



SCL
TECHNICAL
COLLEGE

ADMINISTRATIVE OFFICE

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April 17, 2015

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

Dear Dr. Sullivan,

Attached you will find copies of the 2015 GRAD Act report for South Central Louisiana Technical College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included in this submission are the following documents:

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

The college point of contact for this information is Katherine D. Falgout. She can be reached at (985) 380-2957, ext. 329 or via email at katherinefalgout@scl.edu.

Sincerely,

Earl W. Meador, J.D.
Director

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



**SOUTH CENTRAL LOUISIANA
TECHNICAL COLLEGE**



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

2015 Annual Report

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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. SCLTC has not met the required retention rate for Element 1.a.

Element:

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

i. Fall to Spring retention rate

SCLTC's enrollment of First Time/Full Time Degree Seeking students for Fall 2013 was 205. There were 143 students from the Fall Cohort who enrolled in Spring 2014 thereby giving SCLTC a retention rate of 69.8%. The targeted retention rate for Year 5 is 81.3%. While SCLTC has not met the targeted rate, it should be noted that the Baseline data for Fall 08 to Spring 09 was incorrectly reported. The correct baseline rate was determined to be 65.6%. Using this baseline percentage, SCLTC has improved its retention rate by 4.2% in five years.

There were 62 First Time/Full Time, Degree Seeking students from Fall 2013 who did not return to SCLTC in Spring 2014. Of the 62 students who did not return, 22.5%, or 14 students, either obtained an industry certification, employment in their field of study, or enrolled in a higher education institute.

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

ii. Graduation Productivity (optional)

SCLTC has a 59.0 percent graduation rate on the Fall 2010 cohort indicating those first-time, full time degree seeking students who completed their programs within 150% of the normal time as of Fall 2013.

Performance Objective: Student Success (1)

1.a Data

i. Fall to Spring Retention Rate

Baseline Fall 08	Year 1 Benchmark		Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual
78.9%	79.3%	Fall to Spring Retention Rate	71.2%	79.9%	72.9%	80.2%	79.0%	80.4%	70.1%	81.3%	69.8%
247		# in Fall Cohort	208		208		217		137		205
195		# retained to Spring	148		163		171		96		143

Element:

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

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

SCLTC has **exceeded** the applicable measures for the number of 1 Year Certificates and Associate Degree awards for the 5th year. SCLTC failed to reach the measure for Diploma awards. However, when 1 Year Certificates and Diploma awards are combined, the measure has been met within the two percent tolerance level for measure 1.b. The combined percentage of actual increase for 1 Year Certificates and Diplomas is 3.4% which is within the 2% tolerance level for the combined rate of 3.75%.

For the fifth 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 11.9% over baseline 2008-2010 averaged data despite the closing of programs during the same period.

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

1.b Data

i. Percentage change of program completers—Year 5

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

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.

1.c Data

Number of high school students enrolled – Descriptive Measure

Fall 2008 baseline – 348

Fall 2009 Yr. 1 – 1,067

Fall 2010 Yr. 2 – 1,578

Fall 2011 Yr. 3 – 1,713

Fall 2012 Yr. 4 – 1,808

Fall 2013 Yr. 5—2,636

Spring 2009 baseline - 310

Spring 2010 Yr. 1 – 1,087

Spring 2011 Yr. 2 – 1,582

Spring 2012 Yr. 3 – 1,545

Spring 2013 Yr. 4 – 1,720

Spring 2014 Yr. 5—1,513

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
Fall 2013 Yr. 5—11,313.2	Spring 2014 Yr. 4—5,687.2

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
Fall 2013 Yr. 5—11,086	Spring 2014 Yr. 5—5,556

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 95.7% is 7.6% above the targeted rate of 87.4%.

In 2013, the LSBPNE implemented an advanced standing plan that focuses on a more controlled standard for granting advanced standing credit to students. Since the inception of this plan, SCLTC has experienced a significant increase in the PN passage rate from 80.5 % to 95.7%.

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—765
- Automotive—ASE--9
- Heating, Ventilation, and Air Conditioning—80
- Nursing—PN—22
- Nursing—CNA—18
- U. S. Coast Guard all specialty areas—3864

iii. Number of students assessed and earning WorkKeys certificates.

