

**Central Louisiana Technical
Community College**



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

**2016 Annual Report
April 6, 2016**

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Performance Objective: Student Success (1)

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

Central Louisiana Technical Community College (CLTCC) did not meet the targeted measures for the number of certificates/diplomas awarded. The targets were 162 certificates and 371 diplomas. CLTCC awarded 124 certificates and 274 diplomas in AY 2014/15. The three-year average for certificates and diplomas was 563 which is greater than the sum of the Year 6 targets for certificates and diplomas of 533. CLTCC did not meet the targeted measure for passage rate for the NCLEX-PN Examination. The 2014-15 passage rate was 86.7%, CLTCC does pass this measure as the passage rate is within 2% of the target rate of 88.0%

Element A: Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers

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

Policies and Procedures Continued

Central Louisiana Technical Community College (CLTCC) follows policies set forth by both the Louisiana Community and Technical College System (LCTCS) and the institution itself. These policies provide student success opportunities and thereby promote student achievement and completion of their chosen program. The LCTCS policies that are in place to help students acquire a degree include amnesty from past attempts in postsecondary education; cross enrollment opportunities for students with schedule conflicts; awarding credit for past experiences and/or certifications; credit for high school courses that meet articulation agreements; and dual enrollment opportunities. In addition to the management board policies, CLTCC provides open enrollment opportunities into many programs; accepts transfer credit from other accredited colleges; provides developmental education courses for those students not meeting minimum entrance testing requirements; and provides opportunities for course substitution and course waivers. Academic advising is also provided by program faculty and Student Services personnel to assist students in remaining on course for graduation.

Complete LCTCS policies can be found at www.lctcs.edu.

Complete CLTCC policies and procedures can be found in the CLTCC College Catalog and Handbook at www.clccc.edu.

Initiatives Continued

CLTCC continues high school partnership initiatives with Rapides Parish School System, Allen Parish School System, Avoyelles Parish School System, Catahoula Parish School System, Concordia Parish School System, Grant Parish School System, Vernon Parish School System, and Winn Parish School System. Students entering CLTCC as a post-secondary student after graduation will have post-secondary credit course work on their transcript. Student opportunity for dual enrollment is available in many program areas, including Welding, Automotive Technology, Carpentry, Air Conditioning Refrigeration, Drafting and Design Technology, Nurse Assistant, Patient Care Technician, Care and Development of Young Children, Criminal Justice, Outdoor Power Equipment Technology, Forest Technology, Business Office Technology, Building Technician Specialist, Culinary Arts, Hospitality and Tourism, and Industrial Manufacturing Technology.

CLTCC continues its college-wide completion and placement program to improve educational and occupational placements through the current instructor-based placement program plan. Additionally, Student Services personnel work in conjunction with instructors to improve completions and placements. CLTCC continues its comprehensive career advising and student support capability at each site. Additionally, dual enrollment coordinators work in conjunction with all student affairs staff to employ a program for student career exploration and selection, as well as student retention, completion and credentialing for all students including special population students. The student enrollment system, Log on Louisiana (LoLA), provides student self-service access to course registration, course grades, program progress reports, and online payment options. Students and faculty are able to track completion of required course work in a program.

CLTCC continued training faculty and staff to focus on developing quality program missions, program outcomes, course syllabi, course outcomes, and evaluation rubrics. This training serves a two-fold purpose. It can lead to higher retention, completion, transfer preparation, credentialing and placement of all students. Furthermore, the training ensures compliance with Council on Education (COE) accreditation requirements and prepares the college to meet the future requirements for SACS-COC accreditation.

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

CLTCC continues to use results shown on various reports to evaluate and design improvement plans where necessary to ensure program and institutional effectiveness. Reports used, but are not limited to:

- Integrated Postsecondary Education Data System (IPEDS) Student Financial Aid, Completions, Graduation Rates, 12-month enrollment, Fall Enrollment Reports
- Council on Occupational Education (COE) Completion, Placement, and Licensure Annual Report
- Carl Perkins Accountability Annual Report
- Board of Regents Annual Completion Report

CLTCC is currently accredited by the Council on Occupational Education (COE). Council accreditation assures the public that the college provides quality instruction; maintains adequate and appropriate facilities; operates ethically; has high educational standards; and provides proof of the achievement of learning and program objectives. The achievement of learning and program objectives are validated through student attainment of certificates, diplomas, and degrees, as well as, program licensure and employment in the skill area. The college is required to submit an annual report to COE. The report identifies if the college meets standards, criteria, and conditions set by the Council. This report includes the completion, placement and licensure counts and percentages for each accredited program. Each year the Council publishes the completion, placement and licensure benchmark rates the college must attain in each program to be considered in compliance. If the college falls below an acceptable benchmark rate in any category (completion, placement or licensure), in any one program, a plan of action must be submitted to COE at the time of annual report submission. The plan must address how the college will increase rates to the acceptable range. Additionally, the college must show appropriate action is taken to address deficiencies within 24 months of identified deficiency.

