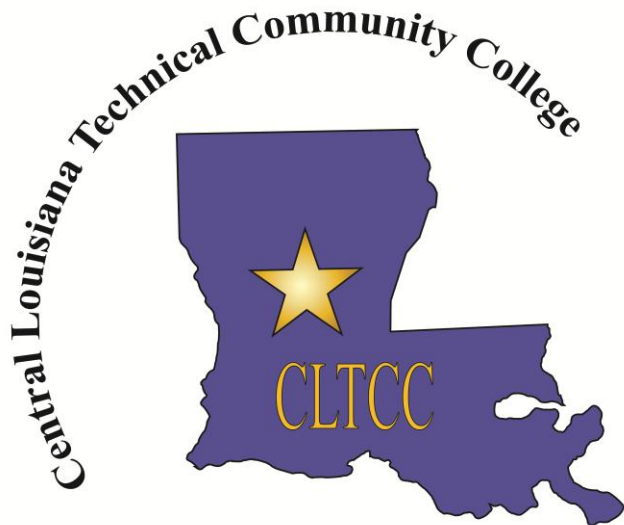


**CENTRAL LOUISIANA
TECHNICAL COMMUNITY
COLLEGE**



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

**April 5, 2013
Annual Narrative**

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Element b) Increase use of technology for distance learning to expand educational offering

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

Performance Objective - Institutional Efficiency and Accountability (Section 4)

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.

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

Performance Objective - Reporting Requirements (Section 5)

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Performance Objective: Student Success (1)

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**

Central Louisiana Technical Community College (CLTCC) strives to achieve cohort “completer” rates and “completer” productivity goals that are consistent with institutional peers. The mission of CLTCC is to “create a skilled workforce and prepare individuals for advanced educational opportunities”. All targeted measures for this element were met or exceeded this year.

The LCTCS Board of Supervisors received recommendations from institutions and LCTCS staff to address issues facing the colleges. As policies are developed and approved, implementation is typically within the semester following approval. CLTCC will also submit policies as needed for approval to facilitate student completion and/or graduation.

Graduation rates and productivity goals are supported by institution policies such as placement testing and developmental education to enhance student academic success; transfer and cross-enrollment policies to allow students better access to instruction; and non-traditional credit policies to promote faster completion of exit points/credentials. Annual program evaluation using COE accreditation standards assists in evaluating program productivity goals from year to year.

Dual enrollment efforts have allowed students the opportunity to earn postsecondary credits prior to High School graduation.

Information from COE Completion, Placement, and Licensure reports will continue to be utilized in program decisions.

Data

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

a.	i.		2009-10	2010-11	2011-12
		1 st to 2 nd year retention rate	N/A	N/A	N/A
	ii.	1 st to 3 rd year retention rate	N/A	N/A	N/A
	iii.	# in Fall Cohort	320	430	218
		# retained to Spring	214	268	158
	iv.	Same institution graduation rate	N/A	N/A	N/A
	v.	Graduation productivity	N/A	N/A	N/A
	vi.	Award productivity	N/A	N/A	N/A
	viii.	Percent of freshmen admitted by exception	N/A	N/A	N/A
	ix.	Median professional school entrance exam score.	N/A	N/A	N/A

Performance Objective: Student Success (1)

Element:

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

Completers as defined in a higher education setting typically indicate the awarding of a credential for completion of a set of predetermined courses and/or credit hours. The training provided by CLTCC may result in an industry based certification, and/or a credential such as a TCA (Technical Competency Area), CTS (Certificate of Technical Studies), TD (Technical Diploma), or AAS (Associate of Applied Science). Students are awarded a completion credential as they complete designated exit points. The exit points have been established in each curriculum per input from business and industry.

It is important to note that specific training on a new technique in industry may require very short term training/instruction and not result in a credential. The purpose, however, of the college is still accomplished by providing specific occupational training tied to a specific industry need.

