



NORTHWEST LOUISIANA 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 Northwest 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:

- Student Success Narrative and related data tables
- The Articulation and Transfer Narrative and related data tables
- Workforce and Economic Development Narrative and related data tables
- Institutional Efficiency and Accountability Narrative and related data tables
- Section 5 Reporting Requirement
- A copy the online data submission
- Attachment D
- IBC reporting requirements

The college point of contact for this information is David Rhodes. He can be reached at (318) 371-3035 or via email at drhodes@nwltc.edu.

Sincerely,

A handwritten signature in blue ink that reads "Charles T. Strong".

Charles T. Strong
Executive Director NWLTC

"An Equal Opportunity Employer"

"Northwest Louisiana Technical College is accredited by the Commission of the Council on Occupational Education"

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NORTHWEST LOUISIANA TECHNICAL COLLEGE



GRAD Act Performance Objectives Student Success

2012 Annual Report

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1. Student Success

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

NWLTC has elected to adopt all LCTCS and previous LTC policies as approved by the Louisiana Community and Technical College Board of Supervisors. LCTCS and NWLTC policies are in place to provide guidelines for admission to Northwest Louisiana Technical College in order to allow students the best possible opportunity for success in their chosen career field. LCTCS Policy #1.004 and NWLTC Policy # SA1930.254 set requirements for admission of first-time freshmen. The admission policies state the student must have a high school diploma from a state approved high school, OR a General Education Diploma (GED), OR the ability to benefit as defined by the U. S. Department of Education. Degree seeking students must also meet the score requirements for the credential being sought. The policy lists testing instruments that are acceptable for placement and the time frame from which scores will be accepted.

Placement exam requirements for program enrollment are defined in NWLTC Policy # IS1930.173 as well as explaining retesting limits, and requirements for enrollment in Developmental Studies. The purpose of placement exams is to measure a student's academic levels in order to enhance the student's success in their chosen program. Students who do not meet appropriate placement scores are enrolled in developmental education courses as set in NWLTC Policy # IS1930.139. The college offers three areas of developmental education: Developmental Reading, Developmental English/Writing, and Developmental Mathematics. Each developmental area has three levels: 0090, 0091, and 0092. Placement scores determine course levels.

Some of the programs offered at NWLTC require an ORNT 1000 course for entering freshmen. The course is designed to introduce newly enrolled students to college life and provide an overview of college policies, procedures, and resources as well as study skills and time management strategies. All of these skills are necessary for a successful college experience.

Instructors serve as student advisors and meet with their respective advisees at a minimum of once per semester. These meetings achieve several objectives geared toward student retention and success. Student advisors are responsible for developing degree plans, discussing progress in the degree plan, tracking attendance and grades, and identifying and reporting award levels the student is on track to or has already achieved.

These policies and procedures are currently in effect.

- i. First to second year retention rate-N/A
- ii. First to Third Year Retention Rate-N/A
- iii. Fall to Spring retention rate

NWLTC has actually realized a decrease in the retention rate. One of the factors driving this decrease is very likely the increase in tuition over the past year. Currently enrolled students simply do not have the means to cover these increased expenses. Students who have been

attending NWLTC for a few semesters have obtained the skills to enter the workforce and chose to go to work, rather than paying the higher tuition and completing their respective programs.

In an effort to improve and increase our retention rate the following processes/programs are being enhanced from last year as well as new programs initiated:

As a new initiative this year, the college is piloting a Student Success Center at its main campus in an effort to provide individualized instruction and reinforcement to students. In the Center each student has the opportunity to receive one-on-one tutoring time in the subject of their choice. Employment related exam assistance is also available. Hours are flexible and services are even provided by appointment at the student's convenience.

An early alert system is in place to identify students who are in jeopardy due to attendance. Once identified by instructors, the students are contacted to determine what barriers are keeping them from active attendance. Counseling is provided by student services staff.

