SCL

TECHNICAL
COLLEGE

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April 23, 2012

Dr. Joe May, President
Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, Louisiana 70806

Dear Dr. May:

Attached you will find copies of the 2012 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:

- South Central LTC Student Success Narrative
- South Central LTC Articulation and Transfer Narrative
- South Central LTC Workforce and Economic Development Narrative
- South Central LTC Institutional Efficiency and Accountability Narrative
- South Central LTC Section 5 Reporting Requirements
- Copy of Board of Regents Year 2 – 2012 Annual Report online data submission
- SCLTC Attachment D Year 2 Annual Report 4-23-2012 with Benchmarks to Year 6
- IBC reporting requirements (Appendix 2 to Attachment B)
- GRAD Act 2012 Year 2 Student Success Stories
- Appendix A to Articulation and Transfer – MOU Nicholls University and SCLTC Articulation and Transfer

The college point of contact for this information is Ann Cooper, Chief Institutional Research Officer or Gregory L. Garrett, Regional Director. Ms. Cooper can be reached at 985-380-2436 (ext. 245) or via email at mcooper@scl.edu. Mr. Garrett can be reached at 985-380-2436 (ext. 203) or via e-mail at ggarrett@scl.edu.

Sincerely,

Gregory L. Garrett
Regional Director

Karl J. Young, Jr., Young Memorial Campus Administrator – *Morgan City*
Cindy M. Poskey, River Parishes Campus Administrator – *Reserve*
Member of the Louisiana Community and Technical
Tony Tranchina, Lafourche Campus Administrator – *Thibodaux*
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South Central Louisiana Technical College

GRAD Act Performance Objectives
Student Success

2012 Annual Report
April 18, 2012

Contents

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.

South Central Louisiana Technical College (SCLTC) has met all applicable measures for Student Success within a 2% tolerance level <u>or</u> has exceeded the targeted measures for this objective.

SCLTC has shown a definite improvement in Student Success as measured by retention and award level completion data. The college's Fall to Spring retention rate improved by 7.2 percentage points from Year 1 actual data. Although less than projected in the initial GRAD Act Agreement in the six-year timeline, the achievement of a 78.4% retention rate is within the 2% tolerance level. Economic financial problems is the reason most often reported for stopping out of college with an exit level certificate to obtain immediate employment and then later returning to the college to complete higher level awards.

In addition, the college has again <u>exceeded</u> for the second year 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 41.27% over baseline 2008-2010 averaged data. Year 2 total Award level completions are up 12.33% over Year 1 actual data.

Student success policies/programs/initiatives implemented/continued during the reporting year.

In 2011-2012, LCTCS implemented a strategy which encourages all LCTCS institutions to review retention and graduation rates rankings among SREB peers annually. The strategy began with providing each college with a detail summary of the college's retention and other student success indicators among respective SREB peers. In addition to the initial review of the rankings that has taken place in 2011-2012, LCTCS is currently looking at systems that can be put in place to improve rankings of LCTCS colleges' student success indicators and other key measures among SREB peers as the colleges go live with Ellucian/Banner.

Louisiana Community and Technical College System (LCTCS) has continued the use of previously adopted policies during the 2010-2011 reporting year as listed below to increase cohort graduation rate and graduation productivity goals that are consistent with institutional peers. Student success measures are driven by many avenues such as being able to cross-enroll to complete coursework faster, being able to articulate course credit received at one institution to another, being able to seamlessly transfer coursework from one institution to another, being able to receive non-traditional credit for previous learning experiences, and being able to receive tuition discounts and waivers.

> 1.006 – Academic Amnesty
> 1.010 – Program Assessment
> 1.014 – Assessment
> 1.016 – LCTCS Cross Enrollment Policy
> 1.020 – Academic Status
> 1.023 – LCTCS Policy on Non-Traditional Credit
> 1.025 – Articulation
> 1.028 – Academic Renewal
> 1.029 – Disclosure of Degree Program Transferability
> 1.036 – Cross Enrollment Agreement between System Insitutions
> 5.025 – Tuition Discounts and Waivers

The above policies may be found in their entirety at www.lctcs.edu.

South Central Louisiana Technical College (SCLTC) has also continued the use of policies and procedures designed to increase persistence in college to achieve students' personal goals. These policies and procedures include the ability of students to enroll without any barriers to admission since SCLTC is an open admissions institution, the assistance provided to students enrolling with scores less than the recommended level to receive remediation on basic academic skills to improve retention and completion, the ability to accelerate time to completion through transfer credit, credit by examination, non-traditional credit, and credit through placement exams.

These procedures are in sync with the LCTCS policies and goals and can be found on the college's website (www.scl.edu).

> SCL 106 – Admission Policy
> IS1930.139 – Developmental Education Guidelines
> IS1930.102 – Academic Status
> IS1930.101 – Academic Renewal
> IS1930.106 – Acceptance of Transfer Credit
> IS1930.124 – Course Substitution/Course Waiver
> IS1930.126 – Credit by Examination
> IS1930.171 – Non-Traditional Credit
> IS1930.173 – Placement Exams

In addition to these policies and procedures, the college has held professional development opportunities targeting student success. Instructors have had training on guiding students in the selection of coursework to meet incremental goals (exit level credentials) along the way to achieving long-term goals (completion of the diploma or degree), completing degree audits on all students enrolled each semester to show students progress toward program completion, and referring students to counselors and financial aid when barriers to completion are encountered. SmartThinking tutorial assistance that provides 24/7 online assistance when students encounter difficulties in their coursework was also implemented. The student center area provides comfortable seating that encourages student socialization and studying together when on break or between classes. The area is equipped with study cubicles, an internet hotspot, snack machines, and widescreen television. These factors have been shown in retention studies to facilitate student persistence in college to accomplish educational goals.

