



Education and Workforce Development that Transforms Lives and Advances the Community

April 20, 2015

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

Dear Dr. Sullivan,

Attached is Central Louisiana Technical Community College's 2015 Granting Resources and Autonomy for Diplomas (GRAD) act report for your review and approval.

The college's point of contact for the report is William Tulak, Vice Chancellor of Academic Affairs and Institutional Effectiveness. He can be reached at (318) 487-5443 or via email at williamtulak@cltcc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'James Sawtelle', is written over a horizontal line.

James Sawtelle
Acting Chancellor

Enclosures

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Jena, LA 71342

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A Louisiana Community & Technical College System member institution governed by the Louisiana Board of Regents

Established 1938

**Central Louisiana Technical
Community College**



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

**2015 Annual Report
April 20, 2015**

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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, except the percent change in the number of associate degrees awarded. The target was 65.7% increase from the base year. CLTCC awarded 16 associate degrees in AY 2013/14 an increase of 14.3%.

The college is currently making changes that will lead to an increase in the number of associate degrees awarded. The college will begin to enroll students in previously approved programs and will provide additional support to existing programs. The Associate of Applied Science in Technical Studies will be made available in the fall 2015 semester. General education course offerings will be increased throughout the AY 2014/15. These courses will be included in new articulation agreements with Louisiana State University at Alexandria and Northwestern State University. The increase in general education courses offerings will support both current Associate of Applied Science degree programs and provide the necessary courses needed to implement the Associate of General Studies. The increased availability of new courses and degree options will result in an increase in associate degree completers.

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.clccc.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, 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.

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 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 was 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 continued training faculty and staff to focus on developing quality program missions, program outcomes, course syllabi, course outcomes, and evaluation 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.

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.

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

To ensure student success 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.

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 2014. 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); and 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. CLTCC’s most recent two year average exceeds the average of the previous three years.

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

Measure	Baseline Fall 08	Year 1 Bench-mark	Year 1 Actual	Year 2 Bench-mark	Year 2 Actual	Year 3 Bench-mark	Year 3 Actual	Year 4 Bench-mark	Year 4 Actual	Year 5 Bench-mark	Year 5 Actual	Year 6 Target
Fall to Spring Retention Rate	77.5%	66.4%	65.4%	66.9%	62.2%	63.33%	72.5%	64.3%	72.5%	65.3%	61.0%	66.3%
# in Fall Cohort	187		295		386		218		287		346	
# retained to Spring	145		193		240		158		208		211	

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), or an Associate of Applied Science (AAS)

b. i.) Percent change in program completers

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Target
Certificate %		2.10%	61.80%	4.20%	140.30%	6.30%	137.50%	8.30%	131.90%	10.40%	55.50%	12.50%
Certificate #	144	147	233	150	346	153	342	156	334	159	224	162
Diploma %		0.30%	9.30%	0.50%	8.80%	0.80%	29.30%	1.10%	-2.20%	1.40%	3.00%	1.60%
Diploma #	365	366	399	367	397	368	472	369	357	370	376	371
Associate %		7.10%	50.00%	14.30%	-7.10%	21.40%	135.70%	28.60%	64.30%	65.70%	14.30%	42.90%
Associate #	14	15	21	16	13	15	33	15	23	15	16	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 Career Compass of Louisiana. Additionally, CLTCC employs a Dual Enrollment Coordinator who is instrumental in referring students to the Dual Enrollment programs. CLTCC has continued 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.

	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014
i. Students Enrolled	1260	1308	1145	1211	854
ii. Semester Credit Hours Enrolled	8784	7188	5725	5767	4781
iii. Semester Credit Hours Earned	8341	6829	5421	6506	4116

Element D: Increase passage rates on licensure and certification exams and workforce foundational skills.

