Annual Report Narrative

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

Submitted to the
Louisiana Community and Technical College System
April 1, 2011

Northwest Technical College
814 Constable Street
Minden, LA 71058-0835

1. **Student Success**

   a. Implement policies established by the institution's management board to achieve cohort graduation and graduation productivity goals that are consistent with institutional peers.

<u>**Narrative:**</u>

LCTCS and NWLTC policies are in place to provide guidelines for admission to Northwest Louisiana Technical College in order to allow students the best possible opportunity for success in their chosen career field. LCTCS Policy #1.004 and LTC Policy # SA1930.254 set out requirements for admission of first-time freshmen. The admission policies state the student must have a high school diploma from a state approved high school, OR a General Education Diploma (GED), OR the ability to benefit as defined by the U. S. Department of Education. Degree seeking students must also meet the score requirements for the credential being sought. The policy lists tests that are acceptable for placement and the time frame from which scores will be accepted.

LTC Policy # IS1930.173 defines placement exam requirements for program enrollment, retesting limits, and requirements for enrollment in Developmental Studies. The purpose of placement exams is to measure a student's academic levels in order to enhance the student's success in their chosen program. Students who do not meet appropriate placement scores are enrolled in developmental education courses as set out in LTC Policy # IS1930.139. The college offers three areas of developmental education: Developmental Reading, Developmental English/Writing, and Developmental Mathematics. Each developmental area has three levels: 0090, 0091, and 0092. Placement scores determine course levels.

Program curricula require an ORNT 1000 course for entering freshmen. The course is designed to introduce newly enrolled students to college life and provide an overview of college policies, procedures, and resources as well as study skills and time management strategies. All skills necessary for a successful college experience.

Students are assigned to a program advisor who meets with them at least once a semester. These meetings achieve several objectives geared toward student retention and success. Advisors and program instructors develop degree plans, discuss progress in the degree plan, track attendance and grades, and identify award levels the student is on track or has already achieved.

These policies and procedures are currently in effect.

iii. Fall to Spring retention rate

 The following processes/programs enhance student retention and achievement:
An early alert system is in place to identify students who are in jeopardy due to attendance. Once identified by instructors, the students are contacted to determine what barriers are keeping them from active attendance. Counseling is provided by student services staff.

Financial assistance is provided to students who qualify for the assistance. Pell grants are processed by the college, as well as STEP funds, WIA, VA, and Vocational Rehab.

A Class A child care center is provided at one campus of the college that is available for student's children.

First-time, full-time, degree-seeking students are identified by the student data system and will be identified from Fall semester to Spring semester at the college.

See attachment D

v. Graduation productivity

Graduation productivity is identified by <u>terminal</u> credentials of CTS, TD, and AAS as identified by the Board of Regents (CRINPROG). Students submit a graduation application that is supported by documentation of completion submitted by Instructors. LTC Policy # SA1930.221 outlines graduation requirements.

vi. Award productivity

NWLTC has a procedure in place to identify <u>exit points within</u> TD and AAS programs earned by students. These exit points indicate points within the program when a student would successfully complete competencies required for a specific position in the field of study. These exit points are TCA (Technical Competency Area) and CTS (Certificate of Technical Studies). Board of Regents CRINPROG recognizes the CTS exit point. Students earn TCA and CTS awards within the terminal TD or AAS. Therefore, a student may graduate with a TD, but have two awards (CTS and TD).

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

<u>Narrative:</u>

The accrediting agency for Northwest Louisiana Technical College is the Council on Occupational Education (COE). The college submits an annual report to the Council that documents program completers. COE defines completers as a "student who has demonstrated the competencies required for the program and has been awarded the appropriate credential or has acquired sufficient competencies through a program to become employed in the field of education pursued or a related field as evidenced by such employment. Award levels are the terminal CTS, TD, and AAS as indicated by the Board of Regents CRINPROG listing for the college.

Data for this measure will be obtained from COE annual reports for each award level.

Additionally, NWLTC is completing an application that will be submitted to the LCTCS Board of Supervisors and Board of Regents for an Associate of Applied Science in Technical Studies with areas of concentration which will consolidate related program areas into one degree.

i. Percent change in program completers.