Financial assistance is provided to students who qualify for the assistance. Pell grants are processed by the college, as well as STEP funds, WIA, VA, and Vocational Rehab.

First-time, full-time, degree-seeking students are identified by the student data system and will be identified from fall semester to spring semester at the college.

See attachment D

iv. Same Institution Graduation Rate-N/A

v. Graduation productivity

Graduation productivity is identified by terminal credentials of CTS, TD, and AAS as identified by the Board of Regents (CRINPROG). Students submit a graduation application that is supported by documentation of completion submitted by Instructors. NWLTC Policy # SA1930.221 outlines graduation requirements.

vi. Award productivity

NWLTC has a procedure in place to identify exit points within TD and AAS programs earned by students. These exit points indicate points within the program when a student would successfully complete competencies required for a specific position in the field of study. These exit points are TCA (Technical Competency Area) and CTS (Certificate of Technical Studies). Board of Regents CRINPROG recognizes the CTS exit point. Students earn TCA and CTS awards within the terminal TD or AAS. Therefore, a student may graduate with a TD, but have two awards (CTS and TD)

vii. Statewide graduation rate-N/A

viii. Percent of freshman admitted by exam-N/A

ix. Median professional school entrance exam score-N/A

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

The Council on Occupational Education (COE) is the accrediting agency for Northwest Louisiana Technical College. The college is required to submit an annual report to the Council that documents program completers. COE defines completers as a “student who has demonstrated the competencies required for the program and has been awarded the appropriate credential or has acquired sufficient competencies through a program to become employed in the field of education pursued or a related field as evidenced by such employment.” The Board of Regents CRINPROG listing for the college recognizes the terminal award levels as the terminal CTS, TD, and AAS.

Additionally, NWLTC is completing an application that will be submitted to the LCTCS Board of Supervisors and Board of Regents for an Associate of Applied Science in Technical Studies with areas of concentration which will consolidate related program areas into one degree.

- i. Percent change in program completers.

See attachment D

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

Active partnerships with secondary schools within the Northwest Louisiana Technical College service areas are in place, as evidenced by existing Memoranda of Agreements (MOAs). Each academic year these Memoranda of Agreements are reviewed, revised, and renewed.

Through these collaborative agreements, participating secondary students are allowed the opportunity to earn post-secondary technical college credit for courses successfully completed. The student then has the opportunity to enroll in the technical college after high school graduation, complete the program of study, and enter the work force within a shorter timeframe.

In addition to the opportunities available through the MOAs, the college also collaborates with service area high schools using Carl Perkins funding. Activities are scheduled which provide linkage between secondary and post-secondary education. Carl Perkins funding is used to employ two College and Career Transition Coordinators (CCTCs). The primary function of these CCTCs is to develop, maintain, and strengthen connectivity and communication between high schools, post-secondary, business and industry.

Career Expos were conducted in parishes throughout the college service area. Each of these events provided high school students with an opportunity to learn about available post-secondary vocational/technical programs of study. Professional development was also a part of the Expos with guest speakers discussing careers, goals and after graduation plans. Carl Perkins funding also provided professional development events for secondary teachers, post-secondary faculty, and guidance counselors. NWLTC also provided funding for Career Compass to be used with secondary students. This program is effective in assessing student interest and aptitude for career goals.

NWLTC communicates feedback to participating high schools which includes secondary student attendance, course grades, and any business and industry credentials or certifications. The

success of this collaborative effort is determined through a review of student enrollment, skill level improvement, retention and successful completion. Each of the CCTCs actively pursues dual enrollment which results in increased participation in post-secondary career and technical education.

High School Dual Enrollment Statistics

Academic Year	Number of High School Students Enrolled	Number of Semester Credits Hours Enrolled	Number of Semester Credit Hours Completed
2008-2009	881	5916	5630
2009-2010	1068	7242	6796
2010-2011	1305	6825	

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

Northwest Louisiana Technical College is accredited by the Council on Occupational Education (COE), a national accrediting agency. Accreditation standards require meeting or exceeding established performance standards in the areas of completion, placement, and licensure rates. The college provides COE with its actual performance rates in these areas on an annual basis. If any area of the college fails to meet established performance measures, improvement plans are developed and implemented.