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

Measure	Baseline Data 2008-2009	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014
Number students who took licensure exam	131	170	113	146	89	136
Number students who met the standards for	106	152	107	135	81	125
Passage rate	80.90%	89.40%	94.70%	92.50%	91.00%	91.90%

Source: Louisiana State Board of Practical Nurse Examiners

d. 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.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014
Number students who took certification exam	162	83	118	116	543
Number students who met the standards for	152	82	113	112	521
Passage rate	93.80%	98.80%	95.80%	96.60%	95.9%

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

d. 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 WorkKeys 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.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014
Number of students who took Workkeys ® assessment	499	440	308	604	166
Number of students earned Bronze certificate	83	82	82	180	37
Number of students earned Silver certificate	156	204	154	215	70
Number of students earned Gold certificate	123	51	20	175	34
Number of students earned Platinum certificate	45	0	4	0	12

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 do not qualify for admission into a four-year university. 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 are 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 Education 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 provides students who did not complete high school the opportunity to earn a high school equivalency diploma to enable them to attend a postsecondary institution.

CLTCC is in the process of developing a partnership with Louisiana State University at Alexandria. An articulation agreement will be finalized in April, 2015. The partnership will be expanded with a cross enrollment agreement as early as the fall 2015.

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, CLTCC/LSUA and the CLTCC/UIU partnerships 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 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.

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

Central Louisiana Technical Community College (CLTCC) and Northwestern State University have a Memorandum of Understanding for student referrals. 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. CLTCC had 172 transfer

students in AY2014. The College is developing articulation agreements with state universities that will lead to CLTCC courses being added to the Board of Regents Articulation and Transfer Matrix. General education courses listed on the 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.

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

c. ii.) Number of students enrolled.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014
Student Enrolled	0	12	216	130	172

Performance Objective: Workforce and Economic Development (3)

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.

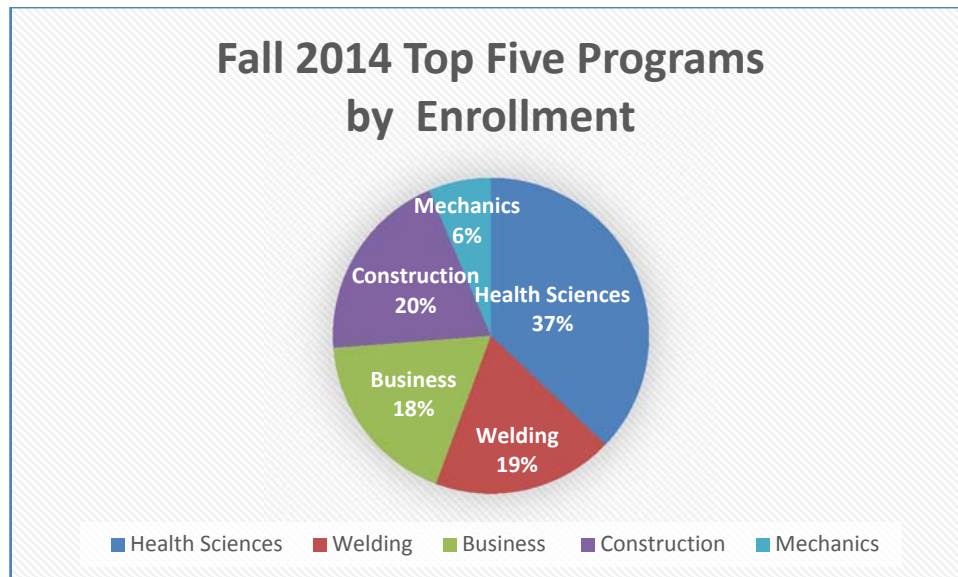
Each program has an Occupational Advisory Committee made of members from business and industry in the program field of study. Twice annually, during the fall and spring semesters, each training program is evaluated during Occupational Advisory Committee meetings where program content is reviewed by committee 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 three programs, and revise several programs. An example of program realignment would be the addition of two CTSs to the Outdoor Power Equipment Program. CLTCC was granted approval by the Board of Regents to offer the Associate of General Studies with an embedded Certificate of General Studies and the Associate of Applied Science in Technical Studies. These programs will be available in the fall 2015 semester. The college will develop cross enrollment agreements with LSUA and Northwestern to provide increased general education course offerings need to support these programs.

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 demand 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, a majority of CLTCC's student enrollment was in high-demand occupational fields as seen on the Top Demand Occupations for Regional Labor Market Area 6. See the Louisiana Workforce Commission website link, Labor Market Information 2010 - 2020 Occupation Projections, www.laworks.net/LaborMarketInfo/LMI_employmentprojections.asp, for a complete listing of the top demand occupations.

