# SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE



# GRAD Act Performance Objectives/Elements/Measures

# 2014 Annual Report

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## Performance Objective – Reporting Requirements (Section 5)

## Performance Objective:  Student Success (1)

South Central Louisiana Technical College (SCLTC) has met or exceeded applicable measures for Student Success within a 2% tolerance level for targeted measures for elements b and c and by using the 2 vs. 3 method for targeted measure a.  SCLTC has taken steps to determine the factors which contributed to this decrease in retention and taken corrective action as described in 1.a i.

## 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 Freshman for Fall 2012 was 137.  There were 96 students from the Fall Cohort who enrolled in Spring 2013 thereby giving SCLTC a retention rate of 70.1%. The targeted retention rate for Year 4 is 80.4%.  There are several factors which contributed to SCLTC not obtaining the targeted retention rate.  However, when using the 2 vs. 3 method, SCLTC does meet the targeted measure.

Beginning in Fall 2013, the Louisiana Community and Technical College System (LCTCS) implemented BANNER as the ERP system for the entire system, which includes SCLTC.  The implementation of the new system created many obstacles for both college personnel and students.  First Time Freshman students experienced many issues when trying to apply and register.  As a result, SCLTC's enrollment of First Time Freshman dropped from 217 in Fall 2011 to 137 in Fall 2012.

SCLTC experienced several problems with the system change.  Several students were misclassified as First Time Freshman.  Using the correct student numbers, the retention rate is 71.4%, which is still below the targeted retention rate of 80.4%.

On August 29, 2012, Hurricane Isaac devastated the River Region parishes of Louisiana.  SCLTC's River Parishes Campus, located in Reserve, experienced Hurricane Isaac's wrath.  The campus grounds were flooded, and the water level rose to within inches of the buildings.  The campus was closed for 8 class days.  The homes of many faculty, staff, and students were flooded by the storm.  Many students were forced to drop and/or not return the following semester due to financial hardships created by the storm.  Of the 41 non-returning First Time Freshmen, 17 (41.5%) were River Parishes campus students.

A review of the preliminary Fall 2013 to Spring 2014 retention shows an increase in First Time Freshman in Fall 2013 of 12.5% with a Fall to Spring retention of 77.25%.  SCLTC has enacted many policy changes in an effort to improve its retention rate.  The increase in advising and counseling services available to students through each campus' Office of Financial Aid and Student Affairs Office is one example of SLCTC's efforts.  The college has made a concerted effort to assist students in applying for financial assistance

that has helped students overcome financial barriers for persistence in college. Lack of financial ability to continue in college continues to be one of the primary reasons that students report for dropping out of their program of study.

ii. Graduation Productivity (optional)

SCLTC has a 54.0 percent graduation rate on the Fall 2009 cohort indicating those first-time, full time degree seeking students who completed their programs within 150% of the normal time as of Fall 2012.

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| Fall to Spring Retention Rate | 78.9% | 79.3% | 71.2% | 79.9% | 78.4% | 80.2% | 79.0% | 80.4% | 70.1% |
| # in Fall Cohort | 247 | | 208 | | 208 | | 217 | | 137 |
| # retained to Spring | 195 | | 148 | | 163 | | 171 | | 96 |

## 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.

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. SCLTC has successfully met and **exceeded** the targeted benchmarks for award level completions at the one year (CTS), diploma (TD), and associate degree (AAS) completion points for the past four years.

For the fourth consecutive year, the college has **exceeded** the percentage of award level completers as targeted on the benchmarks projected for the six-year timeline in the initial GRAD Act agreement. Award level total completions are up 23.5% over baseline 2008-2010 averaged data.

**1.b Data**

i. Percentage change of program completers—Year 4

|  | 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 |
|---|---|---|---|---|---|---|---|---|---|
| Certificate—1 yr. |  | 0.8% | 56.5% | 1.5% | 71.0% | 2.3% | 91.6% | 2.3% | 52.7% |
|  | 131 | 132 | 205 | 133 | 224 | 134 | 251 | 134 | 200 |
| Diploma |  | 0.7% | 0.7% | 1.5% | 17.0% | 2.2% | 36.3% | 2.2% | 7.4% |
|  | 135 | 136 | 136 | 137 | 158 | 138 | 184 | 138 | 145 |
| Associate |  | 1.1% | 18.9% | 2.1% | 25.3% | 3.2% | 44.2% | 3.2% | 6.3% |
|  | 95 | 96 | 113 | 97 | 119 | 98 | 137 | 98 | 101 |

## Performance Objective: Student Success (1)
## Element:

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

SCLTC continues to grow in the number of dual enrollment partnerships affording 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.