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

SCLTC uses data derived from a number of reports to evaluate and design improvement plans where necessary to ensure program and institutional effectiveness. These include, but are not limited to:

- Integrated Postsecondary Education Data System (IPEDS)
- Council on Occupational Education (COE) Completion, Placement, and Licensure Annual Report
- Carl Perkins Accountability Annual Report
- Board of Regents Annual Completion Report
- Southern Region Education Board(SREB)
- Legislative and Board of Regents audits

After an analysis of the data provided in these reports, campus administrators meet with individual faculty members to develop improvement plans for enrollment, retention, completion, and placement. Instructors can also provide anecdotal information received during follow-up contacts upon a student's exit from the college regarding a student's reasons for stopping out prior to program completion. Using this information, instructors can encourage students to remain in college to reach educational goals and refer the student to sources of assistance to overcome barriers to completion.

Legislative and Board of Regents audits have prompted the college to take an even closer look at internal databases and procedures for assuring the accuracy of data.

According to published information by SREB and IPEDS, SCLTC ranked 13th among its peers in 2010 graduation rates and 14th among its peers in 2010 retention rates. The peer colleges include other technical colleges in Alabama, Georgia, Kentucky, and Oklahoma. SCLTC was compared to 41 other colleges in these states that were also classified as technical colleges with FTE enrollment of less than 2000.

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

Instructors use an informal early warning system by tracking attendance and providing progress reports during mid-term advising sessions to alert students to their probability of successfully completing coursework in which they are enrolled. Attendance and mid-term progress reports are excellent predictors of completion of coursework on a semester by semester basis.

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

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) **1st to 2nd year retention rate – not applicable**
      ii) **1st to 3rd year retention rate – not applicable**
      iii) **Fall to Spring retention rate – Technical colleges report on students in programs more than one semester in length – Targeted Measure.**

SCLTC improved the Year 2 2010-2011 Fall to Spring retention rate by 7.2 percentage points compared to the previous Year 1 retention rate.

208 – Number of first-time, full time, degree seeking students enrolled in Fall 2010 semester.
163 – Number of above students retained (enrolled) at the same institution in the Spring 2011 semester.

78.4% - Year 2 Fall 2010 to Spring 2011 Retention Rate
71.2% - Year 1 Fall 2009 to Spring 2010 Retention Rate
78.9% - Baseline Fall 2008 to Spring 2009 Retention Rate

The college falls within the 2% tolerance level by achieving a retention rate within 1.5 percentage points of the targeted Year 2 benchmark (79.9%).

SCLTC contributes this improvement in retention rate to improved advising and counseling available to students through each campus' Student Affairs Office and Office of Financial Aid. 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.

Please 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.

    iv. **Same institution graduation rate – not applicable**
    v. **Graduation productivity (optional)**
    SCLTC has a 38.3 percent graduation rate on the Fall 2007 cohort indicating those first-time, full time degree seeking students who completed their programs within 150% of the normal time as of Fall 2010. According to SREB and IPEDS published data, SCLTC ranks 13th among its peers of other technical colleges with an FTE enrollment of 2000 or less.
    vi. **Award Productivity (optional)**
    vii. **Statewide graduation rate – not applicable to technical colleges**
    viii. **Percent of freshmen admitted by exception – not applicable to technical colleges**
    ix. **Median professional school entrance exam score – not applicable to technical colleges.**

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

Since the mission of SCLTC is Workforce Development, 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 has been a strength of SCLTC over the years 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 two years.

    i.   **Percent change in program completers – Targeted measure**
        SCLTC exceeded the overall targeted benchmark for the 2010-2011 year by 143 awards and 38.97 percentage points. Not only did SCLTC exceed the targeted benchmark for 2010-2011, but the college also increased the number and percentage of awards over the previous 2009-2010 academic year by a total of 56 CTS, TD, and AAS awards and a total of 12.34 percentage points.

        2010-2011 Data:
                CTS – 226 (76.3% increase over baseline; 68.4% increase over Year 2 benchmark)
                Diplomas – 163 – 20.74% increase over baseline; 17.5% increase over Year 2 benchmark)
                AAS – 121 (27.34% increase over baseline; 22.6% increase over Year 2 benchmark)

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.

    i.   **Number of high school students enrolled – Descriptive Measure**
        Fall 2008 baseline – 348   Spring 2009 baseline - 310
        Fall 2009 Yr. 1 - 1067 (206% increase over baseline)   Spring 2010 Yr. 1 – 1087 (250.6% increase)
        Fall 2010 Yr. 2 – 1578 (353% increase over baseline)   Spring 2011 Yr. 2 – 1582 (410.3% increase)

    ii.   **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 (143.5% increase over baseline)   Spring 2010 Yr. 1 – 4346.5 (173.7% increase)
        Fall 2010 Yr. 2 – 8254 (308.2% increase over baseline)   Spring 2011 Yr. 2 – 9237 (481.6% increase)

    iii.   **Number of semester credit hours completed by high school students – Descriptive**
        Fall 2008 baseline – 1962   Spring 2009 baseline – 1561
        Fall 2009 Yr. 1 – 4802 (144.7% increase over baseline)   Spring 2010 Yr. 1 – 4302 (175.6% increase)
        Fall 2010 Yr. 2 – 7894 (302.3% increase over baseline)   Spring 2011 Yr. 2 – 8951 (473.4% increase)

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

Practical Nursing is the only program offered at SCLTC that requires licensure exam passage in order to be employed. Licensure exam passage rates increased from 90% in 2009-2010 to 100% in 2010-2011. Council on Occupational Education (Completion, Placement, and Licensure Report) is used to report on this measure.