CLTCC prepares individuals for immediate employment. Skills acquired during training are graduated from basic to advanced levels. The training goals of the student determine the level of completion. Students seeking entry level skills may seek to acquire minimal training and exit at the TCA level. Others seek advanced skills training and choose to exit at the TD or AAS levels. Completers at all levels signify accomplishment of the college mission.

Data

b.	i.		2009-10	2010-11	2011-12
		# of Certificate Completers	233	346	396
		# of Diploma Completers	399	397	473
		# of Associate Completers	21	13	35
	ii.	Undergraduate (baccalaureate & post baccalaureate)	N/A	N/A	N/A
		Graduate (all other above undergraduate)	N/A	N/A	N/A

Performance Objective: Student Success (1)

Element:

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

CLTCC participated in a pilot program in our geographic region (Allen, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon and Winn Parishes) to provide Career Coaches at no cost to the participating schools or school boards. All career coaches were funded through the Perkins College & Career Transitions and Basic Grant funds for CLTCC. This program offered many opportunities to assist counselors and principals in preparing 11th and 12th grade students for potential careers, employment or postsecondary education upon graduation. In July 2012, CLTCC partnered with the Rapides Foundation to continue the career coaching services utilizing Career Compass of Louisiana. Coaching services are provided to all high schools in the parishes at different levels depending on student population. CLTCC's funding commitment is from the College & Career Transition current year and carryover funds.

The activities and services provided by the Career Coach include:

- Student receiving individual or small group coaching services
- Individual written student career plans developed
- Career assessments administered
- Referrals to dual enrollment or articulated credit
- Transitional services including assistance with college admissions, financial aid applications, and scholarships

CLTCC Campuses are presently offering dual enrollment course opportunities at many high schools to foster an extension of the educational process beyond high school. The goal is to introduce the concept of postsecondary education to students who may have never seen it as an option. Another goal is to keep students in high school with the real world connection to their instruction.

High school tours are scheduled to familiarize students to CLTCC. Local JAG Programs visit the school for informational sessions.

CLTCC personnel attend local school district career fairs.

Partnerships with business & industry are being cultivated to enhance career pathways from high school to employment.

CLTCC is also participating in Louisiana Course Choice through the LCTCS System Office.

Data

c.	i.		2009-10	2010-11	2011-12
		# of High School Students Enrolled	1260	1308	1145
	ii.	# of Semester Credit hours Enrolled	8784	7188	5421
	iii.	# of Sem. Credit hours Completed	8341	6829	5725

Performance Objective: Student Success (1)

Element:

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

CLTCC is accredited by the Council on Occupational Education (COE). COE mandates the reporting of licensure for programs that require it for employment. Students completing their programs are tracked and reported annually. Other certifications however, not required for employment have not been tracked in any consistent manner. There are several issues to consider when tracking optional student certifications.

Students at CLTCC complete the Workkeys assessment as part of the Job Seeking Skills (JOBS) class. CLTCC recognizes the importance of assessing Workforce foundational skills and thus requires the assessment of all students enrolled in the JOBS course. This is a culminating course completed by students prior to graduating and includes information on job seeking and keeping skills.

CLTCC is a partner with The Rapides Foundation/Orchard Foundation to provide afternoon and Saturday computer labs for the unemployed and underemployed populations of Central Louisiana. Participants have the opportunity to upgrade skills using Career 101 software and to take Work Keys assessments to earn a National Career Ready Certificate. This certificate documents workforce foundational skills.