See attachment D

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

<u>**Narrative:**</u>

Northwest Louisiana Technical College maintains memorandums of agreement with secondary schools in the service area. Through these collaborative efforts, secondary students are provided the opportunity to earn postsecondary technical education credit while still in high school. Participating students have a "jump start" on post secondary workforce development training, shortening the necessary time for completion of postsecondary technical education after high school.

The development of career pathways, which help prepare students for specific professions, is an example of newly created partnerships between NWLTC and secondary school systems. Currently under development are pathways in the high demand, high wage areas of welding and health occupations. The occupation-specific courses of study leading to completion of certificates and/or degrees are identified. Each pathway provides this "roadmap" of study that graphically illustrates the courses and degree requirements that will prepare students for their desired education and employment goals.   To strengthen existing partnerships, NWLTC employs two College and Career Transition Coordinators (CCTCs) who provide active connectivity between high school, college, business and industry. These CCTCs raise the awareness of secondary to post-secondary career and technical education opportunities available through dual enrollment, articulation, professional development, and collaboration. CCTCs promote linkages between secondary and postsecondary career and technical education programs, place emphasis on career guidance and development, facilitate professional development opportunities for secondary teachers, postsecondary faculty, and counselors.

Feedback reports from NWLTC to high schools include secondary student attendance, course grades, and earned business and industry credentials. Types of progress to be tracked for partnership evaluation and demonstration of student readiness include student enrollment, skill level improvement, retention, and outcomes of participation. The active participation of CCTCs has resulted in annual increases in the number of high school students dually enrolled in technical training courses which leads to career and technical education enrollment at the postsecondary level. This is due to continuous efforts both on the secondary and postsecondary level to have better informed students, counselors, teachers, faculty, and staff regarding career and technical education opportunities and articulation. Secondary and postsecondary career and technical personnel meet at least once annually to evaluate the Memorandum of Understanding (MOU) which outlines party's responsibilities and collaboration to ensure ample opportunities for high students to earn technical college credits.

High School Dual Enrollment Statistics

Academic Year	Number of High School Students Enrolled	Number of Semester Credits Hours Enrolled	Number of Semester Credit Hours Completed
2008-2009	881	5916	5630
2009-2010	1068	7242	6796

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

Narrative:

Northwest Louisiana Technical College is accredited by the Council on Occupational Education (COE), a national accrediting agency. Requirements for accreditation include meeting or exceeding established performance standards for completion, placement and licensure rates. The college submits its actual performance rates to COE annually. If any area of the college falls below the required performance percentages, performance improvement plans must be developed and implemented. Failure to improve performance could result in the college losing its accreditation status. NWLTC meets or exceeds prescribed standards of performance in completion, placement, and licensure rates.

Factors contributing to maintaining and exceeding performance rates include the fact that NW LTC faculty is well-qualified in their occupational areas through education and experience. All program areas maintain active occupational craft committees for the purpose of insuring relevance, curriculum content, and appropriateness of textbooks. Committee members are selected from local business and industry aligned with the program content areas. Committees meet a minimum of twice yearly, in order to seek input from those employed in the occupational area. In addition, faculty is required to make visits to business and industry in order to remain knowledgeable on current events and employment trends.

Faculty members review course content and instructional textbooks prior to the beginning of each semester in order to determine when an upgrade is available and appropriate. Where available, program areas include the use of licensure test preparation software and materials.

NWLTC programs offer students the opportunity to earn business and industry credentials, where possible. Credentials offered include HVAC Excellence (Heating, ventilation, and air conditioning), NATEF (National Automotive Technicians Education Foundation), NCCER (National Center for Construction Education and Research), AWS (American Welding Society), MOUS (Microsoft Office User Specialist), ASPT (American Society of Phlebotomy Technicians), NRF Customer Service Certification (National Retailers Foundation). WorkKeys certifications are also available to the successful student.