Earning exit point credentials, industry based certification, and WorkKeys certifications also contribute to a student's employability and placement in high-wage, high demand jobs. SCLTC had a 96% passage rate for industry based certifications (IBCs). Students in the college earned a total of 3,048 IBCs that includes 173 WorkKeys certifications (see Appendix 2 for detail information) and 3,512 award level certificates, diplomas, and associate degrees.

i. **Passage rates on licensure/certification exams. – Tracked measure**

Practical Nursing	2009-2010			2010-2011		
	Took	Passed	Pass Rate	Took	Passed	Pass Rate
Lafourche				7	7	100%
River Parishes				No grad class	No Grad class	Still Enrolled
Young Memorial				21	21	100%
Total SCL	65	60	92.31%	28	28	100%

ii. **Number of students receiving certifications – Tracked measure – See Appendix 1 and 2**

	TCA	CTS	TD	AAS	IBC's
2009-2010 Year 1	3897	231	143	126	4028
2010-2011 Year 2	3002	226	163	121	3202
Difference from Year 1	-895*	-5*	+20	+5	-826*

*Note: Reduction in IBCs and award level certificates were a result of an expiration of grants and 27 positions were eliminated due to budget reductions. Entire programs were cut and multi-instructional programs were downsized leading to fewer certificates earned as a result of these budget reductions. See Appendix 2 for detailed information.

iii. **Number of students assessed and receiving WorkKeys certificates. Tracked measure**

	Number Assessed	Bronze	Silver	Gold	Platinum	Total Certificates Earned
2009-2010 Year 1						515
2010-2011 Year 1	177	46	80	46	1	173
Difference						-342**

**Note: Fewer students assessed Year 2 as a result of curriculum changes moving WorkKeys assessment to JOBS 2450, Job Seeking Skills, at end of program. Previously students were assessed when taking ORNT 1000, Freshmen Seminar, at the beginning of the program. Reporting last year only reported totals setting baselines and did not indicate different levels of certificates earned or number of students assessed.

iv. **Other assessments and outcome measures for workforce foundational skills to be determined. – Tracked measure.**

According to Attachment B, pending identification of other assessment and outcomes, institutions are not required to report on this measure.

South Central Louisiana Technical College

**GRAD Act Student Success
Student Success Stories
Appendix 3**

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SCL Technical College, Lafourche Campus

<u>Mr. John Gomez</u>

John Gomez was one of the first students to enroll in the Process Production Technology – Gulf of Mexico program when it began two years ago at the Lafourche Campus in Thibodaux, Louisiana. John is an older, non-traditional student that represents a large portion of South Central Louisiana Technical College's student population.

Before coming to SCLTC, Lafourche, John had been a welder in the offshore environment. After several years as a welder, John decided on a career change that would allow more opportunities to advance in the oil and gas industry. John is married, and he lived off his savings and his wife's income while he attended school.

After completing one year of coursework, John applied for and received an internship opportunity during the Summer 2011 semester with Shell Oil Company. After proving his knowledge and skills during this paid internship, John received a full paid scholarship from Shell Oil Company for the remaining one year of his associate degree program.

John has already received a job offer to begin working for C & D Production as a contract employee to work on a Shell Platform upon completion of his degree in May 2012.

SCL Technical College, River Parishes Campus Presents:

Miss Brooke Michelle Poché

Brooke came to us in the Fall semester of 2008 under the Dual Enrollment partnership with Lutcher High School. Non-traditionally, she enrolled in the Process Technology program, proving a petite, young woman can do the job as well as anyone. Indeed, she achieved Student of the Month honors from the St. James Parish Public School System Career and Technology Center for December 2009. Her career path choice effectively promoted employment opportunities for women in high-wage, high-labor work market today.

After high school, Brooke continued her technical education with uncanny determination, carrying a full-time class load through to the completion of her curriculum in the Fall of 2011. Along the way, she complimented her education with various industrial-based certifications, including a Gold level National Career Readiness Certificate issued by ACT utilizing the WorkKeys system in the Fall of 2010. Her outstanding academic performance was rewarded with an SGA scholarship in Spring 2011.

In her final semester, Brooke successfully interned with Air Products facility in Convent. A direct quote from Air Product's peer-to-peer recognition system illustrates that she is a specimen example of what the *Process Technology* department at *River Parishes Campus* produces: "*Brooke brought a positive attitude and good work ethic that has been appreciated by the entire team at Convent.*" She completed requirements for the Associate of Applied Science degree (AAS) in Process Technology with honors in December of 2011.

 Brooke Michelle Poché is a PRIME example of why the technical college system in Louisiana exists.

SCL Technical College, River Parishes Campus Presents:

<u>Mrs. Louvinia Holloway Rogers</u>

Louvinia Holloway Rogers is a recent graduate of the Business Office Administration Department at SCL's River Parishes Campus in Reserve, Louisiana. She concentrated her studies in the area of Medical Office Assistant. Louvinia was a star student assisting with any department needs. Though she has four children and a husband, she continued to push herself and focus on her education. Through the many hardships she faced, she continued to focus on her studies while searching for a job to assist in supporting her family.

She represented the Business Office Administration Department as the alternate senator and later moved up to represent her department as the senator. She was such a dynamic student, that the Student Government Association student body chose to reinstate the position of Chief Justice and have Louvinia fill the position. She represented her student body well and honed her business and leadership skills further.

She utilized the skills she learned in the business and medical departments to secure a position with Interlink Home Healthcare located in Reserve, Louisiana. She performed so well with Interlink that the Human Resources Manager recently wrote to the Business Office Administration's Department Head, Judith Wright, and mentioned that they were so thrilled with Louvinia's abilities and work ethic, that they would like to hire two more Medical Office Assistants directly from the program.

Louvinia has proven that hard work, dedication, and proper training can pay off in a big way!

SCL Technical College, Young Memorial Campus Presents:

<u>Wayne Little</u>

Wayne Little began as a student of SCL, Young Memorial Campus, the Summer 2001 semester when he became a part-time student in the Electrician Department. He completed that program while working offshore and completing his coursework during his time home, and he earned his diploma Summer 2002. He then transferred to the Carpentry program Fall 2002 and completed his diploma in Carpentry Spring 2004 while continuing to work offshore. During the Spring 2004 semester Mr. Little was dually enrolled in both the Carpentry and Air Conditioning Refrigeration programs. Mr. Little successfully completed his Air Conditioning and Refrigeration program graduating with a diploma in Spring 2007.