Data 1.d (Appendix Attached)

d.	i.		2009-10	2010-11	2011-12
		# students who took exam	162	83	118
		# met standards of passage	152	82	113
		% Passage Rate	93.8%	98.8%	95.8%
	ii.	Passage rates on licensure exams (Law Centers & Health Sciences Centers)	N/A	N/A	N/A
	iii.	# student who took WorkKeys	234	136	104
		# earning Bronze	71	25	27
		# earning Silver	106	44	66
		# earning Gold	22	6	11
		# earning Platinum	4	0	0
		WorkKeys certificate passage rate	86.75%	55.1%	100%

Element:

- c) **“new” Passage rates on licensure exam in NURSING (PN). Institutions should report on first time writers who sat for National Council Licensure Examination for Practical Nurses (NCLEX PN), the licensing examination for practical nurses in Louisiana.**

d.			2009-10	2010-11	2011-12
		# of first time writers who took the NCLEX PN exam in the most recent year that published data is available			146
		# of the above students who met the standards for passage			135
		% Passage Rate			92.4%

Performance Objective: Articulation and Transfer (2)

Element:

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

2.a Narrative

The transition of Central Louisiana Technical College to a Technical Community College will greatly enhance student s ability to articulate and transfer to local universities. Over the current year, CLTCC has begun the transition to offering transferable general education courses to allow students a smoother path to graduation. Plans are to offer these courses with SACS credentialed faculty on a rotating basis to students.

CLTCC is also investigating the enhanced offering of Developmental Education courses which will assist students in meeting community college requirements as well as providing a path to entry for students wishing to continue their education at a university and meet requirements for enrollment.

Student retention and graduation will be enhanced through these additional offerings of transferable general education and developmental education courses.

Performance Objective: Articulation and Transfer (2)

Element:

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

2.b Narrative

CLTCC will work closely with Northwestern State University and LSU-A to facilitate feedback reports to CLTCC on the performance of associate degree recipients at each institution. This feedback is valuable information that can be used to align and strengthen CLTCC curricula, to identify if general education courses are meeting the needs of transfer students, and to measure the success of associate degree students in completing a baccalaureate degree.

CLTCC has ongoing articulation agreements with NSU, Upper Iowa University, and University of Phoenix. These agreements will facilitate transfer of credit for community college students.

Performance Objective: Articulation and Transfer (2)

Element:

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

2.c Narrative

CLTCC is working with LSU-Alexandria to develop a process for re-directing students who fail to meet admission requirements at LSU-A. Some of the items include:

- CLTCC offering developmental education courses for LSU-A students
- CLTCC offering at least 18 hours of transferrable general education courses
- Development of 2+2 articulation for appropriate programs

2.c Data

c.			2009-10	2010-11	2011-12
	<i>i.</i>	Number of students referred	0	0	0
	<i>ii.</i>	Number of students enrolled	0	0	0

Element:

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

i. Number of students enrolled.

d.			2009-10	2010-11	2011-12
	<i>i.</i>	Number of students enrolled	0	0	0

CLTCC has ongoing articulation agreements with Northwestern State University, Upper Iowa University, and University of Phoenix. Also in development are 2+2 articulation agreements with LSU-A for Industrial Manufacturing, Criminal Justice, and Computer Information Systems.

Performance Objective: Workforce and Economic Development (3)

Element:

- a) **Eliminate academic programs offerings that have low student completion rates as indentified 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.**

3.a Narrative

CLTCC programs are reviewed on an annual basis by college personnel and occupational advisory committees to determine program effectiveness in meeting state and local workforce needs.

One program, Industrial Electronics Technology, is being phased out to be replaced by ICT: Computer Network Support. This change is supported by workforce demands in Central Louisiana.

A new program will be implemented in Fall 2013, Industrial Manufacturing Technology. This program is a direct result of meetings with local industry to meet demands for manufacturing employees.

3.a Data

a.			2009-10	2010-11	2011-12
	<i>i.</i>	Number of programs eliminated: as a result of institutional or Board of Regents review.	2	3	1
	<i>ii.</i>	Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.	2	7	3
	<i>iii.</i>	Percent of programs aligned with workforce and economic development needs: as identified by Regents utilizing LWC or LED published forecasts.	90.9%	100%	100%

Performance Objective: Workforce and Economic Development (3)

Element:

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

3.b Narrative

Currently, CLTCC utilizes compressed video technology to provide general education courses offerings for students from Bossier Parish Community College (BPCC). Instructors also use Moodle to enhance instruction.