To improve completion, licensure, certification, and workforce foundational skills, NWLTC focuses on student retention, curriculum revision, course sequencing, entrance requirements, data entry, and data collection. The college must complete its enrolled students through appropriate exit points before licensure and certification rates can grow.

On a statewide basis, curriculum is reviewed annually. NWLTC faculty holds occupational advisory committee meetings a minimum of twice per year. These committees are comprised of active members of business and industry related to each occupational program. These members inform faculty of current trends and needs within the industry. Based on this information, curriculum is reviewed at a state level and appropriate revisions are made. These revisions result in programs meeting or exceeding industry standards. Teaching to higher industry standards prepares completing students for obtaining licensures and industry certifications. Teaching to higher industry standards also results in an increase of workforce foundational skills. Course sequencing is considered when curriculum is reviewed. Based on industry trends and information received from occupational advisory committee members, courses are offered in an order that enhances the likelihood of successful completion and skills mastery. The college also reviews entrance requirements for each program based on advisory committee feedback. Placement exams determine if an entering student needs basic skills upgrades in order to be successful in their program of choice. Students showing a need for upgrade are encouraged to enter developmental studies courses. Students with stronger skill levels are more likely to successfully obtain licensures and certifications.

Data collection and entry is also vital to increasing passage rates and improving workforce foundational skills. The college must receive information of passage rates, and this information

must be accurately entered into the student database before the college can show increases in licensure rates, certification exams, and workforce foundational skills.

i. Licensure Passage Rates

Industry Based Certification	Exam Name	Entity that Grants Certification	Year	# Students attempting Certification	# Students receiving Certification	Passage Rate
Barber Styling	Barber (BBC)	LA Board of Barber Examiners	09-10 AY	18	18	100%
			10-11 AY	29	29	100%
Cosmetology	Cosmetology	LA Board of Cosmetology	09-10 AY	5	5	100%
			10-11 AY	6	6	100%
Commercial Truck Driving	CDL	State of LA	09-10 AY	44	41	93.2%
			10-11 AY	34	32	94.1%
Practical Nursing	NCLEX	LA State Board of Nursing	09-10 AY	193	179	92.7%
			10-11 AY	166	144	88.6%

ii. Number of Students Receiving Certifications

Industry Based Certification	Exam Name	Entity that Grants Certification	Year	# Students attempting Certification	# Students receiving Certification	Passage Rate
CNA	LABENFA	LA Department of Health and Hospitals	09-10 AY	Not Reported	Not Reported	
			10-11 AY	171	164	95.9%
Culinary	Serve Safe	National Restaurant Association	09-10 AY	Not Reported	Not Reported	
			10-11 AY	3	3	100%
Customer Service	NRF	National Retailers Federation	09-10 AY	Not Reported	Not Reported	
			10-11 AY	46	39	84.8%
Electrician	Journeyman	State of Louisiana	09-10 AY	Not Reported	Not Reported	
			10-11 AY	10	6	60.0%
HVAC	HVAC Excellence	ESCO Institute	09-10 AY	9	9	100%
			10-11 AY	157	138	87.9%
MOS Word 2007	MOS	MicroSoft	09-10 AY	Not Reported	Not Reported	
			10-11 AY	18	14	77.8%
NCCER	NCCER	NCCER	09-10 AY	62	56	90.3%
			10-11 AY	219	180	82.2%