The campus also offers several programs of study that require state licensure upon completion, prior to employment. These programs include Cosmetology, Barbering, Nursing Assistant, and Practical Nursing.

i. Licensure Passage Rates

Industry Based Certification	Exam Name	Entity that Grants Certification	Baseline Year	# Students attempting Certification	# Students receiving Certification	Passage Rate
Barber Styling	Barber (BBC)	LA Board of Barber Examiners	2009-2010 AY	18	18	100%
Cosmetology	Cosmetology	LA Board of Cosmetology	2009-2010 AY	5	5	100%
Commercial Truck Driving	CDL	State of LA	2009-2010 AY	44	41	93.2%
Practical Nursing	NCLEX	LA State Board of Nursing	2009-2010 AY	193	179	92.7%

ii. Number of Students Receiving Certifications

Industry Based Certification	Exam Name	Entity that Grants Certification	Baseline Year	# Students attempting Certification	# Students receiving Certification	Passage Rate
CNA	LABENFA	LA Department of Health and Hospitals	2009-2010 AY	170	173	98.3%
HVAC	HVAC Excellence	ESCO Institute	2009-2010 AY	123	123	100%
NCCER	NCCER	NCCER	20102009-2010 AY	161	155	96.3%
OSHA	10 Hour Card	United States Occupational Safety and Health Administration	2009-2010 AY	30	30	100%
Phlebotomy-CPT	CBT	National Health Career Association	2009-2010 AY	10	10	100%

iii. Numbert of Students Assessed and Receiving WorkKeys Certification

# Students attempting Certification	Bronze	Silver	Gold	# Students receiving Certification	Passage Rate
242	60	142	26	228	94.2%

2. Articulation & 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.

<u>Narrative:</u>

Due to the implemented increased admission standards at 4 year institutions and community colleges the technical college system is being presented an opportunity to provide developmental education to students who do not meet above admission standards. Students who do not meet appropriate placement scores are enrolled in developmental education courses as set out in LTC Policy # IS1930.139. The college offers three areas of developmental education: Developmental Reading, Developmental English/Writing, and Developmental Mathematics. Each developmental area has three levels: 0090, 0091, and 0092. Placement scores determine course levels. In addition NWLTC provides the following in order to increase student retention rates and graduation rates:

- *Early alert:* After the first few weeks of class, students will receive academic feedback from their instructor. This will reflect more than just attendance. Grades and even participation in class discussion/activities will be addressed. For the students who are not performing satisfactorily, an intervention will be implemented. Depending on the individual student's situation, the intervention can range from a face-to-face meeting between instructor and student to the student being required to participate in a certain amount of "study hall" time each week.

- *More thorough academic advising:* Advising moves beyond registration and will occur on a regular basis throughout the semester. The more students interact with their advisors/instructors, the more they feel connected to the institution. Additionally, this increased communication allows for additional opportunities for students to not only discuss problems/concerns, but for them to also actively engage in career centered conversations.

- *Linking students to community resources:* Given the population we serve, it is not surprising that the things often causing students to "drop out" have absolutely nothing to do with academics. And, even though campuses don't typically have the ability to address those needs directly, we can help by knowing exactly what resources are available and then by connecting students to those resources.

- *Mentoring:* Many of the technical college students are first generation students who know very little about "how things work" at college. Connecting these students to someone who has already navigated those waters can help bridge that gap.

The effect of the above activities will indeed increase student retention rates as well as graduation rates.

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

Narrative:

A feedback report from 4-year institutions to community colleges and technical colleges does not currently exist. Information about the performance of associate degree recipients enrolled at the 4-year institution would be very valuable to Northwest Louisiana Technical College. Examples of the utilization of feedback reports are:

- Used to align and strengthen current curricula
- Used to align and strengthen individual courses
- Used to identify if transferrable general education courses are meeting the needs of students who transfer to a 4-year institution.
- Used to identify the number of student enrolled at a 4-year university due to articulation agreements in effect between the technical college and the institution
- Used to identify the number of students transferring with an associate degree and successfully completing a baccalaureate degree

It has been requested that within the new LCTCS ERP system that there be a way to indicate if technical college faculty meet SACS credentialing requirements. This identification and authentication would facilitate the transfer of credit between technical college courses and 4-year institutions.

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

Northwest Louisiana Technical College (NWLTC) and its sister community college Bossier Parish Community College (BPCC) are open entry institutions which do not turn students away for failure to qualify for admission. NWLTC and BPCC have in force MOU's to share library facilities, overall campus facilities and to share general education coursework with each other via videoconference (copies attached). NWLTC and BPCC student services departments share curriculum offerings with each other and refer students to each other when a program is available at another campus. Student services departments are in ongoing contact with each other in efforts to place students in programs where they will have greatest likelihood of success.