Application has been made to COE for approval of distance education for Business Courses. Additional distance education courses are planned as demand and interest warrant.

3.b Data

b.			2009-10	2010-11	2011-12
	<i>i.</i>	Number of course sections with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.	0	0	0
	<i>ii.</i>	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%.	0	0	0
	<i>iii.</i>	Number of programs offered through 100% distance education: by award level.	0	0	0

Performance Objective: Workforce and Economic Development (3)

Element:

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

3.d Narrative

Program instructors advise and assist students to the best of his/her ability in securing employment or advancing degree/continuing education opportunities. Each program curriculum includes a specific course and/or course components related to employment readiness and professionalism including, but not limited to, resume writing, interview skills, work ethic traits, etc. Administration, faculty and staff participated in local and regional career/job fairs as well as other civic and public events throughout the year.

Placement data is compiled by program on an annual basis for the Council on Occupational Education annual report. The new ERP Banner system will provide enhanced data in upcoming years.

Currently, talks are underway with Louisiana State University – Alexandria to initiate data gathering processes to identify and provide feedback on Associate Degree students who continue their education at that institution. Currently, Upper Iowa University and Northwestern State University have accepted transfer credit toward a Bachelor's Degree from CLTC students. All awarded Associate Degree students have successfully completed 15 transferrable general education credit hours that will be accepted toward an advanced degree.

3.d Data

d.	i.	Percent of completers found employed	2009-10	2010-11	2011-12
		### completers	162	1079	1115
		### found employed	152	759	892
		Calculated percent, per award level	93.8%	72.07%	80.0%
	ii.	Placement rate of graduates (Law Centers and Health Sciences Centers)	N/A	N/A	N/A
	iii.	Placement of graduates in post-graduate training (Law Ctrs & Health Sci. Ctrs)	N/A	N/A	N/A

Performance Objective: Institutional Efficiency and Accountability (4)

Element:

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

4.c Narrative

CLTCC adheres to the tuition schedule for non-residents established by LCTCS Board of Supervisors.

Data

c	i.	Total tuition and fees charged to non-residents students: in a given academic year.	FY 2011	FY 2012	FY 2013
		\$\$\$ non-resident tuition/fee amounts	\$3,044	\$4,144	\$5,037
		\$\$\$ peer non-resident tuition/fee amounts	\$7,444	\$7,444	\$7,444
		Calculated percent difference for peer amounts	56.6%	36.1%	21.56%

Element:

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

CLTCC is awaiting requirements/specifications from ongoing discussions with Board of Regents to determine the criteria for Centers of Excellence.

Element:

- d.i.) Percent of programs with either mandatory or recommended status that are currently discipline accredited**

CLTCC has 12 programs with mandatory or recommended status that are discipline accredited out of 46 total programs resulting in a rate of 26 percent.

Performance Objective: Reporting Requirements (5)

Elements:

a) Number of students by classification.

Undergraduate headcount	2283
Undergraduate FTE	1967.8

b) Number of instructional staff members.

Headcount	141
FTE	108.6

c) Average class student-to-instructor ratio.

Undergraduate Headcount	7259
Undergraduate Level Sections	1003
Ratio	7.2

d) Average number of students per instructor.

Average undergraduate class size	18.1
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e) Number on non-instructional staff members in academic colleges and departments.