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

To ensure student success after all completion, placement, and licensure data have been aggregated, results showing programs failing to meet CPL benchmarks are provided to the Dean of Technical Programs, Dean of Academic and Health Programs, and Program Chairs. Program Chairs consult with faculty/staff from a program with deficiencies to develop a written Program Improvement Plan. The Program Improvement Plan must address all areas of deficiency. The program faculty must submit a follow-up report of the Program Improvement Plan at the end of the spring semester providing specific data on improvement in areas of deficiency. Program Chairs evaluate progress to address any deficiencies in a program and evaluate the qualifications and performance of the program’s instructional personnel.

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

Several evaluations comparing CLTCC to six peer colleges have been reviewed through the use of the National Center for Education Statistics IPEDS Data Feedback Report 2015. The five comparison colleges are Albany Technical College (Albany, GA); Central Carolina Technical College (Sumter, SC); Lanier Technical College (Oakwood, GA); South central Kentucky Community and Technical College (Bowling Green, KY); and Wiregrass Georgia Technical College (Valdosta, GA). CLTCC’s peer colleges include medium, public, 2-year colleges, with enrollment of a similar size. Included in the comparisons seen on the feedback report are students enrolled by race/ethnicity, headcount enrollment, FTE enrollment, degrees and certificates awarded, tuition/fees charged, net-price of attendance, and financial aid granted.

CLTCC implements academic policies including dual enrollment partnerships, placement testing, and developmental education to promote student success and improve program completion rates. Student Services personnel advise students to assist the students in remaining on track to graduation.

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

CLTCC has address the issues relating the previous reporting year’s decrease in retention. Changes have been made in course availability. As a result the current year’s retention rate of 69.2% exceeds the target of 68.9%

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Target	Year 6 Actual
Fall to Spring Retention Rate	65.9%	66.4%	65.4%	66.9%	62.2%	67.4%	72.5%	69.7%	72.5%	68.4%	61.0%	68.9%	69.2%
# in Fall Cohort	320		295		386		218		287		346		373
# retained to Spring	211		193		240		158		208		211		258

Element B: Increase the percentage of program completers at all levels each year.

Central Louisiana Technical Community College offers programs which prepare students for immediate employment in high-demand occupations. Upon program completion, students may earn any of the following credentials: Technical Competency Area (TCA), Certificate of Technical Studies (CTS), Technical Diploma (TD), or an Associate of Applied Science (AAS)

b. i.) Percent change in program completers

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Target	Year 6 Actual
Certificate %		2.10%	61.80%	4.20%	140.30%	6.30%	137.50%	8.30%	131.90%	10.40%	55.50%	12.50%	-13.89%
Certificate #	144	147	233	150	346	153	342	156	334	159	224	162	124
Diploma %		0.30%	9.30%	0.50%	8.80%	0.80%	29.30%	1.10%	-2.20%	1.40%	3.00%	1.60%	-24.93%
Diploma #	365	366	399	367	397	368	472	369	357	370	376	371	274
Associate %		7.10%	50.00%	14.30%	-7.10%	21.40%	135.70%	28.60%	64.30%	65.70%	14.30%	42.90%	50.00%
Associate #	14	15	21	16	13	17	33	18	23	23	16	20	21

Element C: Develop partnerships with high schools to prepare students for postsecondary education.

CLTCC partners with many high school systems in multiple parishes including: Avoyelles, Rapides, Grant, Concordia, Jackson, Vernon, Grant, Winn, and Catahoula. Through its partnership with the Orchard Foundation, CLTCC continues to offer career coaching and career assessments to college high school students utilizing Career Compass of Louisiana. Additionally, CLTCC employs a Dual Enrollment Coordinator who is instrumental in referring students to the Dual Enrollment programs. CLTCC has continued a C4M dual enrollment program at Peabody High School in Rapides parish to accelerate preparation of high school students for high demand occupations in the manufacturing industry.

	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
i. Students Enrolled	1260	1308	1145	1211	854	919
ii. Semester Credit Hours Enrolled	8784	7188	5725	5767	4781	4257
iii. Semester Credit Hours Earned	8341	6829	5421	6506	4116	3574

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

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

The NCLEX-PN licensure exam passage rate was 87.71% (124 out of 143). While CLTCC did not meet the target rate of 88% for year 6, CLTCC does pass this measure as the passage rate is within 2% of the target rate.