Number of students referred: referred at any time during the given academic year to 2-year college and technical college (2009-10)

- NW referred approximately forty students to BPCC for application into programs not offered at NWLTC during 2009-10.
- NWLTC enrolled approximately thirty-five students referred by BPCC during 2009-10.

The Consortium of Education and Research Technology (CERT) consists of all north Louisiana higher education institutions, both four year and two year schools. As an umbrella organization, CERT is considering the development of a generic referral agreement among all its member institutions to replace individual agreements currently in force between individual institutions. No agreements are currently in force between NWLTC and four year institutions.

Number of students enrolled: referred by the 4-year university and enrolled at any time during the given academic year (2009-10)

- NWLTC campuses have enrolled approximately fifteen students referred by four year institutions during the 2009-10 academic year.

  See MOU's attached at end of document.

3. **Workforce and Economic Development**

   a. **Eliminate academic program offerings that have low 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 Workforce Commission.**

Northwest Louisiana Technical College (NWLTC) annually prepares reports identifying enrollment, completion rates, and placement rates.   These programs are reviewed by administration for low performance and workforce demand alignment.

NWLTC policies and procedures align closely with the Louisiana Workforce Commission's projections in dealing with the evaluation of programs. NWLTC administrators serve on the Workforce Investment Board. The Occupational Forecasting is developed under the Louisiana Workforce Commission to project job growth and to develop this information with respect to the regional workforce needs of current and new industries as deemed necessary for regional workforce development system planning processes. The Occupational Forecasting Conference determines the official information that is critical in the planning and budgeting of the state's resources as they relate to workforce development.

New programs are also reviewed by the Regional Advisory Committee which is comprised of leaders of business and industry in the local area. NWLTC has worked to develop a new program to meet the needs of the oil and gas industry that has much new growth in the northwest part of Louisiana.

i. Programs Eliminated

Program	Campus
Accounting Technology	Minden Campus
Carpentry	Shreveport Campus
Digital Audio Video Technology	Shreveport Campus
Hospitality/Tourism	Minden Campus
Jewelry Technology	Natchitoches Campus

Machine Tool Technology	Shreveport Campus

<center>ii. Programs Modified or Added</center>

Program	Level
Business Office Administration	Associate
Business Office Technology	Diploma
Entertainment Technology	Diploma
Thermal Cutter	TCA

<center>iii. Programs Aligned with Workforce and Economic Development Needs</center>

Number of Programs Offered	Programs Aligned with Workforce	Percent
31	29	93.1%

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

Narrative:

Northwest Louisiana Technical College is busy developing a solid foundation for expanding educational offerings and opportunities through distance learning. An employee is currently collaborating with COE to obtain the approvals required to offer distance learning. The goal for obtaining accreditation to offer distance education is June 30, 2011.

A Memorandum of Agreement is in place with Bossier Parish Community College (BPCC) which allows NWLTC students to participate in compressed video classes for the delivery of the general education courses required for earning a technical associate degree. These general education courses are offered every semester.

NWLTC has improved its infrastructure to facilitate distance learning. Once approval is received from COE, additional opportunities for distance education will be offered. The college is currently allowing faculty holding the necessary academic credentials to develop courses for LCTCS On-line delivery. LCTCS On-line also provides an array of on-line courses available to NWLTC students.

Professional development to enhance the delivery of distance education has been provided to NWLTC instructors and is on-going. Classroom management platform software is currently in use. This allows students to access test grades, assignments, and classroom and lecture notes. It is also possible for students to post completed assignments.

Interactive, web-based computer programs are also being used in program areas such as developmental studies and adult education. These teaching tools benchmark the student's level of comprehension and build from that point toward improving the basic skills for successful completion.

Once totally implemented, distance education will expand the number of students served, on the individual student's timeframe, without limitations such as transportation, building size, and class scheduling. The efficiencies realized through this medium will include wider access, flexible scheduling, less cost to both student and provider, higher enrollment, retention, and completion rates.

<u>Distance Education</u>

i. Number of course sections with 50% and with 100% instruction through distance education.	6 video conferencing
ii. Number of students enrolled in courses with 50% and 100% instruction through distance education.	181 video conferencing
iii. Number of programs offered through 100% distance education	0*

* Improvement in this area will be achieved upon COE approval.