OSHA	10 Hour Card	United States Occupational Safety and Health Administration	09-10 AY	30	30	100%
			10-11 AY	17	16	94.1%
Patient Care Tech	Certified Patient Care Technician	National Healthcareer Association	09-10 AY	Not Reported	Not Reported	
			10-11 AY	34	23	67.6%
Phlebotomy-CPT	CBT	National Health Career Association	09-10 AY	Not Reported	Not Reported	
			10-11 AY	35	27	77.1%
Well Control	WellCAP	International Association of Drilling Contractors	09-10 AY	55	55	100%
			10-11 AY	64	64	100%

iii. Number of Students Assessed and Receiving WorkKeys Certification

Academic Year	# Students attempting Certification	Bronze	Silver	Gold	# Students receiving Certification	Passage Rate
2009-2010	179	38	103	27	168	93.9%
2010-2011	250	67	121	33	221	88.4%

NORTHWEST LOUISIANA TECHNICAL COLLEGE



GRAD Act Performance Objectives Articulation and Transfer

2012 Annual Report Template

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2. Articulation & 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.

Over the past year, four year universities and community colleges have set out to increase their admission standards. This move has presented NWLTC an opportunity to provide developmental education to students who do not meet above admission standards. NWLTC continues to have an open admission policy. However, students who do not meet appropriate placement scores are enrolled in developmental education courses as set out in NWLTC Policy # IS1930.139. The college offers three areas of developmental education: Developmental Reading, Developmental English/Writing, and Developmental Mathematics. Each developmental area has three levels: 0090, 0091, and 0092. Placement scores determine course levels. In addition, NWLTC has developed initiatives in an effort to increase student success in retention, completion, and graduation.

- Student Success Center: As a new initiative this year, the college is piloting a Student Success Center at its main campus in an effort to provide individualized instruction and reinforcement to students. In the Center each student has the opportunity to receive one-on-one tutoring time in the subject of their choice. Employment related exam assistance is also available. Hours are flexible and services are even provided by appointment at the student's convenience.
- Early alert: During the first few weeks of class, students will receive academic feedback from their instructor. This will reflect more than just attendance. Grades and even participation in class discussion/activities will be addressed. For the students who are not performing satisfactorily, an intervention will be implemented. Depending on the individual student's situation, the intervention can range from a face-to-face meeting between instructor and student to the student being required to participate in a certain amount of "study hall" time each week.
- More thorough academic advising: Advising moves beyond registration and occurs on a regular basis throughout the semester. The more students interact with their advisors/instructors, the more they feel connected to the institution. Additionally, this increased communication allows for additional opportunities for students to not only discuss problems/concerns, but for them to also actively engage in career centered conversations.
- Linking students to community resources: Given the population we serve, it is not surprising that the things often causing students to "drop out" have absolutely nothing to do with academics. Even though campuses do not typically have the ability to address those needs directly, we can help by knowing exactly what resources are available and then by connecting students to those resources.
- Mentoring: Many of the technical college students are first generation students who know very little about "how things work" at college. Connecting these students to someone who has already navigated those waters can help bridge that gap.

- i. 1st to 2nd year retention rate of transfer students-N/A
- ii. Number of baccalaureate completers that began as a transfer student-N/A
- iii. Percent of transfer students admitted by exception-N/A

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

Identification and authentication of students who transfer with an associate degree would facilitate the transfer of credit between technical college courses and 4-year institutions. Establishing a method of tracking the success of transfer students would provide for efficient and effective career pathways for individuals to enter the workforce.

The retention rate of students who transfer with an associate degree to an advanced degree program is not currently monitored. A reporting process would be beneficial in identifying and tracking the students that transfer and actually continue a career pathway in baccalaureate programs.

Monitoring the progression of transfer students could assist the Technical Colleges in aligning and strengthening current courses and curricula, identifying the number of students that benefit from the articulation agreement, and determining the effectiveness of these articulation agreements.