Measure	Baseline Data 2008-2009	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
Number students who took licensure exam	131	170	113	146	89	136	124
Number students who met the standards for	106	152	107	135	81	125	143
Passage rate	80.90%	89.40%	94.70%	92.50%	91.00%	91.90%	86.71%

Source: Louisiana State Board of Practical Nurse Examiners

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

Applies to programs in which students can obtain certifications as evidence of a student's knowledge and/or expertise in an area, which may or may not be required for employment. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.

Passage rate on licensure rate/certification exams.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
Number students who took certification exam	162	83	118	116	543	733
Number students who met the standards for	152	82	113	112	521	716
Passage rate	93.80%	98.80%	95.80%	96.60%	95.9%	97.7 %

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

d. iii) Number of students assessed and earning Work keys certificates, in each of the award levels (Bronze, Silver, Gold, and Platinum).

CLTCC requires to students to complete the Work keys assessment as part of the Job Seeking Skills (JOBS) class in acknowledgement of the importance of assessing foundational skills. The JOBS course is a core course which provides training in employment searching, personal presentation, and continuous skill building. In partnership with the Orchard Foundation, CLTCC provides computer labs at each of its sites for the underemployed and the unemployed residents of Central Louisiana. Those who wish to, have the opportunity to take WorkKeys assessments which can lead to a National Career Ready Certificate. The National Career Ready Certificate demonstrates that the individual possesses the foundation skills necessary for participation in the workforce.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
Number of students who took Workkeys ® assessment	499	440	308	604	166	183
Number of students earned Bronze certificate	83	82	82	180	37	43
Number of students earned Silver certificate	156	204	154	215	70	87
Number of students earned Gold certificate	123	51	20	175	34	24
Number of students earned Platinum certificate	45	0	4	0	12	8

Performance Objective: Articulation and Transfer (2)

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

Policies Continued

Central Louisiana Technical Community College (CLTCC) is an open-enrollment institution. Policies of the LCTCS and CLTCC support the enrollment of students who do not qualify for admission into a four-year university. These policies provide options for students to enroll in technical programs or a general studies program while, at the same time, enroll in developmental courses and general education courses for transfer into four-year universities at a later date. Furthermore, CLTCC continues the process of transitioning from a Technical College to a Technical Community College in an effort to further facilitate students' ability to articulate or to local universities.

Complete LCTCS policies can be found at www.lctcs.edu.

Complete CLTCC policies and procedures can be found in the CLTCC College Catalog and Handbook at www.cltcc.edu.

Initiatives Continued

Central Louisiana Technical Community College (CLTCC) continues its partnership with Northwestern State University (NSU) that provides students who do not meet NSU's admission requirements with an opportunity to transition through CLTCC back to NSU. This partnership continues through a signed Memorandum of Agreement entitled Connect to Success (CTS). The CTS program provides students with a transparent and systematic outline for successfully completing a baccalaureate degree and/or an associate degree. Students who do not meet NSU's admission requirements and are denied admission are referred to CLTCC for admission. Once enrolled into the CTS program, students schedule the appropriate developmental courses, as well as general education courses. The partnership is designed to increase retention and persistence in higher education, increase student success, and to foster positive student development.

Additionally, Central Louisiana Technical Community College continues its Articulation Agreement with Upper Iowa University (UIU). Upper Iowa University transfers a maximum of 78 credits from CLTCC. Grades earned from courses accepted for transfer appear on a student's UIU transcript and the articulated credits earned count toward the total number required for graduation.

Initiatives Implemented

The College has developed an articulation agreement with Northwestern State University in April 2015 and with the Louisiana State University at Alexandria in May 2015. The college is in the process of adding courses to the Board of Regents Articulation and Transfer Matrix. General education courses listed on the Articulation and Transfer Matrix are accepted automatically by the state universities and community colleges appearing on the matrix.

Accreditation

Central Louisiana Technical Community College is currently accredited by the Council on Occupational Education (COE) and is currently completing the necessary process to apply for accreditation through the Southern Association of Colleges and Schools (SACS). Prior to obtaining SACS accreditation, CLTCC cannot receive approval by the LCTCS Board and Board of Regents to offer the Louisiana Transfer Degree. As such, the articulation and transfer initiatives between CLTCC and SACS institutions are more

challenging than the transfer process between non-SACS institutions, i.e. technical colleges. Most CLTCC programs do not offer transfer opportunities for technical courses. Students enrolled in Associate of Applied Sciences (AAS) programs can attain up to 15 credit hours of general education courses that are transferrable to SACS accredited universities and community colleges. Opportunities for transfer credit for CLTCC technical courses are wholly identified by the accepting institution.