WorkKeys certifications also contribute to a student’s employability and placement in high-wage, high demand jobs. SCLTC had a 79.5% passage rate for students taking the WorkKeys exam. Students in the college earned a total of 238 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	Year 5 Benchmark	Year 5 Actual
Passage rate on licensure exam in Nursing (PN_	87.0%	80%	87.2%	92.9%	87.4%	95.7%
# students taking exam		41		28		23
# students passing exam		33		26		22

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

	Lafourche	Galliano	River Parishes	Young Memorial	Total
# students taking	9	0	49	4835	4893
# passed	9	0	48	4702	4759
Passage Rate	100	0	94.0%	97.2%	97.3%

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
2013-2014 Year 5	299	50	146	42	0	238

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

Performance Objective: Articulation and Transfer (2)

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

- **LCTCS Policies regarding Articulation and Transfer:**
 - Policy #1.004 – General Admission Policy Statement for First Time Freshmen
 - Policy #1.005 – General Admissions Requirements
 - Policy #1.010 – Program Assessment of Effectiveness
 - Policy #1.014 – Assessment
 - Policy #1.023 – Non-Traditional Credit
 - Policy #1.028 – Academic Renewal
 - Policy #1.029 – Disclosure of Degree Program Transferability
 - Policy #1.036 – Cross Enrollment Agreement between System Institutions
 - Policy #1.045 – LCTCS Online Initial Policy Statement
 - Policy #5.025 – Tuition and Discounts and Waivers

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

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

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

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

SCLTC entered into a Memorandum of Understanding (MOU) with Nicholls State University (NSU) on February 15, 2012. This MOU allows for the transfer of credits from SCLTC to NSU to shorten the time to completion of the Bachelor's Degree in Accounting. There were no students tracked under this MOU for GRAD Act Year 5.

Beginning with the fall 2013 semester, SCLTC has partnered with the National Student Clearinghouse to report both our enrollments and completions. This partnership has allowed SCLTC to track which institutions our students are coming from and which institutions they are going to. During 2013-14, SCLTC had 785 degree seeking students exit the college. Of that, over 19% subsequently enrolled in another post-secondary institution with 46% enrolling in 4 year universities.

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

Performance Objective: Articulation and Transfer (2)

Element:

- a) Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

This measure is not applicable to technical colleges.

Performance Objective: Articulation and Transfer (2)

Element:

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

This measure is not applicable to technical colleges.

Performance Objective: Articulation and Transfer (2)

Element:

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

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

Performance Objective: Articulation and Transfer (2)

Element:

- d) Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169. This measure is not applicable to SCLTC.

Performance Objective: Workforce and Economic Development (3)

South Central Louisiana Technical College (SCLTC) has met the one targeted measure for this performance objective. Measure 3.b.ii—Students enrolled in distance education courses—became a targeted measure for SCLTC beginning in Year 3. The Year 5 Benchmark was set for 60 students; the actual number of students enrolled was 1,153.

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.

The Drafting and Design Program is in the process of closing at all SCLTC campuses. Due to low completion rates, SCLTC is now in a Teach-out for Drafting and Design. SCLTC has not accepted any applications for this program beginning with the spring 2014 semester. The program will complete the Teach-out phase in Spring 2015 and will close at that time.

SCLTC River Parishes campus closed its Journeyman Industrial Pipetrades and Journeyman Industrial Electrician programs beginning Fall 2013. These programs were closed due to low enrollment. No Teach-out was required.

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 has made no modifications or additions to its programs during the 2013-14 year.

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

3.a Data

i. Number of programs eliminated:

Campus	# Programs Eliminated
Lafourche	0
River Parishes	2
Young Memorial	1

ii. Number of programs modified or added:

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

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

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

*Total programs offered at SCLTC is 20. Some programs are offered at multiple campuses.

Performance Objective: Workforce and Economic Development (3)

Element:

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

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

SCLTC offered a total of 109 courses through distance education. All courses were 100% online of which five course offerings were for the Business Office Administration/Technology program, four courses were for the Process Technology program, 20 courses were core courses which apply to all technical diploma programs, and 15 courses were required for all associate degree programs.

With monies provided by the Perkins CTE Leadership Grant, a team from LCTCS created online learning material designed to improve online instruction and enhance accessibility for CTE students. LCTCS began offering a 6 week online teaching professional development course in June 2014. SCLTC had 4 online faculty participate in this course.

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.

SCLTC has requested and received approval from COE to offer the Business Office Administration/Technology program as a Hybrid program.

LCTCS is in the process of changing the Learning Management System from Moodle Rooms to Canvas. With this SCLTC plans to implement more online course offerings and has begun training instructors for online instruction. However, a significant amount of courses within SCLTC’s programs of study require practical application of the didactic portion of the program through laboratory assignments and/or through work performed in clinical rotations or internships in the related field of study.

3.b Data

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

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

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

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

Number of programs offered through 100% distance education:

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

Performance Objective: Workforce and Economic Development (3)

Element:

- d) *To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.*

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

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

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

3.d Data

Percent of completers found employed – Tracked measure.

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

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 51.0%.

Element:

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

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

SCLTC increased its nonresident tuition in 2015 fiscal year to \$6,546, up from the 2014 fiscal year amount of \$5,565.

4.c Data

Tuition and fees charged to non-resident students.

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

Performance Objective: Institutional Efficiency and Accountability (4)

Element:

d) Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

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

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

SCLTC has obtained 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	15	--
# program with mandatory/recommended accreditation	6	11	11	
% of programs with mandatory/recommended accreditation	66.7%	73.3%	73.3%	

Performance Objective: Reporting Requirements (5)

Elements:

- a) Number of students by classification.

4,564 - Headcount, undergraduate students enrolled in fall 2013 Census Date.

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

1,535.4 - Budgeted FTE (full-time equivalent) undergraduate students, annual using reporting year fall 2013 and spring 2014.

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

- b) Number of instructional staff members.

100 - Number instructional faculty for fall 2013.

66.5 - FTE instructional faculty for fall 2013.

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.

7,488- Undergraduate headcount

657 – Undergraduate level sections

11.4 - Average undergraduate class size at the institution fall 2013

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

- d) Average number of students per instructor.

11.4—Average number of students per instructor

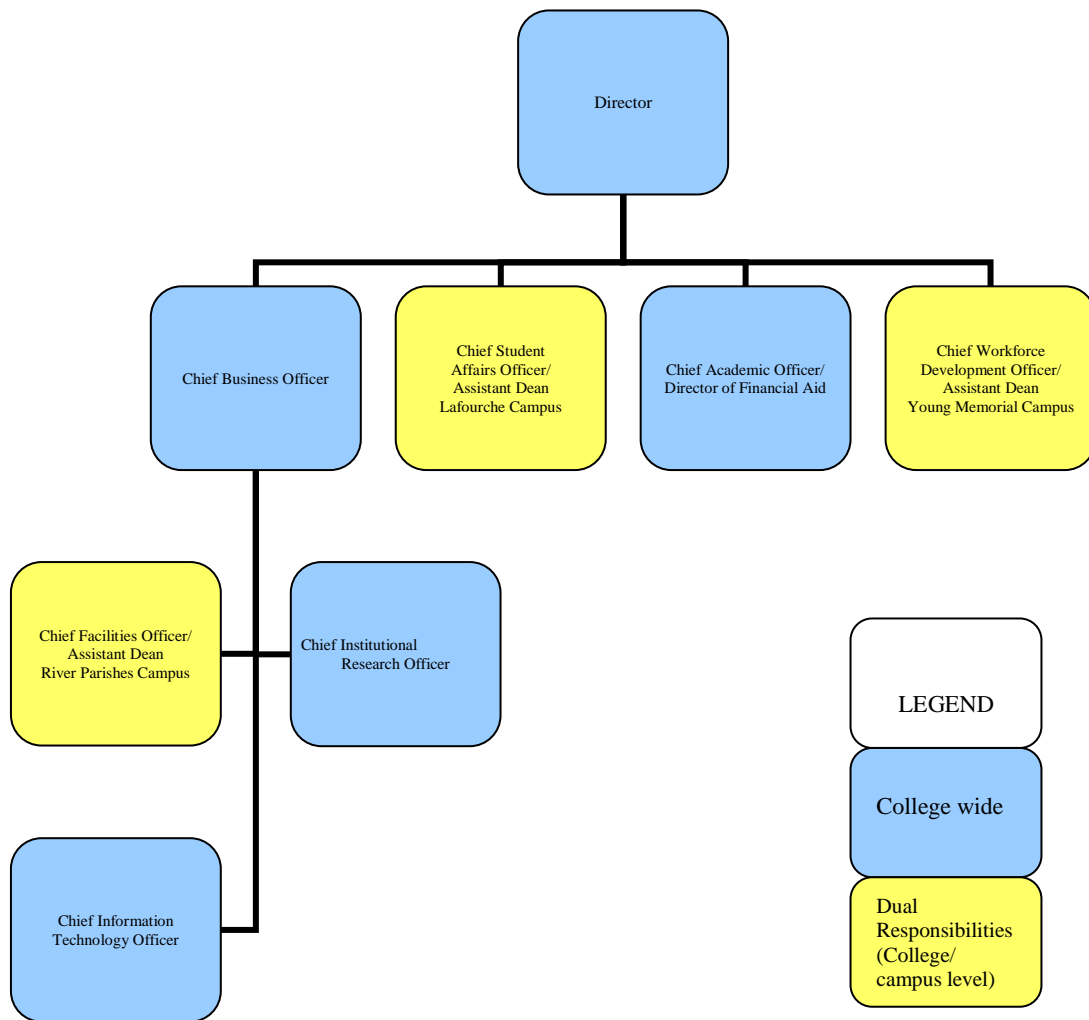
Reference Board of Regents summary report

- 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

SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE						
SECTION 5(H) ATTACHMENT B						
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 06/30/2012 - Reported for Fall 2013	SALARY CHANGES SINCE 06/30/2013 - Reported for Fall 2014
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	07/01/2013, \$83,823, 5% merit increase and 08/19/2013, \$90,813 annual increase for assuming additional duties of Director of WorkReady U
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	Previous Director transferred 11/11/2012; replacement hired 11/12/2012 at \$101,000. Eff. 07/01/2013, 106,050, 5% merit increase
Assistant Dean/Chief Workforce Developmental Officer	\$65,000.00	03/11/2010, \$70,000, additional responsibilities as Chief Workforce Development Officer	None	None	None	07/01/2013, \$73,500, 5% merit increase
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	05/27/2013, \$75,000, assuming additional duties for Chief Financial Aide Officer and 07/01/2013, \$78,750, 5% merit increase
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	04/26/2013, \$65,000, assuming additional duties as E-Learning Coordinator; eff. and 07/01/2013, \$68,250, 5% merit increase
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	07/01/2013, \$63,158, 5% merit increase

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	02/04/2013, \$67,000, Appointed as Asst. Dean of a campus and 07/01/2013, \$70,350, 5% merit increase
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	07/01/2013, \$90,762, 5% merit increase
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.

\$8,061,228

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.”

\$15,911 – Cost of Attendance for a Louisiana resident, living off campus, not with parents for the reporting year 2013-14

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

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

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

- iv. Average cost per degree awarded in the most recent academic year.
\$2,406.93
- v. Average cost per non-completer in the most recent academic year.
Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges. \$1,556
- vi. All expenditures of the institution for that year most recent academic year.
As reported on Form BOR-3 during the Operational Budget Process.
\$8,061,228.

Appendix #1 to Attachment B
Licensure/Certifications Disciplines/Institutions
GRAD Act Elements 1.d.i. and 1.d.ii.
SCTLC--2013 - 14

INDUSTRY-BASED CERTIFICATIONS	TOOK	PASSED	TOOK	PASSED	TOOK	PASSED	TOOK		TOOK	PASSED
	Lafourche		Galliano		River Parishes		Young Memorial		SCLTC	
American Petroleum Institute- 6th Edition Rigger	0	0	0	0	0	0	780	765	780	765
Automotive (ASE) -- 47.0604	9	9	0	0	0	0	0	0	9	9
Drafting -- 15.1301	0	0	0	0	0	0	0	0	0	0
EMT Basic	0	0	0	0	0	0	0	0	0	0
Heating, Ventilation and Air Conditioning -- 47.0201	0	0	0	0	30	29	64	51	94	80
Internet and Computing all areas (COMPTIA, CISCO, IC3)	0	0	0	0	0	0	0	0	0	0
NCCER - all areas (National Center for Construction Education and Research)	0	0	0	0	0	0	0	0	0	0
Nursing PN	0	0	0	0	0	0	23	22	23	22
Nursing-CNA	0	0	0	0	19	19	0	0	19	19
U.S. Coast Guard all specialty areas	0	0	0	0	0	0	3968	3864	3968	3864
									4893	4759

WorkKeys Exam										
No. of Students who took exam WorkKeys Exam		25				216		58		299
No. of Students who received Bronze Cert.		3				39		8		50
No. of Students who received Silver Cert.		18				95		33		146