- i. 1st to 2nd year retention rate of those who transfer with an associate degree-N/A
- ii. Number of baccalaureate completers that began as a transfer student with an associate degree-N/A

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

LCTCS community and technical colleges are open entry institutions and do not deny applicants entry for academic reasons. NWLTC and its sister institution Bossier Parish Community College have developed a number of formal and informal agreements providing for video conferenced transmission of general education courses from BPCC to all NWLTC public campuses, shared use of library facilities, and a groundbreaking shared use of facilities agreement. A strong informal network between the two colleges' campuses refers applicants to the campus best able to deliver applicants' instructional needs. NWLTC referred approximately 45 applicants to BPCC during 2010-11 for instruction not offered at NWLTC. BPCC referred approximately 50 students to NWLTC during 2010-11 for instruction not offered at BPCC.

- i. Number of students referred--50
- ii. Number of referred students enrolled—21

d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

- i. Number of students enrolled in a transfer degree program—N/A
- ii. Number of student completing a transfer degree—N/A
- iii. 1st to 2nd year retention rate of those who transfer with transfer degree—N/A
- iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree—N/A

NORTHWEST LOUISIANA TECHNICAL COLLEGE



GRAD Act Performance Objectives Workforce and Economic Development

2012 Annual Report Template

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- b. Increase use of technology for distance learning to expand educational offerings.....4**
- c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with institutions peers.....4**
- 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.....5**

3. Workforce and Economic Development

- a. **Eliminate academic program offerings that have low 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 Workforce Commission.**

Programs are evaluated annually by administration for low performance, and workforce demand alignment. The college (NWLTC) prepares reports identifying enrollment, completion rates, placement rates, and board pass rates.

NWLTC administrators serve on the local Workforce Investment Boards for the Coordinating and Development Corporation and the City of Shreveport. The college's policies and procedures align closely with the Louisiana Workforce Commission's projections. College program evaluation is in line with the Workforce Commission's evaluation of programs which includes completion rate and placement information. The Occupational Forecasting is developed under the Louisiana Workforce Commission to project job growth and to develop this information with respect to the regional workforce needs of current and new industries as deemed necessary for regional workforce development system planning processes. The Occupational Forecasting Conference determines the official information that is critical in the planning and budgeting of the state's resources as they relate to workforce development.

The college modified Automotive Technology at Sabine Valley Campus from 12 to nine month due to low enrollment. The Shreveport Campus anticipates closing Entertainment Technology during the 2012-2013 academic year due to low enrollment.

i. Programs Eliminated

Program	Location
Entertainment Technology	Shreveport Campus

ii. Programs Modified or Added

Program	Location
Automotive Technology	Sabine Valley Campus

iii. Programs Aligned with Workforce and Economic Development Needs

Number of Programs Offered	Programs Aligned with Workforce	Percent
31	31	100%

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

The NWLTC goal of increasing the use of technology for distance learning to expand educational offerings has progressed at a slower pace than planned. The college remains in the process of obtaining COE accreditation to offer distance education. At a state level, however, distance education opportunities are available through LCTCS Online. LCTCS continues to develop and expand its online course offerings.

A Memorandum of Agreement is in place between Bossier Parish Community College and NWLTC. This agreement allows NWLTC students to participate in compressed video classes for the delivery of general education courses required as a part of the college’s technical associate degrees.

On the five sites comprising NWLTC, individual instructors make use of available classroom management platform software such as Moodle and EnGrade to incorporate distance education opportunities and discussion boards into the learning process. The use of these sources does not result in “stand alone” educational online course offerings; rather, it enhances the existing courses offered in classroom settings. Through these platforms, instructors post grades, assignments, power point presentations, and class notes. The students can then enter discussion boards, retrieve class notes, post completed assignments, access grades, and contact instructors. While in small steps, progress is being made toward the goal of fully accredited distance learning opportunities.

Interactive, web-based computer programs are also being used in program areas such as developmental studies and adult education. These teaching tools benchmark student skill levels and establish a starting point toward improving basic skill upgrades for successful course and program completion.

Distance Education

	AY2009-2010	AY2010-2011
i. Number of course sections with 50% and with 100% instruction through distance education.	6 video conferencing	6 video conferencing
ii. Number of students enrolled in courses with 50% and 100% instruction through distance education.	181 video conferencing	168 video conferencing
iii. Number of programs offered through 100% distance education	0*	0*

* Improvement in this area will be achieved upon COE approval.