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

Students enrolled through the CLTCC/NSU, CLTCC/LSUA and the CLTCC/UIU partnerships will be tracked to determine the effectiveness of preparing students for transition to the Universities. The success of the programs will be determined by students retained in the programs, students completing necessary requirements to enter either University, students continuing in a CLTCC program, or students entering the workforce.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.

With the implementation of the new student enrollment system, LoLA, all LCTCS technical and community colleges have access to student transcripts from students who attend one of the LCTCS technical and community colleges. As a result, academic advisors will be able to identify previous coursework in a more efficient manner.

In May 2015 CLTCC started using the services of the National Student Clearinghouse (NSC). The National Student Clearinghouse provides an opportunity for its college members to follow the progress and success of former students. This membership enables CLTCC to track students and determine if the former student transferred or re-enrolled at another institution and whether or not they earned a credential.

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

Central Louisiana Technical Community College (CLTCC) and Northwestern State University have a Memorandum of Understanding for student referrals. The program provides students that do not meet NSU's entrance requirements an opportunity to enroll in developmental and general education courses that will be seamlessly transferred to NSU once all requirements are met.

Students seeking an Associate of Applied Science (AAS) at technical colleges are held to the same general education placement standards as other associate degrees, e.g. Associate of Science (AS), taught at community colleges and four-year universities. Students seeking an AAS must first achieve the appropriate placement test scores prior to being admitted into general education courses. By requiring placement test score requirements for admission into general education courses, CLTCC should positively affect retention of students from the College to community colleges or four-year universities.

Currently, transfer data from four-year universities and community colleges to CLTCC is tracked through students submitting transcripts from attended universities and community colleges. CLTCC had 189 transfer students in AY2015.

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

c. ii.) Number of students enrolled.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
Student Enrolled	0	12	216	130	172	189

Performance Objective: Workforce and Economic Development (3)

Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.

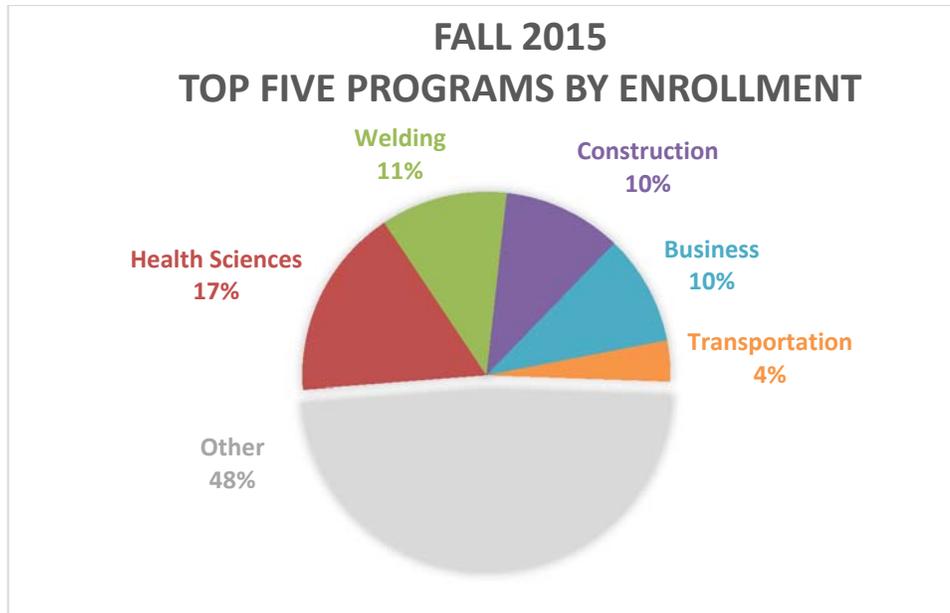
CLTCC follows LCTCS Policy # 1.047 (Program Health Index) to assess the relevancy, sustainability, effectiveness, and efficiency of program offerings. The Program Health Index assesses program performance in terms of LCTCS's Louisiana 2020: Building the Workforce of Tomorrow and in terms of alignment with regional and state-wide workforce demands while recognizing the need for fiscal sustainability. This assessment will support decisions related to program continuation; expansion; resource allocation; and/or program discontinuation. This policy sets forth due process guidelines for conducting the analysis.