Fall 2014 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 provide 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.

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. Students enrolled in online courses have computer lab access at multiple 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 locations. The Banner student enrollment

system 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, distance learning technologies are being utilized to deliver general education courses to all seven campuses.

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.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013- 2014
i. Number of programs eliminated	2	3	1	2	3
ii. Number of programs modified or added	2	7	3	7	8
iii. Percent of Programs Aligned w/ Workforce & Economic Development Needs	100%	100%	100%	100%	100%

Element B: Increase use of technology for distance learning to expand educational offerings.

CLTCC utilizes Moodle to provide online instruction. The college has received authorization from the Council on Occupational Education to offer online programs. Many of the programs are hybrid and now have some courses online. The college also utilizes online instruction to deliver general education courses to all of the seven campuses. Currently the college is proving a series of training sessions in the new online system, Canvas, to the faculty.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014
i. Number of course sections with 50%-99% instruction through distance education	0	0	0	0	9
i. Number of course sections with 100% instruction through distance education	0	0	0	0	209
ii. Number of students enrolled in course sections with 50%-99% instruction through distance education	0	0	0	0	157
ii. Number of students enrolled in course sections with 100% instruction through distance education	0	0	0	0	961
iii. Number of certificate programs offered through 100% distance education	0	0	0	0	6
iii. Number of diploma programs offered through 100% distance education	0	0	0	0	1
iii. Number of associate programs offered through 100% distance education	0	0	0	0	1

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 at CLTCC 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.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014
Number of completers	162	1079	1115	714	927
Number of completers who found employment	152	759	892	538	868
Placement Rate	93.80%	70.30%	80.00%	75.40%	93.60%

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 and increased to \$5,641 for the 2014 fiscal year. Nonresident student tuition and fees increase again for the 2015 fiscal year to \$6,324. CLTCC's out-of-state tuition and fees for fiscal year 2015 are approaching the target of \$7,444. CLTCC has made more progress when it is compared to its peers. CLTCC is a SREB level 9 institution. The AY2015 non-resident tuition for CLTCC is \$6,324 this is \$720 over SREB FY level 9 non-resident tuition of \$5,604.

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.

Fiscal Year	Total tuition and fees charged to non-resident students	Percent increase
2011	\$3,044	36.10%
2012	\$4,144	21.50%
2013	\$5,037	17.70%
2014	\$5,641	12.00%
2015	\$6,324	12.10%

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

Measure	FY 2011	FY 2012	FY 2013	FY 2013	FY 2015
CLTCC non-resident tuition/fee amount	\$3,044	\$4,144	\$5,037	\$5,641	\$6,324
SREB Targeted Measure	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444
Difference	(\$4,400)	(\$3,300)	(\$2,407)	(\$1,803)	(\$1,120)

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 (identified) 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)*

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

Measure	Base Year (Year 4, as of 01/2014)	Yeas 5 (As of 01/2015)
Number of programs with mandatory or recommended policy code	19	21
Number of above programs that are currently discipline accredited	12	12
Calculated rate	63.20%	57.10%

Performance Objective: Reporting Requirements (5)

a) **Number of students by classification.**

2,035 - Headcount, undergraduate students enrolled in Fall 2014.

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.

2,243.2 - Budgeted FTE (full-time equivalent) undergraduate students, Fall 2014.

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**

142 - Number instructional faculty for fall 2014.

106.1 - FTE instructional faculty for fall 2014.

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.**

8.7 - Average undergraduate class size at the institution Fall

2014. 7,771 – Undergraduate headcount fall 2014.

895 – Undergraduate level sections fall 2014.

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.**

16.8 – Ratio of FTE students to FTE instructional faculty fall 2014

19.1 – Ratio 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.**

2 - Number of non-instructional staff members, fall 2014.

2 - FTE non-instructional staff members, fall 2014.