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with institutions peers.

- i. Percent of research/instructional faculty holding active research and development grants/contracts—N/A

- ii. Percent of research/instructional faculty holding active research and development grants/contracts in Louisiana’s key economic development industries—N/A
- iii. Dollar amount of research and development expenditures-N/A
- iv. Dollar amount of research and development expenditures in Louisiana’s key economic development industries -N/A
- v. Number of intellectual property measures which are the result of research productivity and technology transfer effort—N/A

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.

The number of students being placed in jobs is reported in annual reports. The measured performance is indicated below. Placement rates fluctuate with the status of the local economy and the demand in the industry.

i. Percent of Completers Found Employed

Award Level	Completers		Employed		Percentage	
	09-10	10-11	09-10	10-11	09-10	10-11
TCA	112	131	97	114	86.6	87.0
CTS	173	132	115	89	66.5	67.4
TD	822	842	593	648	72	77.0
AAS	56	46	32	26	57.1	56.5

- ii. Increasing the performance of associate degree recipients who transfer-see elements 2.b. and 2.d.
- iii. Placement rate of graduates—N/A
- iv. Placement of graduates in post graduate training—N/A

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GRAD Act Performance Objectives Institutional Efficiency and Accountability

2012 Annual Report Template

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b. Eliminate associate degree program offerings unless such programs cannot be offered at a Community College in the same geographic area or when the BOR has certified educational or work force needs.....	3
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.....	3
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 goals.....	4

4. Institutional Efficiency and Accountability

a. Eliminate remedial course offerings and developmental study programs unless such courses and programs cannot be offered at a Community College in the same geographical area.

- i. Number of developmental/remedial course sections offered-N/A
- ii. Number of students enrolled in developmental/remedial courses-N/A

b. Eliminate associate degree program offerings unless such programs cannot be offered at a Community College in the same geographic area or when the BOR has certified educational or work force needs.

- i. Number of active associate degree programs offered—N/A
- ii. Number of students enrolled in active associate degree programs—N/A

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.

The Technical College has approved a three year phase in of tuition and fee increases alongside those called for in the GRAD Act which includes increases in nonresident tuition designed to satisfy GRAD Act requirements. The transition is currently in the first year of its three year phase in. Northwest’s relatively low nonresident student population has not been significantly impacted by tuition and fee changes to date.

LCTCS College Proposed Plans for Increasing Nonresident Tuition

Louisiana Community & Technical Colleges		Year 1 Current Annual Non-Resident Tuition + Fees for 12 SCH’s per semester	Year 2 Current Annual Non-Resident Tuition + Fees for 12 SCH’s per semester	Recommended year 3	Recommended year 4	Recommended year 5	Recommended year 6 Target of \$7444.00
ATC	Tuition/% increase	\$1939	\$2380/22.7%	\$3025/27.1%	\$3969/31.2%	\$5367/35.2%	\$7444/38.7%
BRCC	Tuition/% increase	\$5631	\$6122/8.7%	\$6452/5.4%	\$6782/5.1%	\$7112/4.9%	\$7444/4.7%
BPCC	Tuition/% increase	\$4746	\$5460/15%	\$6138/12.4%	\$6890/12.3%	\$7724/12.1%	\$8648/12.0%