Why did Mr. Little feel that he needed all of this training in so many different areas? Was it because he simply enjoyed being a student? Mr. Little had a goal in mind when he enrolled at Young Memorial Summer 2001. He wanted to begin his own business and felt he needed the skills learned from all of these programs to be self-sufficient and be able to successfully become an entrepreneur. Mr. Little had a plan, and although his last name is "Little", he is a man with "Big" ideas. He was motivated enough to be persistent and fulfill his dream of owning his own business while continuing to work hard both at his job and in pursuing his education at the same time.

Mr. Little is a prime example of what it takes to be a success either as an employee of another company or as the owner of your own business all through the skills learned as a student of SCL Technical College. Mr. Little now has the background to own his own business in any of these areas, building and construction, electrician, or Air Conditioning Refrigeration. He chose to begin his own Electrical/Air Conditioning and Refrigeration business earning approximately $80,000 per year. With his background and knowledge, however, he has options if he ever chooses to grow his business and branch out into other fields. He has become a successful businessman in his own right and has the drive and persistence needed to continue to meet the needs of people in the South Louisiana area.

SCL Technical College, Young Memorial Campus Presents:

<u>Ronald Carson</u>

The key to Ronald Carson's success can be summed up in one word—"Persistence". When Ronald enrolled in the ICT: Network Specialist program at the Young Memorial Franklin Branch Campus in the Fall of 2005, he had the "deck stacked against him" from the beginning. At the age of ten, Ronald was hit by a car that left him severely injured with a brain injury that also left him with motor skill problems to overcome. He did not score very well on his entrance exam and also had to overcome basic skills deficiencies. That first semester, Ronald was enrolled in two developmental education courses, a prerequisite Keyboarding class, a freshmen seminar course, and "Introduction to Computers"—which was his only "real" course—according to him. He would not quit even though his physical limitations with his left hand made it difficult to make progress in the Keyboarding class. The speed requirement gave him the most trouble in this course, but he finally successfully completed the course in a later semester. "Don't give up" was Ronald's motto and way of approaching his training. It took two semesters to complete his developmental education courses, and he was finally able to begin his "real coursework" a year later after beginning enrollment at the college. Even though he was slower than most students in completing his curriculum, he finally met his goal in the Fall 2009 semester and earned his diploma in the Network Specialist program.

In spite of his difficulties, Ronald always wore a smile on his face and was one of the most enthusiastic and hard working students in the program. However, his enthusiasm did not stop there. He was also very active in the Student Government Association (SGA) doing whatever needed to be done. He participated in all of the SGA fundraisers and "outsold" all of the other students when it came to selling candy and car wash tickets. He was even nicknamed the "Candyman" by his fellow students.

Although the "odds" were stacked against him, he slowly and persistently "clawed" his way to success. He simply would not give up nor would he give in. He would not take "no" for an answer. Recently, he sent his instructor, Robert Bowers, a business card letting him know that he had been successful in obtaining permanent, full-time employment in the computer field with the St. Mary Parish School Board. Persistence was the key! Ronald knew what he wanted to do, and **he did it**!

South Central Louisiana Technical College

GRAD Act Performance Objectives
Articulation and Transfer

2012 Annual Report Template
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Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.

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
  - IS1930.101 – Academic Renewal
  - IS1930.106 – Acceptance of Transfer Credit
  - IS1930.126 – Credit by Examination
  - IS1930.139 – Developmental Education Guidelines
  - IS1930.171 – Transferring to Another College or University

  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". The plan for LCTCS to pursue common course numbering systems may also help to ease the articulation and transfer process with four-year universities.

SCLTC has only recently developed a Memorandum of Understanding (MOU) with Nicholls State University (NSU) - effective February 15, 2012 - to transfer 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. A copy of the SCLTC/NSU MOU can be found in Appendix A to Articulation and Transfer

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

Although SCLTC has no means available to ascertain student performance and effectiveness of students who transfer to a community college or to a four-year university in Louisiana with current database systems, SCLTC can

evaluate the effectiveness of the college and its programs according to other SREB peers. According to published data from SREB and IPEDS, SCLTC is ranked 13th among its SREB peers in 2010 Graduation rates and 14th among its SREB peers in retention rates. The colleges' peers include 41 similar size colleges according to FTE enrollment in Alabama, Georgia, Kentucky, Louisiana, and Oklahoma.

The current Student Enrollment System (SES) database that is used at all technical colleges is not equipped to measure student performance to colleges to which the student may transfer. SES also has no way of tracking students who transfer to other institutions at the present time. With the implementation of the LCTCS Ellusion/Banner Enrollment Planning Resource (ERP) system and the use of National Clearinghouse Reports, this may be a possibility in the near future.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.
SCLTC plans to implement a tracking/monitoring system regarding transfers when the new Sungarde/ Banner ERP System is implemented. With the full implementation of the new Banner system, the college will be able to monitor when students transfer to other LCTCS institutions and will be able to monitor their progress through transcripts. This ability to view transcripts from all LCTCS institutions will also assist advisors in determining coursework to be scheduled to reach credential goals.

Plans to utilize National Clearinghouse Reports to assist in tracking transfers from other institutions when Banner is fully implemented are also in place. National Clearinghouse provides the opportunity to track students when they transfer to another member college/institution and whether or not the student earned a credential following transfer.

Development/use of agreements/external feedback reports during the reporting year.
As discussed above, , future plans are in place to utilize external feedback reports from National Clearinghouse to provide information on students who transfer to another institution when Banner is fully implemented. In addition, it is hoped that as rapport/relationships continue to develop with area universities such as NSU, that data may be more readily forthcoming to receive feedback reports regarding articulation and transfer.

   a) **Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**
   This measure is not applicable to technical colleges.