Each program has an Occupational Advisory Committee made of members from business and industry in the program field of study. Twice annually, during the fall and spring semesters, each training program is evaluated during Occupational Advisory Committee meetings where program content is reviewed by committee members to ensure training objectives are in alignment with business and industry needs and are used throughout training, program length is reviewed by committee members to ensure that entry level wages are directly related to the length of training and the tuition cost of training, program objectives are reviewed to ensure the needs of regional employers are met, program equipment and materials are reviewed to ensure similarity to those used in business and industry, and verifiable range of remuneration that can reasonably be expected by completers who enter a chosen field upon completion of the program.

Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.

The information gathered during the Occupational Advisory Committee meetings was instrumental in CLTCC Administration's decision to eliminate three programs, add two programs, and revise several programs. An example of program realignment would be the addition of a CTS in Construction Welding and a CTS in NCCER Electrician. In January 2016 CLTCC was granted approval by the Council on Occupation Education to offer the Associate of Applied Science in Technical Studies. The college has developed cross enrollment agreements with LSUA and Northwestern to provide increased general education course offerings need to support these programs.

The college evaluates top demand occupations by parish and region and aligns the data with enrollment by program. This process ensures the programs offered by CLTCC are relevant and meeting workforce demand. These top enrollment programs are consistent with top demand jobs as seen on the Louisiana Workforce Commission website at www.laworks.net. The following chart shows the top five programs by enrollment for CLTCC. The top five programs provide training in health services, trade, business, construction and manufacturing. During the fall 2015 semester, a majority of CLTCC's student enrollment was in high-demand occupational fields as seen on the Top Demand Occupations for Regional Labor Market Area 6. See the Louisiana Workforce Commission website link, Labor Market Information 2010 - 2020 Occupation Projections, www.laworks.net/LaborMarketInfo/LMI_employmentprojections.asp, for a complete listing of the top demand occupations.



CLTCC's Office of Workforce Development provides many opportunities for credit and non-credit training in high-demand areas, as reported in the Louisiana Workforce Commission's database. Most of the courses lead to industry based credentials. Additionally, the Office of Workforce Development provide Work Readiness/Soft Skills Training courses that provided instruction in rational decision making, effective communication, time management, teamwork, conflict resolution, workplace mentors, and managing finances.

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

CLTCC utilizes other means of tracking students into the workforce outside of the Employment Outcomes Report. CLTCC collects follow-up information of students through many avenues. Students formally exiting the college can provide employment data when completing a College Exit/Job Placement form. Employment follow-up emails are sent to former students requesting the completion of an employment survey. Faculty and staff contact former students through telephone and email to collect employment data. Any collected employment data is entered into the college student enrollment system. An aggregate total of employment data by program is compiled and reported to COE on the annual Completion, Placement, and Licensure (CPL) Report.

CLTCC is awarded WIA funds through the Louisiana Workforce Commission and the Workforce Investment Board. The college utilizes the Louisiana Workforce Commission's data on high-demand workforce needs when determining use of Carl Perkins funding. The state's high-demand occupations are studied when preparing the college's LAP.

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

CLTCC provides student access to online courses through the college's Canvas access. Students enrolled in online courses have computer lab access at multiple locations throughout the college. Each CLTCC site provides access to Internet ready computer workstations in areas such as open labs. Students can also access online courses using Wi-Fi connections available at all CLTCC locations. The Banner student enrollment system allows students to seamlessly enroll in online courses. The courses are identified with an online delivery method through the course number lookup query when students select courses for enrollment. Students access the online courses through one login access portal, LOLA. Additionally, distance learning technologies are being utilized to deliver general education courses to all seven campuses.

Element A: Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
i. Number of programs eliminated	2	3	1	2	3	3
ii. Number of programs modified or added	2	7	3	7	8	6
iii. Percent of Programs Aligned w/ Workforce & Economic Development Needs	100%	100%	100%	100%	100%	100%

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

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

Measure		Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
i. Number of course sections with 50% - 100% instruction through distance education: reported separately for 50% - 99% and 100%	50% - 99%	0	0	0	0	9	11
	100%	0	0	0	0	209	172
ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%	50% - 99%	0	0	0	0	157	70
	100%	0	0	0	0	961	674
iii. Number of programs offered through 100% distance education: by award level	Certificate	0	0	0	0	6	6
	Diploma	0	0	0	0	1	1
	Degree	0	0	0	0	1	1

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

Student Services personnel at CLTCC assist students in securing employment and continuing education opportunities. Each program contains a Job Seeking Skills course to equip students with the knowledge and skills necessary to successfully pursue employment in their chosen occupational field. Placement data is compiled annually in compliance with the Council on Occupational Education Annual Report.

i. Percent of completers found employed.