Position	FTE of non-instructional staff
Dean of Technical Programs	1
Dean of Academic and Health Programs	1

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

f) **Number of staff in administrative areas.**

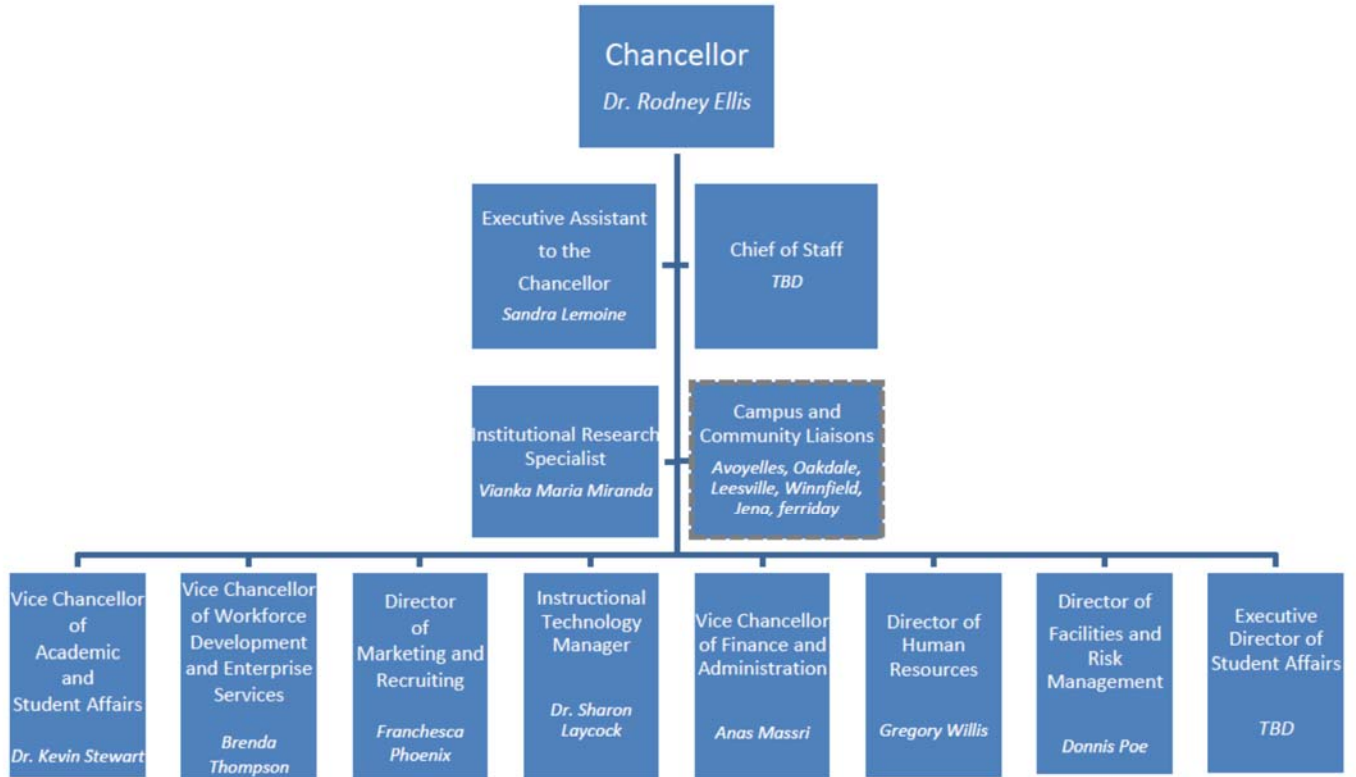
9 - Number of executive/managerial staff, fall 2014

9 - FTE executive/managerial staff, fall 2014

Position	FTE of non-instructional staff
Chancellor	1
Vice Chancellor of Academic and Student Affairs	1
Vice Chancellor of Workforce Development	1
Vice Chancellor of Finance and Administration	1
Chief of Staff	Vacant
Director of Human Resources	1
Director of Facilities and Risk Management	1
Director of Marketing and Recruiting	1
Instructional Technology Manager	1
Director of Facilities	1
Executive Director of Student Affairs	Vacant