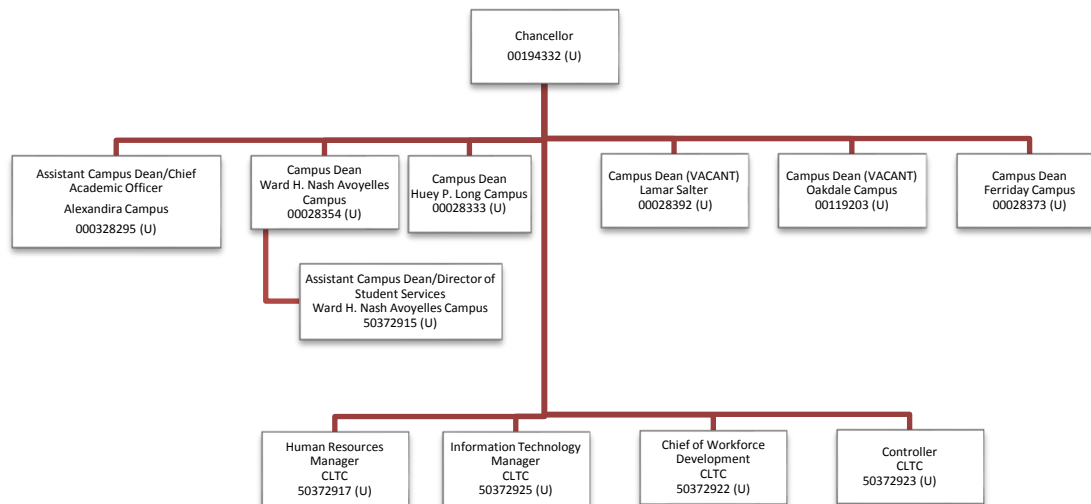
Department	Number of non-instructional staff	FTE non-instructional staff
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Chancellor	1	1
Campus Dean	3	3
Assistant Campus Dean	2	2
HR Manager	1	1
Controller	1	1

f) Number of staff in administrative areas.

Department	Number of non-instructional staff	FTE non-instructional staff
Chancellor	1	1
Campus Dean	3	3
Assistant Campus Dean	2	2
HR Manager	1	1
Controller	1	1

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 2010	Salary changes Since 06/30/2009	Total Base Salary, Fall 2011	Salary changes Since 06/30/2009	Total Base Salary, Fall 2012	Salary Changes Since 6/30/2009
00194332(U)	\$93,704.00	N/A	\$0.00	Vacant*	\$139,390.00	\$139,390.00
00028295 (U)	\$82,000.00	N/A	\$82,000.00	N/A	\$82,000.00	N/A
00028354 (U)	\$68,000.00	N/A	\$68,000.00	N/A	\$68,000.00	N/A
50372915 (U)	\$68,766.00	N/A	\$68,766.00	N/A	\$68,766.00	N/A
00028333 (U)	\$73,960.00	N/A	\$73,960.00	N/A	\$73,960.00	N/A
00028392 (U)	\$72,280.00	N/A	\$0.00	Vacant*	\$0.00	Vacant
00119203 (U)	\$104,834.00	N/A	\$104,834.00	N/A	\$0.00	Vacant
00028373 (U)	\$73,558.00	N/A	\$73,558.00	N/A	\$73,558.00	N/A
50372917 (U)	\$56,716.00	N/A	\$56,716.00	N/A	\$56,716.00	N/A
50372925 (U)	\$54,378.00	N/A	\$54,378.00	N/A	\$54,378.00	N/A
50372922 (U)	\$53,508.00	N/A	\$53,508.00	N/A	\$59,003.00	\$5,495
50372923 (U)	\$61,937.00	N/A	\$61,937.00	N/A	\$61,937.00	N/A

*Regional Director retired in June 2011 and was replaced with Interim Regional Director paid through LCTCS; therefore this position is still vacant.

*Campus Dean transferred to another technical college in July 2011 and was replaced with a full-time instructor. The instructor was reported, on the November 2011 Employee Salary Report, as an instructor therefore this Campus Dean position is still vacant.

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.