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

**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 – 1,582 |
| Fall 2011 Yr. 3 – 1,713 | Spring 2012 Yr. 3 – 1,545 |
| Fall 2012 Yr. 4 – 1,808 | Spring 2013 Yr. 3 – 1,720 |

**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 – 9,237
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


**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 – 4,802              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

## 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 exceeded the targeted passage rate for licensure exam in Nursing.  The actual
passage rate of 92.9% is 5.7% above the targeted rate of 87.2%.

In 2013, the LSBPNE implemented an advanced standing plan that focuses on a more
controlled standard for granting advanced standing credit to students.  SCLTC believes
that increase in PN passage rate will continue to improve as a result of the new plan.

        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—687
- Heating, Ventilation, and Air Conditioning—60
- Nursing—PN—26
- Nursing—CNA—18
- U. S. Coast Guard all specialty areas—3,759

iii. Number of students assessed and earing WorkKeys certificates.

WorkKeys certifications also contribute to a student's employability and placement in high-wage, high demand jobs.  SCLTC had a 82.1%% passage rate for students taking the WorkKeys exam. Students in the college earned a total of 499 certificates. (See Appendix 1 for detail information).

**1.d Data**

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

|  | Year 3 Benchmark | Year 3 Actual | Year 4 Benchmark | Year 4 Actual |
|---|---|---|---|---|
| Passage rate on licensure exam in Nursing (PN_ | 87.0% | 80% | 87.2% | 92.9% |
| # students taking exam |  | 41 |  | 28 |
| # students passing exam |  | 33 |  | 26 |

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

|  | Lafourche | Galliano | River Parishes | Young Memorial | Total |
|---|---|---|---|---|---|
| # students taking | 0 | 0 | 32 | 4598 | 4630 |
| # passed | 0 | 0 | 30 | 4520 | 4550 |
| Passage Rate | 0 | 0 | 93.75% | 98.3% | 98.3% |

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 |

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.
- **SCL and LTC 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.

Because of the fact 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.  A total of 26 credits may be transferred to the degree plan upon successful completion of the coursework at SCLTC.  Transferrable courses include ACCT 1300, ACCT 1400, ACCT 1500, CPTR 1400, CPTR 1600, CPTR 1310, CPTR 1320, ACCT 1500, in various combinations to equal the comparable course at NSU.  In addition to the above courses the general education courses found on the Board of Regent's "Louisiana Public Higher Education General Education Articulation Matrix" are also transferrable to total the 26 credits that may be granted.

With the implementation by LCTCS of Banner, all LCTCS institutions share the same 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.
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## 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 is in the process of developing formal agreements with nearby colleges for students who do not make it into the 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 technical colleges

# 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—is a new targeted measure for SCLTC.  The Year 4 Benchmark was set for 55 students; the actual number of students enrolled was 624.

## 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.

SCLTC did not eliminate any program offerings in the past year..

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 added an Associate of Science Degree to its Industrial Maintenance Technology program.  This degree was added as a result of Industry request

The following programs had curriculum changes including changes in course clock hour and/or credit hours:  Commercial Diving, Drafting & Design Technology, Industrial Instrumentation Technology, Industrial Marine Electronics Technology, Medical Assistant, Practical Nursing, Process Production Technology – Gulf of Mexico, Surgical Technology, and Welding.  The revisions in clock hours in the above programs were made to conform to US Department of Education Title IV requirements.

In response to Industry needs, the Air Conditioning and Refrigeration program was condensed from two technical diplomas into one diploma.  The Electrical Technology program was condensed from two technical diplomas into one diploma with two concentrations.  The ICT Computer Network technical program was renamed to Information Technology.  This program offers one technical diploma with three concentrations.

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 23 programs on its campuses.  All of the college's program offerings have been confirmed as meeting strategic workforce needs according to LWC

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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 | 0 |
| River Parishes | 0 |
| Young Memorial | 0 |

ii.     Number of programs modified or added:

| Campus | # Programs Added | # Programs Modified |
|---|---|---|
| Lafourche | 0 | 4 |
| River Parishes | 0 | 7 |
| Young Memorial | 0 | 7 |

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

| Campus | # Programs Offered | # Programs Aligned |
|---|---|---|
| Lafourche | 7 | 7 |
| River Parishes | 10 | 10 |
| Young Memorial | 10 | 10 |

## 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.  SLCTC offers online course though LCTCS Online and Moodle Rooms on the SCLTC website.  Due to budget cuts, SCLTC began offering courses through compressed video on the Lafourche and Galliano campuses.  SCLTC also began offering core courses such as Orientation and Jobs as online classes.