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 2009	Salary Changes 2010 Since 6/2008	Salary Changes 2011	Salary Changes 2012	Salary Changes 2013	Salary Changes 2014
Chancellor (created 2012)	n/a	n/a	n/a	New interim position \$139,390	\$(2,390) \$137,000 New Chancellor hired	\$0
Vice Chancellor Academic and Student Affairs (created 2012)	n/a	n/a	n/a	n/a	New position \$92,000	\$0
Vice Chancellor Workforce Enterprise Services (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$75,000
Vice Chancellor of Finance and Administration (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$78,500
Chief of Staff (created 2013)	n/a	n/a	n/a	n/a	New position \$82,000	\$0
Director of Human Resources	\$56,716	0	0	0	\$(1,716) \$55,000 New hire	\$0
Director of Facilities and Risk Management (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$64,200
Director of Marketing and Recruiting (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$52,500
Instructional Technology Manager	\$54,378	\$0	\$0	\$0	\$0	\$622 \$55,000 Additional duties
Institutional Research Specialist (created 2013)	n/a	n/a	n/a	n/a	New position \$43,000	\$0
Executive Director of Student Affairs (created 2013)	n/a	n/a	n/a	n/a	New Position Vacant	Vacant

*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.

Expenditure by Function	2011-2012		2012-2013		2013-2014	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
Instruction	\$5,257,042	54.8%	\$5,440,063	55.3%	\$4,827,547	58.9%
Research	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Public Service	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Academic Support	\$1,260	0.0%	\$ -	0.0%	\$215,365	2.6%
Student Services	\$810,660	8.4%	\$823,308	8.4%	\$753,040	9.2%
Institutional Services	\$2,147,336	22.4%	\$2,282,754	23.2%	\$1,691,183	20.6%
Scholarships/Fellowships	\$ -	0.0%	\$5,000	0.1%	\$ -	0.0%
Plant Operations/Maintenance	\$1,046,269	10.9%	\$1,106,277	11.2%	\$452,623	0.0%
Total E&G Expenditures	<u>\$9,262,566</u>	<u>96.5%</u>	<u>\$9,657,402</u>	<u>98.2%</u>	<u>\$7,939,758</u>	<u>96.9%</u>
Hospital	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Transfers out of agency	\$332,258	3.5%	\$176,470	1.8%	\$253,966	3.1%
Athletics	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Other	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Total Expenditures	<u>\$9,594,824</u>	<u>100.0%</u>	<u>\$9,833,872</u>	<u>100.0%</u>	<u>\$8,193,724</u>	<u>100.0%</u>

- 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 2013-14:

Published Tuition and Required Fees	2008-2009*	2009-2010*	2010-2011	2011-2012	2012-2013	2013-2014
In-District						
Tuition	-	-	\$726	\$984	\$1,186	\$1,186
Required Fees	-	-	\$397	\$490	\$245	\$261
Total Tuition & Fees	\$995	-	\$1,123	\$1,474	\$1,431	\$1,447
In-State						
Tuition	-	-	\$726	\$984	\$1,186	\$1,186
Required Fees	-	-	\$397	\$490	\$245	\$261
Total Tuition & Fees	\$995	-	\$1,123	\$1,474	\$1,431	\$1,447
Out-of-State						
Tuition	\$995	\$995	\$1,488	\$1,570	\$2,385	\$2,385
Required Fees	-	-	\$397	\$490	\$245	\$261
Total Tuition & Fees	\$995	\$995	\$1,885	\$2,060	\$2,630	\$2,646
Books and Supplies	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200

- 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:

IPEDS Graduation Rates	
Adjusted 2011 Cohort	319
Graduation Rate – 100% of normal time	43.3%
Graduation Rate – 150% of normal time	71.8%

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

\$3,793 Average cost per FTE 2013-2014 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.

\$3,793 Average cost per FTE 2013-2014 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.

Total Revenues for the 2013-2014 academic year (includes all means of financing)
\$17,089,691

Appendix A - Passage rate on licensure rate/certification exams

FY' 2013-2014

Program	IBC	No. Taken	No. Passed
AC and Refrigeration	EPA 608	6	6
	Electrical	1	1
	Gas	1	1
Industrial Manufacturing	C4M	8	8
Welding	NCCER		
	Core	30	30
	Level 1	65	65
	Level 2	38	38
Nursing	LPN	136	125
	CNA	187	187
Phlebotomy	NAHP	27	27
Pharmacy Tech	PTCB	19	15
Emergency Medical Technician	EMT-B	17	10
Business	Customer Service	8	8
		543	521