Expenditures by Function:	Amount 2010-2011	% of Total 2010-2011	Amount 2011-2012	% of Total 2011-2012
Instruction	\$5,864,286.00	56.8%	\$5,257,041.74	54.79%
Research	\$0	0	\$0	0
Public Service	\$0	0	\$0	0
Academic Support	\$0	0	\$1,260.00	0.01%
Student Services	\$870,492.00	8.4%	\$810,659.76	8.45%
Institutional Services	\$2,409,408.00	23.3%	\$2,147,335.78	22.38%
Scholarships/Fellowships	\$0	0	\$0	0
Plant Operations/Maintenance	\$1,004,832.00	9.7%	\$1,046,268.53	10.9%

Total E & G Expenditures	\$10,149,018.00	98.3%	\$9,262,565.81	96.54%
Hospital	\$0	0	\$0	0
Transfers out of agency	\$179,136.00	1.7%	\$332,258.19	3.46%
Athletics	\$0	0	\$0	0
Other	\$0	0	\$0	0
Total Expenditures	\$10,328,154.00	100.0%	\$9,594,284.00	100.0%

ii) Average yearly cost of attendance as reported to the United States Department of Education.

		2011-12	YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA
			2010-11	2009-10
Cost of attendance				
01.	Published tuition and required fees (lower of in-district or in-state)	1,474	1,123	995
02.	Books and supplies	1,200	1,200	1,200
03. Room and board and other expenses by living arrangement				
03b.	Off-campus (with family)	3,398	3,398	3,398
03c.	Off-campus (not with family)	11,634	11,634	11,634
04. Number of Group 3 students by living arrangement				
04b.	Off-campus (with family)	114	82	98
04c.	Off-campus (not with family)	150	226	222
04d.	Unknown	0	0	0
05.	Weighted average for room and board and other expenses by living arrangement (excluding unknown values) See instructions for the formula for this calculation	8,078	9,441	9,112
06.	Total cost of attendance This value is calculated using the following formula: [F01+F02+F05]	10,752	11,764	11,307
07.	Average amount of grant or scholarship aid awarded to Group 3 students from the following sources: the federal government, state/local government, and the institution	3,483	3,154	2,645

08.	Average institutional net price for Group 3 students This value is calculated using the following formula: [F06-F07]	7,269	8,610	8,662
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iii. Average time to degree for completion of academic programs at all levels.

College	Average Time to Degree
Central Louisiana Technical College	32.25%

iv. Average cost per degree awarded by degree level.

Institution Name	State Dollars per FTE
Central Louisiana Technical College	2,036

v. Average cost per non-completer by degree program entered.

Institution Name	State Dollars per FTE
Central Louisiana Technical College	2,036

vi. All expenditures of the institution for that year.

UnitID	Institution Name	Total expenses deductions - Current year total
158088	Central Louisiana Technical College	\$18,856,849.81

**Appendix #1 to Attachment B
Licensure/Certifications
Disciplines/Institutions
GRAD Act Elements 1.d.i. and
1.d.ii.
2-year Colleges and Technical
Colleges**

Central Louisiana Technical
Community College

INDUSTRY-BASED CERTIFICATIONS	2-YEAR COLLEGES											TECHNICAL COLLEGES						
	BP CC	BR CC	D C C	FT CC	LD CC	LS UE	Nu nez	RP CC	SL CC	Sow ela	SUS LA	A T C	CA TC	CL TC	NEL TC	T C C	NW TC	SCL TC
Automotive (ASE) -- 47.0604														0				
Barbering -- 12.0402														0				
Culinary -- 120503														0				
EMT Basic														0				
EMT Paramedic														0				
Internet and Computing all areas (COMPTIA, CISCO, IC3)														0				
Microsoft Office User Specialist (MOUS)														0				
NCCER - all areas (National Center for Construction Education and Research)														10				
Nursing-CNA														61				
OPET														0				

OSHA																			0
Patient Care Tech																			11
Phlebotomy - CPT																			0
WorkKeys (all areas, levels)																			20 8
Care and Development of Young Children - 19.0709																			0

Institutions are to report on those disciplines and/or industry-based certifications marked with v

April 29, 2013