	$ -	$ -	$ 726.00	$ 984.00	$ 1,186.00
Required Fees	$ -	$ -	$ 397.00	$ 490.00	$ 245.00
Total Tuition & Fees	$ 995.00	$ 995.00	$ 1,123.00	$ 1,474.00	$ 1,431.00
In-State					
Tuition	$ -	$ -	$ 726.00	$ 984.00	$ 1,186.00
Required Fees	$ -	$ -	$ 397.00	$ 490.00	$ 245.00
Total Tuition & Fees	$ 995.00	$ 995.00	$ 1,123.00	$ 1,474.00	$ 1,431.00
Out of State					
Tuition	$ 955.00	$ 955.00	$ 1,488.00	$ 1,570.00	$ 2,385.00
Required Fees	$ -	$ -	$ 397.00	$ 490.00	$ 245.00
Total Tuition & Fees	$ 955.00	$ 955.00	$ 1,885.00	$ 2,060.00	$ 2,630.00
Books and Supplies	$ 1,200.00	$ 1,200.00	$ 1,200.00	$ 1,200.00	$ 1,200.00
Off-Campus (not with family)					
Room and Board	$ 7,814.00	$ 8,236.00	$ 8,236.00	$ 8,236.00	$ 8,236.00
Other Expenses	$ 3,161.00	$ 3,398.00	$ 3,398.00	$ 3,398.00	$ 3,398.00
Total Room & Board and Other Expenses	$ 10,975.00	$ 11,634.00	$ 11,634.00	$ 11,634.00	$ 11,634.00
Off-Campus (with family)					
Other Expenses	$ 3,398.00	$ 3,398.00	$ 3,398.00	$ 3,398.00	$ 3,398.00
Total Expenses	$ 3,398.00	$ 3,398.00	$ 3,398.00	$ 3,398.00	$ 3,398.00
Reference: Integrated Postsecondary Education Data System					
*For the 2008-2009 and 2009-2010 academic years, the tuition and required fees were recorded as one lump sum and in-state and out-of-state tuition amounts were equal.					

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:

Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2009	
Graduation Rate – 100% of normal time	0%
Graduation Rate – 150% of normal time	78%
Graduation Rate – 200% of normal time	81%

iv.   Average cost per degree awarded in the most recent academic year

$1,957.00 Average cost per degree awarded 2012-2013 academic year.

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.

$1,957.00 Average cost per non-completer 2012-2013 academic year.

vi. All revenues of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.

$17,913,473 Total Revenues for the 2012-2013 academic year (includes all means of financing).