Measure	Year 1 2009-2010	Year 2 2010-2011	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
Number of completers	162	1079	1115	714	927	560*
Number of completers who found employment	152	759	892	538	868	460
Placement Rate	93.80%	70.30%	80.00%	75.40%	93.60%	82.14%

* Does not include HS and Prison completions

ii. Increasing the performance of associated degree recipients who transfer.
See Elements 2.b and 2.d.

Performance Objective: Institutional Efficiency and Accountability (4)

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

Central Louisiana Technical Community College (CLTCC) continues its partnership with Northwestern State University that provides students who do not meet NSU's admission requirements with an opportunity to transition through CLTCC back to NSU. This partnership continues through a signed Memorandum of Understanding entitled Connect to Success (CTS) program. The CTS program provides students with a transparent and systematic outline for successfully completing a baccalaureate degree and/or an associate degree. Students who do not meet NSU's admission requirements and are denied admission get referred to CLTCC for admission. Once enrolled through the CTS program, students schedule the appropriate developmental courses, as well as general education courses. Students who complete developmental courses plus 18 credit hours of general education with a 2.0 GPA or higher are then able to transfer into Northwestern.

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

In the 2012 academic year, the annual tuition and fees for a full-time CLTCC nonresident student was \$4,144. Nonresident student tuition and fees increased to \$5,037 for the 2013 AY, increased to \$5,641 for the 2014 AY, and increased \$6,324 for the 2015 AY. Nonresident student tuition and fees increased \$1,874 for the 2016 AY to \$8,198. CLTCC's out-of-state tuition and fees for fiscal year 2016 exceeded the target of \$7,444 by \$754. CLTCC is a SREB level 9 institution. CLTCC's FY2015 non-resident tuition of \$6,324 was below SREB FY2015 non-resident tuition of \$8,524 for level 9 institutions. The 29.6% increase in FY2016 will bring CLTCC's tuition closer to the SREB average.

Element C: Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

Fiscal Year	Total tuition and fees charged to non-resident students	Percent increase
2011	\$3,044	36.10%
2012	\$4,144	21.50%
2013	\$5,037	17.70%
2014	\$5,641	12.00%
2015	\$6,324	12.10%
2016	\$8,198	29.6%

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

Measure	FY 2011	FY 2012	FY 2013	FY 2013	FY 2015	FY 2016
CLTCC non-resident tuition/fee amount	\$3,044	\$4,144	\$5,037	\$5,641	\$6,324	\$8,198
SREB Targeted Measure	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444
Difference	(\$4,400)	(\$3,300)	(\$2,407)	(\$1,803)	(\$1,120)	754

Element D: Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting (identified) goals.

CLTCC does not have a designated Center of Excellence. At this time CLTCC is only required to report on the following measure.

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

Measure	Base Year (Year 4, as of 01/2014)	Yeas 5 (As of 01/2015)	Yeas 6 (As of 01/2016)
Number of programs with mandatory or recommended policy code	19	21	21
Number of above programs that are currently discipline accredited	12	12	12
Calculated rate	63.2%	57.1%	57.1%

Performance Objective: Reporting Requirements (5)

a) Number of students by classification.

2,445- Headcount, undergraduate students enrolled in Fall 2015.

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

2,127 - Headcount, undergraduate students enrolled in Fall 2013.

2,283 - Headcount, undergraduate students enrolled in Fall 2012.

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

1778.0 - Budgeted FTE (full-time equivalent) undergraduate students, Fall 2015.

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

1,676.1 - Budgeted FTE (full-time equivalent) undergraduate students, Fall 2013.

1,967.8 - Budgeted FTE (full-time equivalent) undergraduate students, Fall 2012.

Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

b) Number of instructional staff members

118 - Number instructional faculty for fall 2015.

91.6 - FTE instructional faculty for fall 2015.

142 - Number instructional faculty for fall 2014.

106.1 - FTE instructional faculty for fall 2014.

131 - Number instructional faculty for fall 2013.

97.1 - FTE instructional faculty for fall 2013.

Source: Employee data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

c) Average class student-to-instructor ratio.

9.5 - Average undergraduate class size at the institution Fall 2015.

6554 – Undergraduate headcount fall 2015.

688 – Undergraduate level sections fall 2015.

8.7 - Average undergraduate class size at the institution Fall 2014.

7,771 – Undergraduate headcount fall 2014.

895 – Undergraduate level sections fall 2014.

8.6 - Average undergraduate class size at the institution Fall 2013.

7,569 – Undergraduate headcount fall 2013.

884 – Undergraduate level sections fall 2013.

7.2 - Average undergraduate class size at the institution fall 2011.

7,259 – Undergraduate headcount fall 2011.

1003 – Undergraduate level sections fall 2011.