    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.

The number of students being placed in jobs is reported in annual reports and is increasing as indicated below. Student placement rates fluctuate with the status of the local economy and the demand in the industry.

<u>i. Percent of Completers Found Employed</u>

Award Level	Completers	Employed	Percentage
TCA	112	97	86.6
CTS	173	115	66.5
TD	822	592	72.0
AAS	56	32	57.1

4. Institutional Efficiency and Accountability

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

Narrative:

Northwest Louisiana Technical College has established a schedule outlining mandatory, general, and auxiliary operations fees along with license and certification costs. Northwest Louisiana Technical College publishes its tuition schedule on its website www.nwltc.edu.   The tuition schedule gives a cost breakdown per semester credit hour. The Northwest Louisiana Technical College plans to implement any increase in nonresident tuition in the same manner in which it has been implemented in the past. As stated in the College/Catalog Handbook, available at www.nwltc.edu, non-resident is approximately double the resident tuition.

The Louisiana Community and Technical College System Board of Supervisors has approved a nonresident tuition increase for FY 2010-2011 in August 2010 for the first year of a six year plan. The execution of this plan will increase nonresident tuition to the average of peer SREB institutions by the FY 2015-2016.

Nonresident enrollment at NWLTC is less than one percent annually. The impact on enrollment and revenue is expected to be minimal.

LCTCS College Proposed Plans for Increasing Nonresident Tuition

Louisiana Community & Technical Colleges		Year 1 Current Annual Non-Resident Tuition + Fees for 12 SCH's per semester	Recommended year 2	Recommended year 3	Recommended year 4	Recommended year 5	Recommended year 6 Target of $7444.00
ATC	Tuition//% increase	$1939	$2380/22.7%	$3025/27.1%	$3969/31.2%	$5367/35.2%	$7444/38.7%
BRCC	Tuition//% increase	$5631	$6122/8.7%	$6452/5.4%	$6782/5.1%	$7112/4.9%	$7444/4.7%
BPCC	Tuition//% increase	$4746	$5460/15%	$6138/12.4%	$6890/12.3%	$7724/12.1%	$8648/12.0%
CATC	Tuition//% increase	$1848	$2967/60.6%	$4086/37.7%	$5205/27.4%	$6324/21.5%	$7444/17.7%
CLTC	Tuition//% increase	$1944	$3044/56.6%	$4144/36.1%	$5244/26.5%	$6344/21.0%	$7444/17.3%
DCC	Tuition//% increase	$5892	$6207/5.3%	$6522/5.1%	$6837/4.8%	$7152/4.6%	$7467/4.4%
NUNEZ	Tuition//% increase	$4948	$5447/10.1%	$5946/9.2%	$6446/8.4%	$6945/7.7%	$7444/7.2%
LDCC	Tuition//% increase	$4396	$4836/10.0%	$5488/13.5%	$6140/11.9%	$6792/10.6%	$7444/9.6%
FTCC	Tuition//% increase e	$4104	$4772/16.3%	$5440/14.0%	$6108/12.3%	$6776/10.9%	$7444/9.9%
NELTC	Tuition//% increase	$1888	$2999/58.8%	$4110/37.0%	$5221/27%	$$6332/21.3%	$7444/17.6%
NTC	Tuition//% increase	$1933	$3035/57.0%	$4137/36.3%	$5239/26.6%	$6342/21.1%	$7444/17.4%
NWLTC	Tuition//% increase	$1852	$3010/62.5%	$4118/36.8%	$5226/26.9%	$6334/21.2%	$7444/17.5%
RPCC	Tuition//% increase	$5414	$5770/6.6%	$6149/6.6%	$6554/6.6%	$6985/6.6%	$7444/6.6%
SLCC	Tuition//% increase	$4580	$5038/10.0%	$5542/10.0%	$6096/10%	$6736/10.5%	$7444/10.5%
STCC	Tuition//% increase	$3914	$4391/12.2%	$5104/16.2	$5861/14.8%	$6590/12.4%	$7444/13%
SCL	Tuition//% increase	$1928	$3031/57.2%	$4134/57.2%	$5237/26.7%	$6340/21.1%	$7444/17.4%