CATC	Tuition/% increase	\$1848	\$2967/60.6%	\$4086/37.7%	\$5205/27.4%	\$6324/21.5%	\$7444/17.7%
CLTC	Tuition/% increase	\$1944	\$3044/56.6%	\$4144/36.1%	\$5244/26.5%	\$6344/21.0%	\$7444/17.3%
DCC	Tuition/% increase	\$5892	\$6207/5.3%	\$6522/5.1%	\$6837/4.8%	\$7152/4.6%	\$7467/4.4%
NUNEZ	Tuition/% increase	\$4948	\$5447/10.1%	\$5946/9.2%	\$6446/8.4%	\$6945/7.7%	\$7444/7.2%
LDCC	Tuition/% increase	\$4396	\$4836/10.0%	\$5488/13.5%	\$6140/11.9%	\$6792/10.6%	\$7444/9.6%
FTCC	Tuition/% increase e	\$4104	\$4772/16.3%	\$5440/14.0%	\$6108/12.3%	\$6776/10.9%	\$7444/9.9%
NELTC	Tuition/% increase	\$1888	\$2999/58.8%	\$4110/37.0%	\$5221/27%	\$6332/21.3%	\$7444/17.6%
NTC	Tuition/% increase	\$1933	\$3035/57.0%	\$4137/36.3%	\$5239/26.6%	\$6342/21.1%	\$7444/17.4%
NWLTC	Tuition/% increase	\$1852	\$3054/65.7%	\$4118/36.8%	\$5226/26.9%	\$6334/21.2%	\$7444/17.5%
RPCC	Tuition/% increase	\$5414	\$5770/6.6%	\$6149/6.6%	\$6554/6.6%	\$6985/6.6%	\$7444/6.6%
SLCC	Tuition/% increase	\$4580	\$5038/10.0%	\$5542/10.0%	\$6096/10%	\$6736/10.5%	\$7444/10.5%
STCC	Tuition/% increase	\$3914	\$4391/12.2%	\$5104/16.2	\$5861/14.8%	\$6590/12.4%	\$7444/13%
SCL	Tuition/% increase	\$1928	\$3031/57.2%	\$4134/57.2%	\$5237/26.7%	\$6340/21.1%	\$7444/17.4%

Note: The median/average will be adjusted accordingly to reflect the latest updated data from the SREB.

i. Total Annual Tuition and Fees Charged to Non-Resident Students

Academic Year	NWLTC Annual Non-Resident Tuition and Fees	Peer College Non-Resident Tuition and Fees	Percentage Difference
2009-2010	\$1852.00	\$2250.00	21.5%
2010-2011	\$3054.00	\$3916.00	22.0%

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 goals.

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.

Organizational Data

Section 5

**Submitted to
The Louisiana Board of Regents
In Partial Fulfillment of the Requirements of Act 741
Louisiana GRAD Act
Northwest Louisiana Technical College**

a. Number of students by classification

- **Headcount, undergraduate students and graduate/professional school students**

Undergraduate headcount	3071
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	2186
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b. Number of instructional staff members

- **Number and FTE instructional faculty**

Total Headcount Faculty	139
FTE Faculty	109

- c. **Average class student-to-instructor ratio**
- **Average undergraduate class size at the institution**

Average undergraduate class size	7.26
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- d. **Average number of students per instructor**
- **Ratio of FTE students to FTE instructional faculty**

Average number of students per instructor	22
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- e. **Number of non-instructional staff members in academic colleges and departments**
- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