   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.

   c) **Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.**
   As discussed above SCLTC has only recently entered into an MOU with NSU to allow students to transfer credits to the Bachelor of Accounting program. We currently have no signed referral agreements to redirect students who fail to qualify for admission at four-year universities into our college. Since no students have been formally redirected from a four-year university to SCLTC, the college has no data to report for this measure this reporting year.

   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 as they are not a part of R.S. 17:3161 through 3169.

Memorandum of Understanding

THIS MEMORANDUM OF UNDERSTANDING (MOU), made and entered into this 30th day of January, 2012 by and between *Nicholls State University,* hereinafter referred to as the "University", and South Central Louisiana Technical College, officially domiciled at 900 Youngs Road, Morgan City, LA 70380, hereinafter referred to as the "SCLTC."

WHEREAS, the University and SCLTC, education institutions of the State of Louisiana, enter into this MOU as an articulation agreement to allow for the acceptance of transfer credits of the listed courses of SCLTC by Nicholls State University, College of Business.

NOW THEREFORE, in consideration of the mutual covenants herein contained, the parties hereto agree as follows:

The University and SCLTC agree to commitments described below:

1. **The University shall:**

    A) Accept the following courses as transfer credits for acceptance by Nicholls State University for the Bachelor of Science Degree in Accounting:

Nicholls Course	Course Number	Credit Hours applicable to Accounting Degree	Equivalent Course(s) from SCL Technical College
ACCT	205	3	Completion of ACCT 1300 and ACCT 1400
BSAD	101	3	ACCT 1500 or CPTR 1400 or 1600
OIS	200	2	Completion of CPTR 1310 and CPTR 1320
Elective	???	3	ACCT 1500 or CPTR 1400 or 1600

    B) The University shall also accept for transfer credit the general education courses within the applied science in Business Office Administration program taught by the SCLTC that are in accordance with the latest Board of Regent's "Louisiana Public Higher Education General Education Articulation Matrix" and taught by SCLTC Faculty meeting SACS criteria.

    C) The University will not require the SCLTC student to have completed a degree from SCLTC to be eligible for the referenced transfer credits.

2. **SCLTC shall require that SCLTC faculty maintain credentials specified by the SACS-COC guidelines for this MOU to remain in effect.** Credentials of faculty teaching courses accepted for credit at Nicholls must be submitted to the Nicholls State University Office of Academic Affairs for verification (using the attached Faculty Credential Verification Form).

Notices

All notices required under this MOU shall be in writing and sent by US Mail and addressed as follows:

If to SCLTC:

Mr. Tony Tranchina, Campus Administrator
1425 Tiger Drive
Thibodaux, LA *70301*
Or acting administrator

If to the University:

Dr. Allayne Barrilleaux, Vice President for Academic Affairs
PO Box 2002
Thibodaux, LA 70310
or acting VPAA

Termination for Convenience

Either party may terminate this MOU at any time by providing the other party written notification.

Term of Memorandum of Understanding

This MOU shall begin on February 15, 2012 and shall terminate on February 15, 2015. This MOU may be renewed for two (2) additional twelve month periods at the same terms and conditions by written agreement. This MOU may be renewed at any time and modified by written amendment.

THUS DONE AND SIGNED AT Thibodaux, Louisiana on the day, month and year first written above.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date the final signature is received.

NICHOLLS STATE UNIVERSITY

_____ 2/13/12
Stephen F. Hulbert, President   Date

_____ 2/13/12
WITNESS

_____ 2/13/12
WITNESS

SOUTH CENTRAL LA TECHNICAL COLLEGE

_____ 2/7/2012
Gregory V. Garrett, Regional Director   Date

_____ 2-7-12
WITNESS

_____ 2/7/12
WITNESS

_____
Allayne Barrilleaux, Vice President for Academic Affairs

_____
Shawn Mauldin, Dean of College of Business

South Central Louisiana Technical College

GRAD Act Performance Objectives
Workforce and Economic Development

2012 Annual Report Template
April 18, 2012

Contents

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.

While South Central Louisiana Technical College (SCLTC) has no targeted measures for this objective, the college has continued to eliminate, add, and modify programs to align the programs to workforce needs. The college has also developed distance education courses delivered through blended online and traditional formats (50% distance education) and through 100% online formats. Distance education and new apprenticeship program opportunities respond to student and industry training needs. Distance education opportunities increase accessibility and flexibility in scheduling coursework allowing students to work part time while obtaining credentials. Distance education and apprenticeship programs allow business and industry to continue business as usual while training to meet critical workforce shortages.

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.

SCLTC has numerous internal processes in place to ensure that programs are aligned with current and strategic workforce needs of the state, region, Louisiana Workforce Commission, and Louisiana Economic Development. These internal processes include use of Board of Regents low completer reports, annual evaluations of program completers and placement rates according to the annual Council on Occupational Education (COE) completion, placement and licensure (CPL) report, annual reviews of programs for modification of programs to meet local employer needs through Program Verification Forms, occupational advisory committees, campus administrators and instructors develop improvement plans for programs with low completer and low placement rates, review of occupational demand as determined by published Louisiana Workforce Commission forecasts.

SCLTC uses all of these internal processes to target programs that need to be monitored and addressed for possible closure, consolidation, modification, or continuation with periodic monitoring.

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.

During the 2010-2011 reporting year, the college took action to eliminate, modify, and add new programs to align program offerings with current workforce needs.

Seven programs were eliminated as a result of the college's internal review process, budget limitations, and/or as a result of low completer reports from the Board of Regents. The Nurse Assistant program at Lafourche Campus was no longer needed as a stand-alone program since it is also a part of the existing Patient Care Technician program at the campus. The CTS in Pharmacy Technician was eliminated for economic reasons. Four Associate of Applied Technology teach out programs were eliminated (Drafting and Design, Accounting, Office Systems Technology, and Industrial Instrumentation). The Communications Electronics program which was previously in teach out status was eliminated and replaced with the Industrial Marine Electronics program.