Source: Fall credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System.

d) **Average number of students per instructor.**

- 17.9– Ratio of FTE students to FTE instructional faculty fall 2015
 - 16.8 – Ratio of FTE students to FTE instructional faculty fall 2014
 - 19.1 – Ratio of FTE students to FTE instructional faculty fall 2013
 - 18.1 - Ratio of FTE students to FTE instructional faculty fall 2012.
- Source: Data submitted by the institutions to IPEDS*

e) **Number of non-instructional staff members in academic colleges and departments.**

- 2 - Number of non-instructional staff members, fall 2015.
- 2 - FTE non-instructional staff members, fall 2015.

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

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

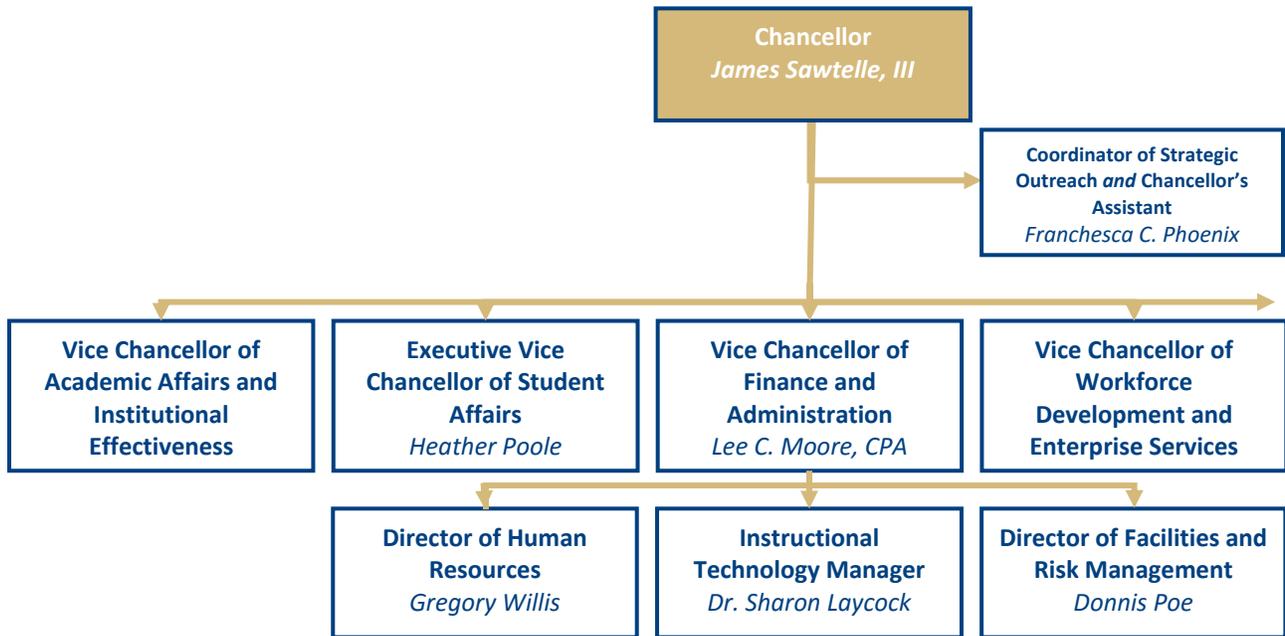
f) **Number of staff in administrative areas.**

- 16 - Number of executive/managerial staff, fall 2015
- 16 - FTE executive/managerial staff, fall 2015

Position	FTE of non-instructional staff
Chancellor	1
Executive Vice Chancellor of Student Services and Enrollment Management	1
Vice Chancellor of Academic Affairs	1
Vice Chancellor of Workforce Development	1
Vice Chancellor of Finance and Administration	1
Director of Human Resources	1
Director of Facilities and Risk Management	1
Director of Marketing and Recruiting	1
Instructional Technology Manager	1
Campus Deans	7

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

- g) Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.



h) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases.