SCLTC offered a total of 31 courses through distance education.  Of the 31 courses, 20 course offerings were for the Business Office Administration/Technology program, three courses were for the Process Technology program, five courses were core courses which apply to all technical diploma programs, and three courses were required for all associate degree programs.  All of these courses were offered 100% through Distance Education.  SCLTC also offers 15 courses as web-enhanced using Moodle Rooms as a format to deliver 50% to 99% of the course instruction.

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.

Currently the college is limited to less than 50% of its courses for a particular program to be delivered through online format operating within the parameters of the college's accreditation agency (COE). SCLTC does not have any plans to offer any programs through 100% distance education in the foreseeable future due to the skills-based curriculums that equip students for the jobs in the college's economic and geographic service area.  Some of the courses within each of 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.

**3.b Data**

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

| Year | 50% course sections | 100% |
|---|---|---|
| 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 |

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 |

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 |

# 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 was surprising to the college that TCA completers within the college had higher average annual salaries than diploma and certificate completers based upon these findings.

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 on the Completion, Placement and Licensure report each year as a very important tool in evaluating success and program effectiveness.

**3.d Data**

Percent of completers found employed – Tracked measure.

| | Lafourche | | River Parishes | | Young Memorial | |
|---|---|---|---|---|---|---|
| | **Completion** | **Placement** | **Completion** | **Placement** | **Completion** | **Placement** |
| **2008-2009 Baseline** | 52.87% | 66.8% | 34.97% | 36.67% | 91.77% | 96.67% |
| **2009-2010** | 73.33% | 54.24% | 50.09% | 59.31% | 95.85% | 91.12% |
| **2010-2011** | 85.56% | 77.85% | 52.38% | 73.08% | 96.62% | 97.06% |
| **2011-2012** | 70.51% | 88.16% | 52.35% | 68.15% | 87.77 % | 79.16% |
| **2012—2013** | 79.2% | 87.5% | 64.2% | 81.2% | 71.% | 79.0% |

**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 40%.

## 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 2014 fiscal year to $5,565, up from the 2013 fiscal year amount of $4,408.

**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% | -- | -- |
| Recommended | -- | $3,031 | $4,134 | $5,237 | $6,340 | $7,444 |
| Actual | $1,928 | $3,024 | $4,408 | $5,565 | -- | -- |
| SREB Peer | -- | $4,484 | $4,484 | $5,172 | -- | -- |
| Difference from SREB Peer | -- | -1,460 | -76 | 393 | -- | -- |

## 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 23 programs offered over 4 campuses.  Of the 23 programs, 15 programs have mandatory or recommended accreditation.  There are 11 programs that have obtained accreditation; four programs are not currently accredited.

SCLTC has obtained or applied for accreditation for all mandatory programs.  During Year 4, the Process Production Technology program at the Lafourche campus obtained accreditation from ATMAE.  SCLTC will continue to examine the feasibility of obtaining accreditation for programs for which accreditation is recommended.

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 | -- | -- |
| # program with mandatory/recommended accreditation | 6 | 11 |  |  |
| % of programs with mandatory/recommended accreditation | 66.7% | 73.3% |  |  |

## Performance Objective:  Reporting Requirements (5)

### Elements:

a)  Number of students by classification.

2,439 - Headcount, undergraduate students enrolled in fall 2012 Census Date.

> Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS).
> Reference Board of Regents summary report SSPSLOAD

1,474.0 - Budgeted FTE (full-time equivalent) undergraduate students, annual using reporting year fall 2012 and spring 2013.

> 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.

98 -  Number instructional faculty for fall 2012.
72.1 - FTE instructional faculty for fall 2012.

> 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.

6,182- Undergraduate headcount
641 – Undergraduate level sections
9.6 - Average undergraduate class size at the institution fall 2012

> 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.

20.4—Average number of students per instructor

> Reference Board of Regents summary report

e)  Number on non-instructional staff members in academic colleges and departments.
0

f) Number of staff in administrative areas.
   5 with 5 FTE staff.

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.