The Journeyman Industrial Associate of Applied Science degree with related TD, CTS, and TCA exit points was added at the River Parishes campus in response to the pipe trades industry. New Orleans Pipe Trade Local 60 requested an apprenticeship program allowing their employees to upgrade skills and attain higher level credentials. The Commercial Diving program was revised to meet program accreditation standards and to meet the USDOE's criteria of a 30 clock hour to 1 credit hour ratio for Title IV. The Associate of Applied Science degrees in Accounting and Office Systems were extensively revised and reorganized into one degree program, Business Office Administration with the technical diploma and certificate exit points combined into one curriculum. Low completer trends resulted in the elimination of the Associate degrees in Drafting and Design and ICT: Computer Network Specialist programs; however, the diploma and associated exit points were maintained and modified.

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.

Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.

SCLTC has a total of 26 programs qualified for Workforce Investment Act (WIA) funding through the Workforce Investment Board. Students are able to apply for funding to participate in these programs if they meet the eligibility criteria. During the past reporting year, a total of 59 students received $34, 632 in WIA assistance to participate in their training programs.

Since the Employment Outcomes Report only addresses those students who are employed in the state of Louisiana and those who participate in the Louisiana UI Wage System, the college also utilizes follow-up information obtained through personal contacts with the students as a part of the Council on Occupation (COE) Completion, Placement, and Licensure Annual Report to track students into the workforce. SCLTC's Young Memorial campus has unique training programs, such as the Marine Operations and the Commercial Diving programs that provide training to students worldwide. Also, there are a number of students in various programs that are self-employed and are not tracked using the Department of Labor's database only.

Improved technology/expanded distance learning offerings during the reporting year.

SCLTC's growth in the use of technology for distance education to meet students' needs to expand education offerings beyond the traditional day time timeframe was made possible through grants and the use of student technology fees. These funds allowed for an increase in technology infrastructure such as labs equipped with fiber optics, classrooms equipped with compressed video capability, and through the installation of wireless hotspots in strategic areas of the campuses.

COE, the college's accrediting body, approved SCLTC's application to offer courses through distance education effective September 20, 2011. Through approval of this application, the college is limited to offering less than 50% of the program's courses via distance education. Once a program's course offerings grow to more than 50% online, the college will have to apply to COE for additional approval. At the current time, the college has no plans to offer any programs through 100% online course delivery.

Campuses began offering *Introduction to Computers* (CPTR 1000) and *Computer Literacy and Applications* (CPTR 1002) as completely online course offerings during the Spring 2011 semester. Other courses were evaluated and found to be more conducive to a blended format of traditional face to face and online teaching methodology/delivery.

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 and Louisiana Economic Development.

   i. **Number of programs eliminated during the most recent academic year as a result of institution or Board of Regents review.**
      Seven programs were eliminated during the 2010-2011 academic year as a result of institutional and/or Board of Regents review.
      - Four Associate of Applied Technology (AAT) teach out programs (Accounting, Office Systems, Drafting, and Industrial Instrumentation)
      - One CTS program (Pharmacy Technician)

- One TCA program (Nurse Assistant at Lafourche Campus)
- One (TD) program (Communications Electronics at the Morgan City campus)

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.**

Seven programs were modified or added during the 2010-2011 academic year as a result of strategic workforce needs that are also identified in published LWC or LED publications.

- One AAS program added (Journeyman Industrial)
- Four AAS programs modified (Office Systems, Accounting, Drafting, and ICT: Network Specialist)
- One TD program modified (Industrial Marine Electronics)
- One CTS program modified (Commercial Diving)

iii. **Percent of program aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts.**

- **Number of program offerings, regardless of award level, in the reporting year.**

  All 29 programs offered at SCLTC are aligned with workforce and economic development needs as identified by Regents utilizing LWC or LED published forecasts. LWC and LED published forecasts for all three Regional Labor Market Areas were used in making these determinations as well as the statewide forecasts where applicable.

  - **Medical and Health** – (8) Medical Office Assistant, Medical Assistant, Emergency Medical Technology, Surgical Technology, Practical Nursing, Nurse Assistant, Patient Care Technician, Pharmacy Technician
  - **Transportation** – (5) Automotive Technology, Diesel Powered Equipment Technology, Commercial Vehicle Operator, Commercial Diving and Marine Operations
  - **Technical including Oil and Gas Production and Chemical Production** – (13) ICT Computer Network Specialist, Industrial Instrumentation, Industrial Maintenance, Process Technology, Drafting and Design, Carpentry, Electrician, Communications Electronics – teach out, AC/Refrigeration, Welding, Process Production (Gulf of Mexico), Industrial Marine Electronics, Journeyman Industrial.
  - **Business Services** – (3) Accounting and Office Systems Technology (teach outs), and Business Office Administration

- **Number of programs aligned with workforce and economic development needs, as identified by Regents* utilizing LWC or LED published forecasts.**

  All 29 programs offered are aligned with workforce and economic development as identified through LWC or LED published forecasts.

- **Calculated percent**

  100%

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

i. **Number of course sections with 50% and with 100% instruction through distance education – Tracked measure.**

From a baseline of zero online courses offered in 2008-2009 and 2009-2010, SCLTC has grown to offer six course sections through blended traditional and online formats (50%) and nine course sections through 100% online instruction methodology for the 2010-2011 academic year.

ii. **Number of students enrolled with 50% and 100% instruction through distance education – Tracked measure**

From a baseline of zero students enrolled in distance education courses in 2008-2009 and 2009-2010, SCLTC has grown to enroll 27 students in blended course formats (50% online) and 283 students enrolled in courses delivered through 100% online technology for the 2010-2011 academic year.

iii. **Number of programs offered through 100% distance education – Tracked measure.**

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.

c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.
This element is not applicable to technical colleges.