Note: The median/average will be adjusted accordingly to reflect the latest updated data from the SREB.

i. Total Annual Tuition and Fees Charged to Non-Resident Students

NWLTC Annual Non-Resident Tuition and Fees	Peer College Non-Resident Tuition and Fees	Percentage Difference
$1852.00	$2250.00	21.5%

Organizational Data

Section 5

Submitted to
The Louisiana Board of Regents
In Partial Fulfillment of the Requirements of Act 741
Louisiana GRAD Act
Northwest Louisiana Technical College

a. **Number of students by classification**
   - **Headcount, undergraduate students and graduate/professional school students**

Undergraduate headcount	3037

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

Undergraduate FTE	2420

b. Number of instructional staff members

- **Number and FTE instructional faculty**

Total Headcount Faculty	140
FTE Faculty	102

c. **Average class student-to-instructor ratio**
- **Average undergraduate class size at the institution**

Average undergraduate class size	8

d.   Average number of students per instructor
- **Ratio of FTE students to FTE instructional faculty**

Average number of students per instructor	24

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)**

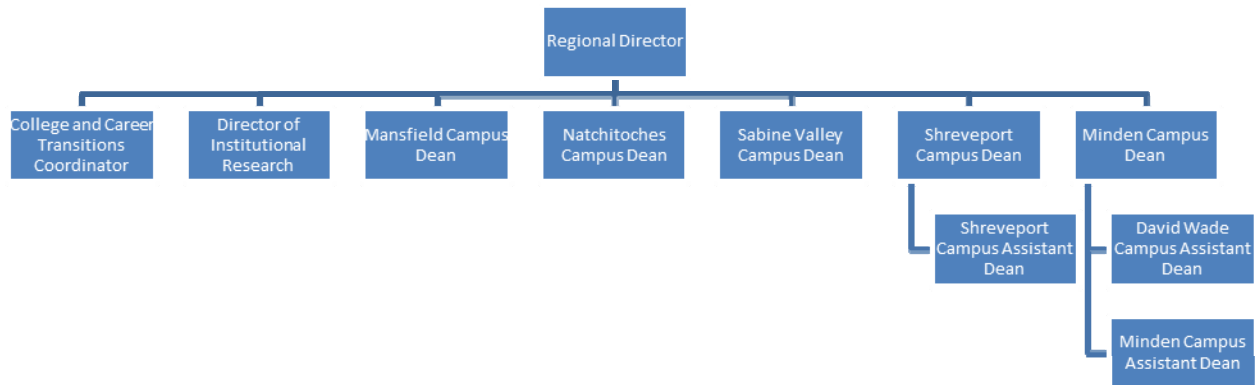| Number of non-instructional staff	FTE non-instructional staff
10	10

Employee Category = "1"

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 2010)

```
                                   Regional Director
        ┌───────────┬───────────┬──────────┬───────────┬──────────────┬──────────────┐
College and    Director of   Mansfield    Natchitoches  Sabine Valley   Shreveport      Minden Campus
Career         Institutional Campus       Campus Dean   Campus Dean     Campus Dean     Dean
Transitions    Research      Dean
Coordinator
                                                                          │               │
                                                                    Shreveport       David Wade
                                                                    Campus Assistant Campus Assistant
                                                                    Dean             Dean

                                                                    Minden Campus
                                                                    Assistant Dean
```

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 2010 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.**

Position	Total Base Salary, Fall 2010	Salary Changes Since 6/30/2008
Regional Director/Minden Campus Dean	$101,611.90	0
Mansfield Campus Dean	$71,818.24	0
Natchitoches Campus Dean	$77,733.76	($7,886.06)*
Sabine Valley Campus Dean	$69,500.08	0
Shreveport Campus Dean	$65,597.15	0
Director of Institutional Research	$59,615.36	0
College and Career Transitions Coordinator	$57,199.88	0
Shreveport Campus Assistant Dean	$63,904.88	($12,999.85)*
Minden Campus Assistant Dean	$60,556.62	0
David Wade Campus Assistant Dean	$51,870.02	0

*Salary Reduction

System: Louisiana Community and Technical College System

Institution: Northeast Louisiana Technical College

Date: 3/31/2011

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

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

* Report data in all cells highlighted in BLUE

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

Institution Notes: