SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE

GRAD Act Performance Objectives/Elements/Measures

2013 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 a and b. SCLTC, however, did not meet targeted measure d for passage rate on licensure exam in Nursing PN program. The percentage passed baseline was 87%; the passage rate was 84.6%. The difference is 2.4%, which is 0.4% greater than the 2.0% tolerance. SCLTC has taken steps to increase the passage rate as outlined in Element d, page 10.

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 217. There were 171 students from the Fall Cohort which enrolled for Spring 2013 thereby giving SCLTC a retention rate of 79.0%. The targeted retention rate for Year 3 is 80.2%. Although the college did not reach the targeted rate, the rate falls within the 2% tolerance level.

SCLTC continues to increase its retention rate at or above the level specified in the GRAD Act. The deficit between Year 2 Benchmark and Year 2 Actual was 1.5%. SCLTC has decreased the deficit in Year 3 to 1.2%.

SCLTC contributes the improvement in retention rate to the increase of advising and counseling services available to students through each campus' Office of Financial Aid and Student Affairs Office. 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 is the primary reason that students report for stopping out or dropping out of their program of study.

SCLTC's Young Memorial Campus was ranked 4th among its peers in the Fastest Growing Public Two-Year Colleges for enrollment increase from Fall 2010 to Fall 2011. This information was published in the November 26, 2012 issue of Community College Week, p. 10.

ii.   Graduation Productivity (optional)

SCLTC has a 47.0 percent graduation rate on the Fall 2008 cohort indicating those first-time, full time degree seeking students who completed their programs within 150% of the normal time as of Fall 2011.

See Student Success Appendix 3 for Student Success Stories that demonstrate in students' life situations how the college has helped them to achieve Student Success.

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

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 three years.

For the third 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 58.4% over baseline 2008-2010 averaged data.   Year 3 total Award level completions are up 26.0% over Year 1 actual data and 14.2% over Year 2 actual data.

1.b Data

i. Percentage change of program completers—Year 3

	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual
Certificate—1 yr.		0.8%	56.5%	1.5%	71.0%	2.3%	91.6%
	131	132	205	133	224	134	251
Diploma		0.7%	0.7%	1.5%	17.0%	2.2%	36.3%
	135	136	136	137	158	138	184
Associate		1.1%	18.9%	2.1%	25.3%	3.2%	44.2%
	95	96	113	97	119	98	137

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 - 1067	Spring 2010 Yr. 1 – 1087
(206% increase over baseline)	(250.6% increase)
Fall 2010 Yr. 2 – 1578	Spring 2011 Yr. 2 – 1582
(353% increase over baseline)	(410.3% increase)
Fall 2011 Yr. 3 – 1713	Spring 2012 Yr. 3 -- 1545

Number of semester credit hours in which high school students enroll – Descriptive Measure

Fall 2008 baseline – 2022	Spring 2009 baseline - 1588
Fall 2009 Yr. 1. –4924	Spring 2010 Yr. 1 – 4346.5
(143.5% increase over baseline)	(173.7% increase)
Fall 2010 Yr. 2 – 8254	Spring 2011 Yr. 2 – 9237
(308.2% increase over baseline)	(481.6% increase)
Fall 2011 Yr. 3 – 8441.0	Spring 2012 Yr. 3 – 7344.0

**Number of semester credit hours completed by high school students –
Descriptive**

Fall 2008 baseline – 1962	Spring 2009 baseline – 1561
Fall 2009 Yr. 1 – 4802	Spring 2010 Yr. 1 – 4302
(144.7% increase over baseline)	(175.6% increase)
Fall 2010 Yr. 2 – 7894	Spring 2011 Yr. 2 – 8951
(302.3% increase over baseline)	(473.4% increase)
Fall 2011 Yr. 3 -- 8406.0	Spring 2012 Yr. 3 **--** 6912

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)—NEW

SCLTC failed to meet the targeted passage rate for licensure exam in Nursing. The
actual passage rate of 80% is 7% below the targeted rate of 87%. The passage rate was
92.3% in Year 1 and 100% in Year 2. The college has identified several elements which
caused the passage rate to decline and has taken steps to improve the rate in future years.
SLCTC's accrediting board, Council on Occupational Education and the Louisiana State
Board of Practical Nurse Examiners (LSBPNE) requires a passage rate of 80%, which
was met by the college.

The decrease in the passage rate is attributed to frequent re-entry of students who did not
perform satisfactorily in one or more courses throughout the program. It has been
documented by LSBPNE that "Advanced standing students and "rollbacks" are at greater
risk for failing NCLEX." (See Appendix 3 for attached memo from LSBPNE) The
LSBPNE implemented a new advanced standing plan that focuses on a more controlled
standard for granting advanced standing credit to the student

On March 28, 2013, LSBPNE issued a memo addressing the practice of "rollback"
students. Nursing courses must be completed in the sequence indicated in the curriculum
plan. All Nursing courses must be completed successfully for a student to be eligible to
enroll in courses offered in the next semester. Students who are not successful in
completing a course in their current semester must be dropped from the PN class and
readmitted to a later PN which offers the course(s) that need repeating. This procedure
will assist the student to successfully complete the classes in the sequence of the simple
to complex curriculum plan and increase the student's ability to pass the NCLEX.

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

Appendix 1 contains a chart listing the industry based certifications that were taken by
SCLTC students and list the number of students who passed the certification. A total of

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4,018 exams were taken, and 3,877 received a passing score. This is a 96.5% passage rate. The passage rate in Year 2 was 96.0%.

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 96.8% passage rate for students taking the WorkKeys exam. Students in the college earned a total of 271 certificates. (See Appendix 2 for detail information) .

1.d Data

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

	Year 3 Benchmark	Year 3 Actual
Passage rate on licensure exam in Nursing (PN_	87.0%	80%
# students taking exam	41	33
Actual number taking exam for 1st time (2 repeaters)		

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

	Lafourche	Galliano	River Parishes	Young Memorial	Total
# students taking	0	1	139	3878	4018
# passed	0	0	128	3749	3877
Passage Rate	0	0	92.1%	96.7%	96.5%

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

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 :**
  - SCL.106 – Admission Policy
  - SCL 104 – 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 3 Benchmark was set for 50 students; the actual number of students enrolled was 581.

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 eliminated three program offerings at various campuses. The Electrician program, including all exit points, was terminated at the Young Memorial Campus. It is, however, still being offered at the Lafourche Campus. The Nursing (PN) Diploma program was eliminated at the Lafourche Campus but is still being offered at the Young Memorial and River Parishes campuses. The Carpentry program at the Lafourche campus was eliminated leaving SCLTC with no longer offering Carpentry at any of its locations.

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.

In response to workforce request, SCLTC added an AAS in Nautical Science (CIP 49.0309). This program has additional exit points of CTS's in Able Seaman and Bosun's Mate and TD in Master. Also, Basic Safety Training Refresher course was added to the Marine Operations curriculum.

To comply with Board of Regents specifications, SCLTC revised five programs to reduce the required credit hours to 45 credit hours for TD and 60 credit hours for AAS. The AAS programs revised were Surgical Technology (AAS), Business Office Technology (AAS and TD), Process Production Technology—Gulf of Mexico (AAS, TD, and CTS), Drafting and Design Technology (TD), and Air Conditioning and Refrigeration (TD).

SCLTC revised the clock hours in the Patient Care Technician program to conform to US Department of Education r Titla IV equirements, and SCLTC removed the CTS in Legal Office Specialist exit point in the Business Office Administration/Technology program.

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 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	2
River Parishes	0
Young Memorial	1

ii.   Number of programs modified or added:

Campus	# Programs Added	# Programs Modified
Lafourche	0	3
River Parishes	0	3
Young Memorial	1	3

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 20 courses through distance education. Of the 20 courses, 16 course offerings were for the Business Office Administration/Technology program, two courses were for the Process Technology program, and two courses were core courses which apply to all technical diploma programs. All of these courses were offered 100%

through Distance Education. SCLTC also offers eleven courses as web-enhanced using Moodle Rooms as a format to deliver 50% to 99% of the course instruction.

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). Neither does SCLTC plan to offer any programs through 100% distance education in the foreseeable future because of the skills-based curriculums that equip students for the jobs in the college's economic and geographic service area. At least some 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

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

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%

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 66.7 percentages of programs that met mandated/recommended accreditation. The benchmark was 38%.

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 2013 fiscal year to $4,484, up from the 2012 fiscal year amount of $3,024.

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

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, nine programs have mandatory or recommended accreditation. There are six programs that have the accreditation; three programs are not currently accredited.

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

Performance Objective: Reporting Requirements (5)

Elements:

a) Number of students by classification.

   2,885 - 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

   1,610.6 - Budgeted FTE (full-time equivalent) undergraduate students, annual using reporting year fall 2012 and prior year spring 2011   .

   > 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.

   80 - Number instructional faculty for fall 2011.
   65.6 - FTE instructional faculty for fall 2011.

   > 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.

   7,866 - Undergraduate headcount
   1,000 – Undergraduate level sections
   7.9 - 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.
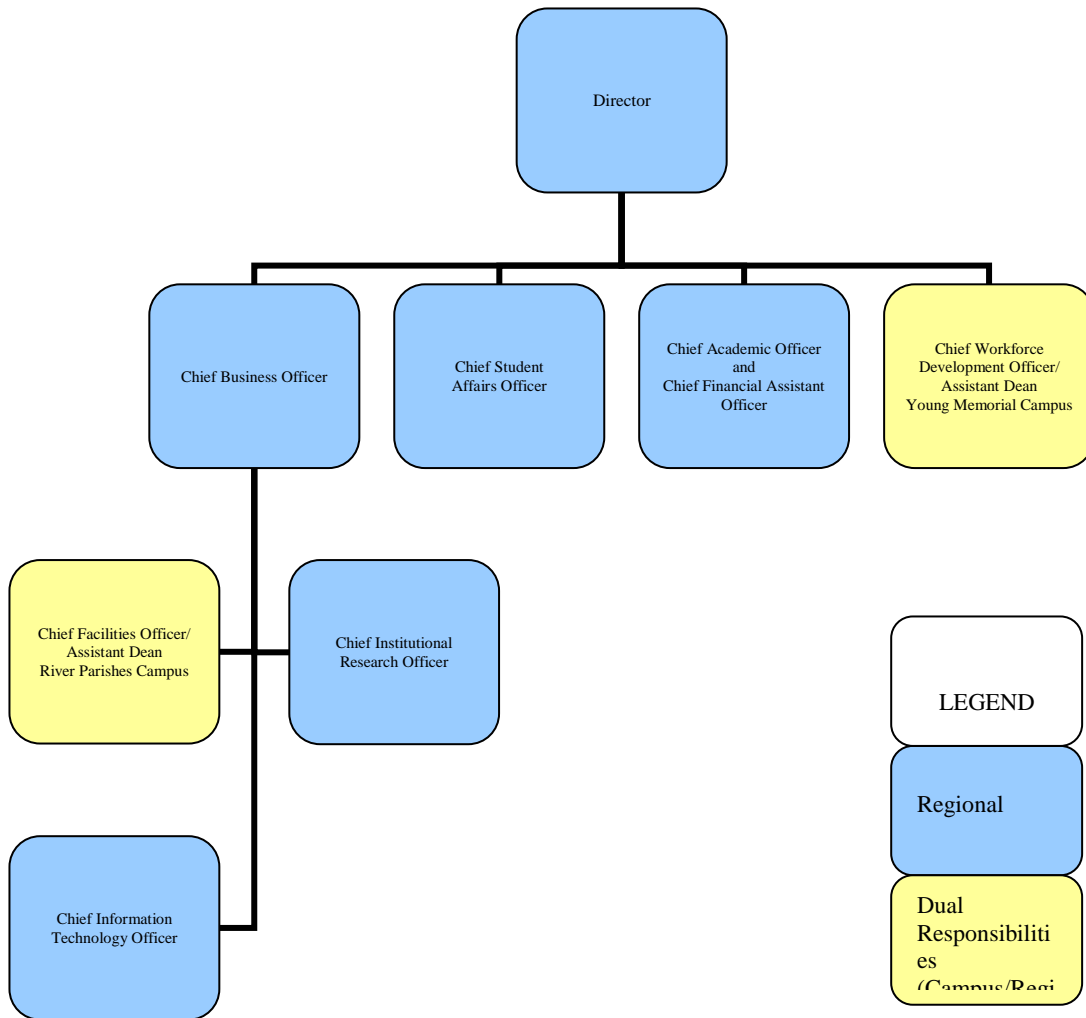
   24.6—Average number of students per instructor

   > 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

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                                    ┌──────────────┐
                                    │   Director   │
                                    └──────┬───────┘
          ┌────────────────┬──────────────┼────────────────┐
  ┌───────┴──────┐  ┌──────┴──────┐  ┌─────┴────────┐  ┌────┴──────────────┐
  │    Chief     │  │    Chief    │  │   Chief      │  │  Chief Workforce  │
  │   Business   │  │   Student   │  │  Academic    │  │  Development       │
  │   Officer    │  │   Affairs   │  │  Officer     │  │  Officer/          │
  │              │  │   Officer   │  │  and         │  │  Assistant Dean    │
  │              │  │             │  │  Chief       │  │  Young Memorial    │
  │              │  │             │  │  Financial   │  │  Campus            │
  │              │  │             │  │  Assistant   │  │                    │
  │              │  │             │  │  Officer     │  │                    │
  └──────┬───────┘  └─────────────┘  └──────────────┘  └────────────────────┘
         │
  ┌──────┴───────┬──────────────┐
┌─┴────────────┐ ┌─────────────┐
│Chief Facilities│ │   Chief     │
│Officer/        │ │Institutional│
│Assistant Dean  │ │Research     │
│River Parishes  │ │Officer      │
│Campus          │ │             │
└────────────────┘ └─────────────┘
┌───────────────┐
│     Chief     │
│  Information  │
│  Technology   │
│   Officer     │
└───────────────┘
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LEGEND

Regional

Dual Responsibilities (Campus/Regi...

The chart shows Director at top, with Chief Business Officer, Chief Student Affairs Officer, Chief Academic Officer and Chief Financial Assistant Officer, Chief Workforce Development Officer/Assistant Dean Young Memorial Campus. Under Chief Business Officer: Chief Facilities Officer/Assistant Dean River Parishes Campus, Chief Institutional Research Officer, Chief Information Technology Officer.

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
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
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
Assistant Dean	$65,000.00	03/11/2010, $70,000, additional responsibilities as Chief Workforce Development Officer	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
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
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
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
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
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. $8,417,046.