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. According to LWC's Estimated Average Salary information by Degree Level, SCLTC offers students highly competitive average salaries among the sixteen LCTCS colleges as follows:

> Technical Competency Area Completers - $30,400.44 (Third among LCTCS colleges)
> Associate Degree Graduates - $52,075.81(First among LCTCS colleges)
> Diploma Graduates - $21,913.10 (Eighth among LCTCS colleges)
> Certificate Completers - $18,973.12 (Fifth among LCTCS colleges)

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 took in evaluating success and program effectiveness.

   i. **Percent of completers found employed – Tracked measure.**
   The college's performance on this measure as documented on the 2010-2011 COE report is listed below by campus:
   - Young Memorial (main campus)
     - Completion rate = 96.62%
     - Placement rate = 97.06%
   - Lafourche (branch campus)
     - Completion rate = 85.56%
     - Placement rate = 77.85%
   - River Parishes (branch campus)
     - Completion rate = 52.38%
     - Placement rate = 73.08%
   - Lafourche Galliano (Instructional Service Center)
     - Completion rate – 87.5%
     - Placement rate – 85.71%
  ii. **Performance of associate degree recipients who transfer to 4-year universities**.
   Not applicable to technical colleges.
 iii. **Placement rates of graduates**
   Not applicable to technical colleges.
  iv. **Placement rates of graduates in postgraduate training.**
   Not applicable to technical colleges.

South Central Louisiana Technical College

GRAD Act Performance Objectives
Institutional Efficiency and Accountability

2012 Annual Report
April 1, 2012

Contents

Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.

South Central Louisiana Technical College entered into a Memorandum of Understanding (MOU) with Nicholls State University (NSU) February 2012 to articulate courses earned at any of the South Central Louisiana Technical College campuses in the Business Office Administration (Technology) program to NSU's Bachelor of Accounting degree. With the implementation of this MOU students will have the opportunity to shorten the time to degree completion by a total of 26 credit hours. This MOU addresses collaboration between SCL and NSU to improve student degree pathways to associate and bachelor's degrees through articulation of course credits helping NSU to move toward the elimination of developmental course offerings and associate degrees and allowing SCLTC students to further their educational opportunities and obtain higher degrees.

Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.

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

South Central Louisiana Technical College	Tuition	Year 1 Current Annual Non-Resident Tuition and Fees	Recommended Year 2 2011-2012)	Recommended Year 3 (2012-2013)	Recommended Year 4 (2012-2013)	Recommended Year 5 (2013-2014)	Recommended Year 6 (2015-2016)	Louisiana SREB Non Resident Target
	Tuition	$1,928	$3,031	$4,134	$5,237	$6,340	$7,444	$7,444
	% increase		57.2%	36.4%	26.7%	21.1%	17.4%	
SCLTC Current Actual			$3,024					
SREB Current Peer Average			$4,484					
Difference from current SREB Peer Average			-$1,460					

A total of $152,038 was collected in out-of-state tuition and fees during the current reporting year. It is too soon to determine the impact on enrollment and revenue, but this will be monitored in coming years as the college progresses toward the peer average total.

a) **Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**

This element is not applicable to SCLTC.

b) **Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

This element is not applicable to SCLTC.

c) **Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident 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.**

   i. **Total tuition and fees charged to non-resident students in the reporting year:**

   SCLTC non-resident tuition/fee amount 2012 fiscal year: $3,024
   Actual peer non-resident tuition/fee amount: $4,484
   Calculated difference of SCLTC tuition/fee amount from peer amount: $1,460

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:**
   - *Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.*
   - *Aligning with current and strategic statewide and regional workforce needs as identified by the LWC and Louisiana Economic Development.*
   - *Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.*
   - *Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.*
   - *Having a high level of research productivity and technology transfer.*

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items institutions are not required to report on this element.

South Central Louisiana Technical College

GRAD Act
Reporting
Section 5

2012 Annual Report
April 19, 2012

Table of Contents

a) Number of students by classification.

3,531 - Headcount, undergraduate students enrolled in fall 2011 Census Date.

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

1795.5 - Budgeted FTE (full-time equivalent) undergraduate students, annual using reporting year fall 2011 and prior year spring 2010 .

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.

45 - Number instructional faculty for fall 2011.
35.0 - 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.

8699 - Undergraduate headcount
1044 – Undergraduate level sections
8.33 - Average undergraduate class size at the institution fall 2011.

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.

51.30 - Ratio of FTE students to FTE instructional faculty fall 2011.

(Divide the total number of FTE enrollment (section a) by the instructional faculty FTE (section b) above. 1795.5/35.0 = 51.30)
Source: Data submitted by the institutions to the Student Credit Hour (SCH).
Reporting System and Employee Salary (EMPSAL) Data System as referenced on the Board of Regents reporting template.

e) Number of non-instructional staff members in academic colleges and departments.
SCLTC had no non-instructional staff members in academic colleges and departments during the Fall 2011 reporting year; i.e. EEO category = "1" and a Primary Function not equal to "IN"