Number of non-instructional staff	FTE non-instructional staff
8	8

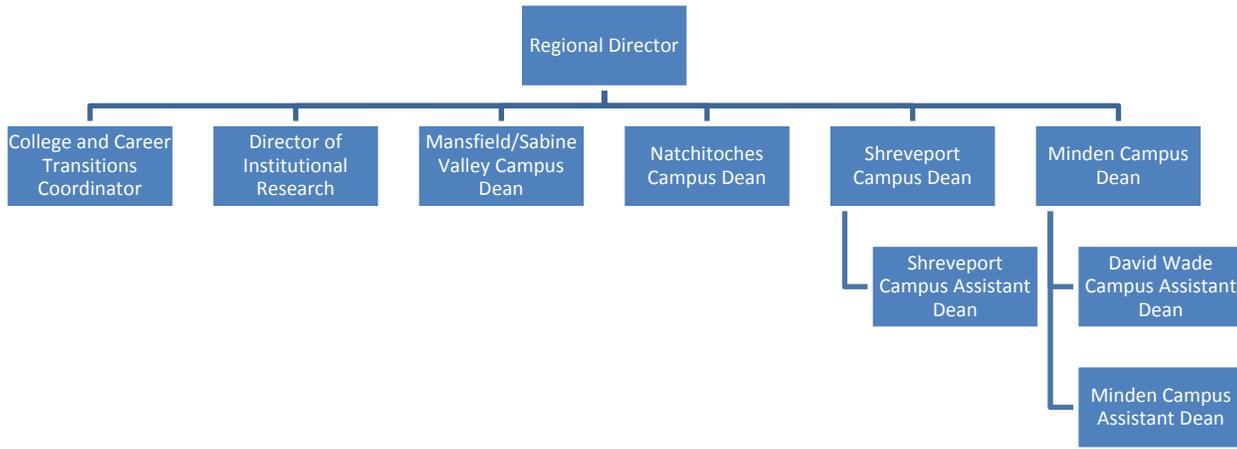
Employee Category = "1"

f. Number and FTE of staff in administrative areas

- Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Number of staff	FTE staff
8	8

- 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 (as of Fall 2011)



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

- **A chart listing the title, fall 2010 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.**

Position	Total Base Salary, Fall 2009	Salary changes since 6/30/2008 reported for fall 2010	Salary changes since 6/30/2011 reported for fall 2011	Salary changes since 6/30/2011 reported for fall 2012
Regional Director/Minden Campus Dean	\$101,611.90	4% increase 7/1/08	0%	0%
Mansfield/Sabine Valley Campus Dean	\$71,818.24	4% increase 7/1/08	0%	15% increase
Natchitoches Campus Dean	\$69,500.08	4% increase 7/1/08 (\$7,886.06) 8/24/09*	0%	15% increase
Sabine Valley Campus Dean	\$69,500.08	4% increase 7/1/08	0%	-69,500.08**
Shreveport Campus Dean	\$65,597.15	4% increase 7/1/08	0%	15% increase
Director of Institutional Research	\$59,615.36	4% increase 7/1/08	0%	10% increase
College and Career Transitions Coordinator	\$57,199.88	4% increase 7/1/08	0%	0%
Shreveport Campus Assistant Dean	\$63,904.88	4% increase 7/1/08 (\$12,999.85) 8/24/09*	0%	0%
Shreveport Campus Assistant Dean	\$50,653.49	4% increase 7/1/08	0%	-50,653.49**
Minden Campus Assistant Dean	\$60,556.62	4% increase 7/1/08	0%	0%
David Wade Campus Assistant Dean	\$51,870.02	4% increase 7/1/08	0%	0%

*Salary Reduction

**Position eliminated

i. A cost performance analysis

i. Total operating budget by function, amount and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

Northwest Louisiana Technical College

Expenditures by Function:	Amount	% of Total
Instruction	\$ 6,786,548	57.2%
Research		
Public Service		
Academic Support	\$ 35,932	.3%
Student Services	\$ 1,042,938	8.8%
Institutional Services	\$ 2,094,526	17.7%
Scholarships/Fellowships		
Plant Operations/Maintenance	\$ 1,497,485	12.6%
Total E&G Expenditures	\$ 11,457,429	96.6%
Hospital		
Transfers out of agency	\$ 399,361	3.4%
Athletics		
Other		
Total Expenditures	\$ 11,856,790	100.0%

ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

Average yearly cost of attendance	\$14,455
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iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges and technical colleges.

Average time to Degree	38.2%
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iv. Average cost per degree awarded in the most recent academic year.

Average cost per degree in state dollars per FTE	\$3520.00
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v. Average cost per non-completer in the most recent academic year.

Average cost per non-completer in state dollars per FTE	\$3520.00
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vi. All expenditures of the institution for the year most recent academic year.

Total expenditures for most recent academic year	\$21,199,992.00
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