Position	Total Base Salary, Fall 2009	Salary Changes 2010 Since 6/2008	Salary Changes 2011	Salary Changes 2012	Salary Changes 2013	Salary Changes 2014	Salary Changes 2015
Chancellor (created 2012)	n/a	n/a	n/a	New position \$139,390	\$(2,390) New hire	\$0	\$7,500 New hire
Vice Chancellor Academic and Student Affairs (created 2012)	n/a	n/a	n/a	n/a	New position \$92,000	\$0	\$(92,000) Position Eliminated
Vice Chancellor Workforce Enterprise Services (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$75,000	\$10,000
Vice Chancellor of Finance and Administration (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$78,500	\$6,500 New hire
Chief of Staff (created 2013)	n/a	n/a	n/a	n/a	New position \$82,000	\$0	\$(82,000) Position Eliminated
Director of Human Resources	\$56,716	0	0	0	\$(1,716) \$55,000 New hire	\$0	\$0
Director of Facilities and Risk Management (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$64,200	\$4,814
Director of Marketing and Recruiting (created 2014)	n/a	n/a	n/a	n/a	n/a	New position \$52,500	\$0
Instructional Technology Manager	\$54,378	\$0	\$0	\$0	\$0	\$622 Additional duties	\$0
Institutional Research Specialist (created 2013)	n/a	n/a	n/a	n/a	New position \$43,000	\$0	Vacant
Vice Chancellor of Academic Affairs	n/a	n/a	n/a	n/a	n/a	n/a	\$85,000.00
Executive Vice Chancellor of Student Services and Enrollment Management (created 2015)	n/a	n/a	n/a	n/a	New Position Vacant	Vacant	\$90,000.00

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

i) A cost performance analysis

- i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines. As reported on Form BOR-1 during the Operational Budget Process.

Expenditure by Function	2012-2013		2013-2014		2014-2015	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
Instruction	\$5,440,063	55.3%	\$5,257,042	54.8%	\$4,800,656	54.2%
Research	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Public Service	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Academic Support	\$ -	0.0%	\$1,260	0.0%	\$464,808	5.3%
Student Services	\$823,308	8.4%	\$810,660	8.4%	\$829,376	9.4%
Institutional Services	\$2,282,754	23.2%	\$2,147,336	22.4%	\$1,487,238	16.8%
Scholarships/Fellowships	\$5,000	0.1%	\$ -	0.0%	\$250	0.0%
Plant Operations/Maintenance	\$1,106,277	11.2%	\$1,046,269	10.9%	\$876,153	9.9%
Total E&G Expenditures	<u>\$9,657,402</u>	98.2%	<u>\$9,262,566</u>	96.5%	<u>8,458,481</u>	95.6%
Hospital	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Transfers out of agency	\$176,470	1.8%	\$332,258	3.5%	\$391,158	4.4%
Athletics	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Other	\$ -	0.0%	\$ -	0.0%	\$ -	0.0%
Total Expenditures	<u>\$9,833,872</u>	100.0%	<u>\$9,594,824</u>	100.0%	<u>\$8,849,639</u>	100.0%

- ii. Average yearly cost of attendance for the reporting year as reported to the Institute of Education Sciences (IPEDS). As defined by the IPEDS: Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2014-15:

Published Tuition and Required Fees	2008-2009*	2009-2010*	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
In-District							
Tuition	-	-	\$726	\$984	\$1,186	\$1,186	\$1,461
Required Fees	-	-	\$397	\$490	\$245	\$261	\$322
Total Tuition & Fees	\$995	-	\$1,123	\$1,474	\$1,431	\$1,447	\$1,783
In-State							
Tuition	-	-	\$726	\$984	\$1,186	\$1,186	\$1,461
Required Fees	-	-	\$397	\$490	\$245	\$261	\$322
Total Tuition & Fees	\$995	-	\$1,123	\$1,474	\$1,431	\$1,447	\$1,783
Out-of-State							
Tuition	\$995	\$995	\$1,488	\$1,570	\$2,385	\$2,385	\$1,461
Required Fees	-	-	\$397	\$490	\$245	\$261	\$1,701
Total Tuition & Fees	\$995	\$995	\$1,885	\$2,060	\$2,630	\$2,646	\$3,162
Books and Supplies	\$1,200						

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

IPEDS Graduation Rates	
Adjusted 2012 Cohort	344
Graduation Rate – 100% of normal time	66.7%
Graduation Rate – 150% of normal time	71.8%

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

\$4,227 Average cost per FTE 2014-2015 academic year

v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation per FTE for 4-year universities, 2-year colleges, and technical colleges.

\$4,227 Average cost per FTE 2014-2015 academic year

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

Total Revenues for the 2014-2015 academic year (includes all means of financing)
\$17,113,510

Appendix 2; Attachment B - Passage rate on licensure rate/certification exams

FY' 2014-2015

Industry Based Certification	Exam/License	No. Taken	No. Passed
Certified Manufacturing	C4M	3	3
Heating, Ventilation and A/C	EPA 608	7	7
	Gas	1	1
NCCER	Core	97	97
	Level 1	79	79
	Level 2	75	75
Nursing	LPN	135	122
	CNA	314	314
Phlebotomy	CPT-NAHP	16	12
Pharmacy Technician	PTCB	6	6
		733	716