Source: Data submitted by the institutions to the Employee Salary (EMSAL) Data System
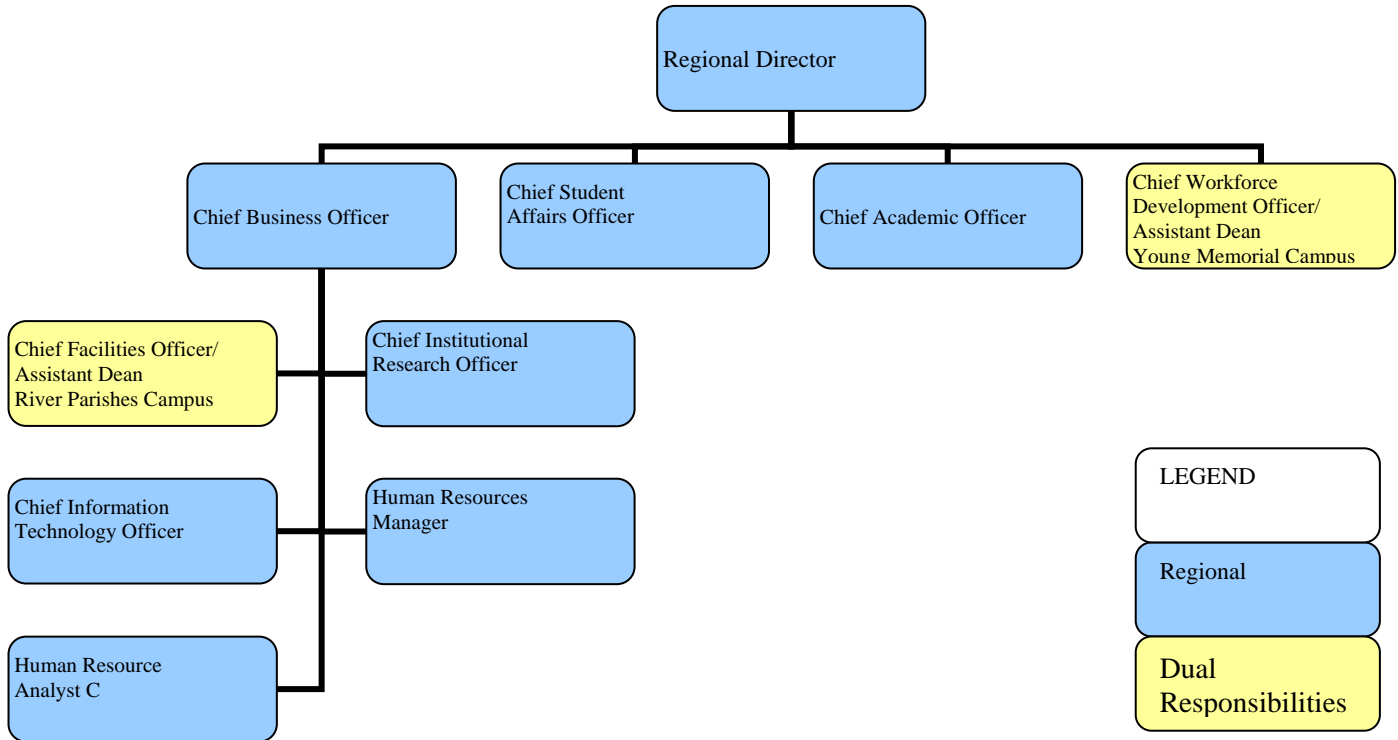
f) Number of staff in administrative area.
SCLTC had five persons reported as executive managerial ; i.e. EEO Category 1 and Primary Function not equal to "IN" Fall 2011.

Source: Data submitted by the institutions to the Employee Salary (EMSAL Data System – Fall 2011

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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                              ┌─────────────────────┐
                              │  Regional Director  │
                              └─────────────────────┘
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Regional Director

| Chief Business Officer | Chief Student Affairs Officer | Chief Academic Officer | Chief Workforce Development Officer/ Assistant Dean Young Memorial Campus |

Chief Facilities Officer/ Assistant Dean River Parishes Campus	Chief Institutional Research Officer
Chief Information Technology Officer	Human Resources Manager
Human Resource Analyst C	

LEGEND

| Regional |

| Dual Responsibilities |

h) Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008 .

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES SINCE 06/30/2008 REPORTED FOR FALL 2010	SALARY CHANGES SINCE 6/30/2010 – REPORTED FOR FALL 2011
	SOUTH CENTRAL LTC		
	SECTION 5(H) ATTACHMENT B		
Assistant Dean/Chief Facilities Officer	$79,832.00	07/01/2008, $76,832, 4% merit increase and 05/18/2009, $79,832, transferred to larger campus within the college.	None
Regional Director	$108,622.00	07/01/2008, $108,622, 4% merit increase	None
Assistant Dean	$65,000.00	03/11/2010, $70,000, additional responsibilities as Chief Workforce Development Officer	None
Chief Business Officer	$76,440.00	07/01/2008, $76,440, 4% merit increase	None
Chief Institutional Research Officer	$74,565.00	07/01/2008, $74,565, 4% merit increase	None
Chief Information Technology Officer	$54,080.00	07/01/2008, $54,080.00, 4% merit increase	None
Human Resources Manager	$52,000.00	07/01/2008, $48,360, 4% merit increase and 12/11/2008, $52,000 annual salary adjustment	None
Human Resources Analyst C	$51,484.00	10/12/2008, $51,484, 4% merit increase	None
Chief Student Affairs Officer	$79,786.00	07/01/2008, $79,786, 4% merit increase and 06//30/2010 previous Chief Student Affairs Officer retired and replacement hired 07/01/2010 at $57,520	None
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 Aid Officer	None
Health Occupations Coordinator	$62,789.00	07/01/2008, $62,789, 4% merit increase	None
Marine Coordinator	$64,328.00	07/01/2008, $64,328, 4% merit increase	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

i) A cost performance analysis.

Note: The Board of Regents will provide the data items i and iii-vi as referenced below. Item ii will be reported by the institution.

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.

Note: The Board of Regents will provide the data items i and iii-vi

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."

Report institution COA for a Louisiana resident, living off campus, not with parents for the report year.

$12,834 - Cost of Attendance for a Louisiana resident, living off campus, not with parents for the reporting year 2010-2011.

$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:

Note: The Board of Regents will provide the data items i and iii-vi

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

Note: The Board of Regents will provide the data items i and iii-vi

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.

Note: The Board of Regents will provide the data items i and iii-vi

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

Note: The Board of Regents will provide the data items i and iii-vi