South Central Louisiana Technical College
Organizational Chart
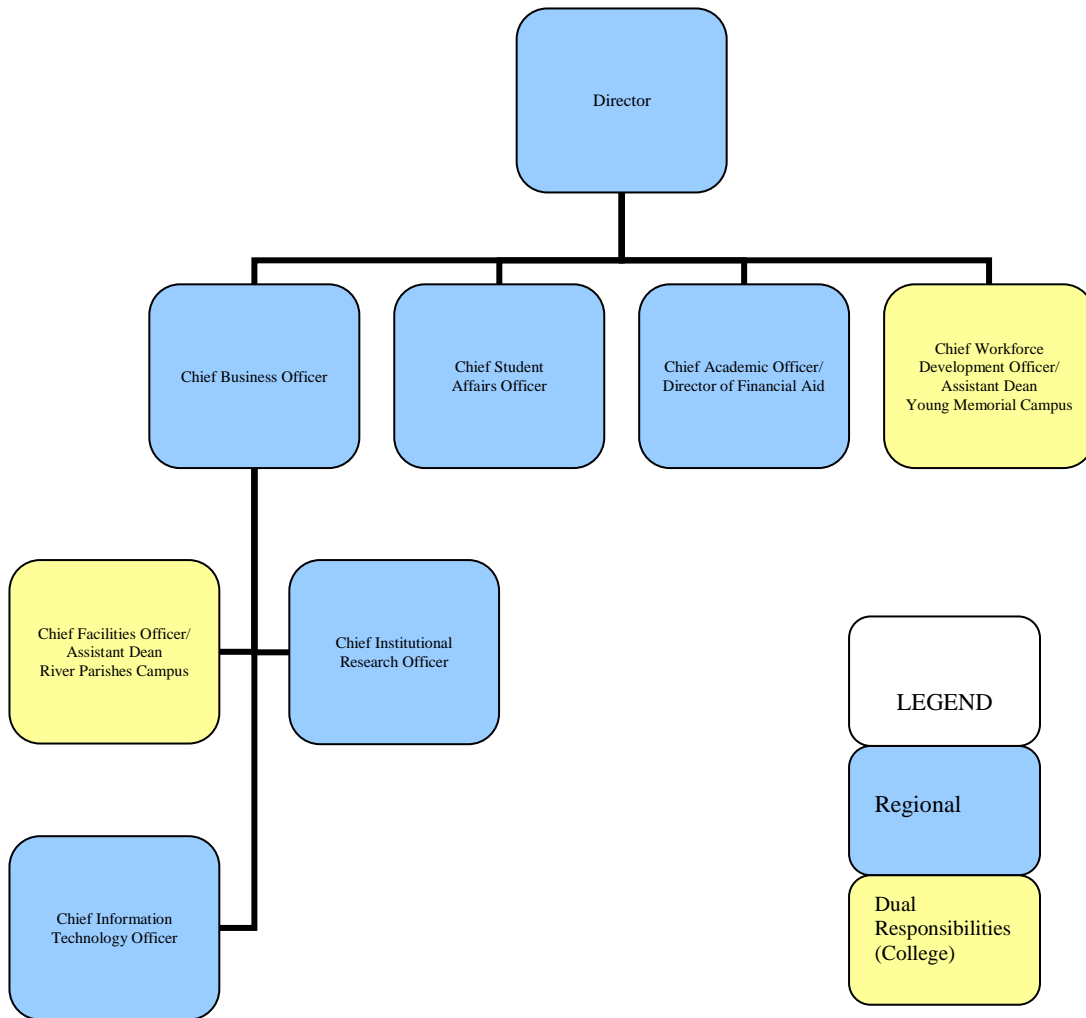
h) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases

| POSITION | TOTAL BASE SALARY - Reported for 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 06/30/2011 - Reported for Fall 2012 |
|---|---|---|---|---|---|
| | | SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE | | | |
| | | SECTION 5(H) ATTACHMENT B | | | |
| Assistant Dean/Chief Facilities Officer | $79,832.00 | 07/01/2008, $76,832, 4% merit increase and 05/18/2009, $79,832, transferred to larger campus within the college | None | None | None |
| Regional Director | $108,622.00 | 07/01/2008, $108,622, 4% merit increase | None | Previous Director retired eff. 06/30/2012; replacement hired at $106,000 | None |
| Assistant Dean | $65,000.00 | 03/11/2010, $70,000, additional responsibilities as Chief Workforce Development Officer | None | None | None |
| Chief Business Officer | $76,440.00 | 07/01/2008, $76,440, 4% merit increase | None | Previous Chief Business Officer retired eff. 06/30/2012; replacement hired at $70,000 | None |
| Chief Institutional Research Officer | $74,565.00 | 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 |
| Chief Information Technology Officer | $54,080.00 | 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 |
| Chief Student Affairs Officer | $79,786.00 | 07/01/2008, $79,786, 4% merit increase and 06/30/2010 previous Chief Student Affairs Officer retired and replacement hired 07/01/2010 at $57,520 | None | None | None |
| Chief Academic Officer | $76,440.00 | 07/01/2010, $76,440, 4% merit increase and 07/12/2010, $86,440, assuming additional duties as Chief Financial Aide Officer | None | None | None |
| Campus Coordinator | $58,311.00 | 07/01/2008, $58,311, 4% merit increase and 12/11/2008, $61,311, assuming 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.

$8,383,930

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 USDoE:  "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."

$12,961 – Cost of Attendance for a Louisiana resident, living off campus, not with parents for the reporting year 2011-012

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 TTDRPTBOR 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.  $1,856

vi.     All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process. $8,224,113.