

Northwest Louisiana Technical College



GRAD Act Performance Objectives/Elements/Measures 2013 Annual Report Template

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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.

Louisiana Community and Technical College System (LCTCS) and Northwest Louisiana Technical College (NWLTC) has implemented policies to provide guidelines for admission to NWLTC to ensure that students have the best possible opportunity for success in their chosen career field. LCTCS Policy #1.004 and NWLTC Policy # SA1930.254 provides the requirements for admission as a first-time freshmen. Degree seeking students must meet all of the requirements for the credential being sought. NWLTC, policy identifies the lists tests that are acceptable for placement and the time frame in which scores will be accepted.

NWLTC Policy # IS1930.173 defines placement exam requirements for program enrollment, retesting limits, and requirements for enrollment in Developmental Studies. The placement exams are used to assess a student's academic levels in order to ensure the student's success in their chosen program. Students that 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 are used to help determine the appropriate 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.

Students are assigned to a program advisor that will meet with them at least once a semester. These meetings are designed to achieve several objectives geared toward student retention and success. Advisors and program instructors develop degree plans, discuss progress in the degree plan, track attendance, grades, as well as acting as an aid identify award level the student is on track to achieve or has already achieved.

- i. **First to second year retention rate** N/A
- ii. **First to third year retention rate** N/A
- iii. **Fall to spring retention rate**

GRAD Act Year 3 Fall to Spring Retention

Benchmark	Actual
60.4 %	70 %

The fall cohort had 369 students with 258 returning in the spring, resulting in a retention rate of 70 percent. The following processes/programs have been implemented to enhance student

retention and achievement: An early alert system to identify students who are in jeopardy of course completion due to attendance and or lack of progress. Once identified by instructors, the students are contacted to determine what barriers are preventing them from active attendance or making satisfactory progress in the course. Academic counseling is provided by student services staff. NWLTC has also piloted 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 in the subject of their choice. The Student Success Center hours are flexible to meet the needs of students.

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

GRAD ACT Year 3 Award Productivity

Credential	Benchmark	Actual
CTS	1.4 %	30.5 %
TD	0.7 %	9.0 %
AAS	9.4 %	12.5 %

NWLTC has established procedures to help identify exit points within the program, when a student successfully completes competencies required for a specific position in that field of study. These exit points are TCA (Technical Competency Area) and CTS (Certificate of Technical Studies). While TCA’s and CTS’s are exit points built into some some programs, 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

Element:

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

The accrediting agency for Northwest Louisiana Technical College is the Council on Occupational Education (COE). The college submits 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.” Award levels are the terminal CTS, TD, and AAS as indicated by the Board of Regents CRINPROG listing for the college. Data for this measure will be obtained from COE annual reports for each award level.

Previous measures, as stated in 1a. to target at-risk students and efforts made toward retention of students will work collaboratively to increase completers at all levels.

i. Percent change in program completers.

See Attachment D

Element:

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

Northwest Louisiana Technical College (NWLTC) maintains strong partnerships with secondary schools, as evidenced by memorandums of agreement with secondary schools in the service area. Through these agreements, secondary students are provided with the opportunity to earn postsecondary technical education credit while enrolled in high school. This allows participating students have a competitive advantage, with respects to post-secondary education and workforce development training; hence decreasing the amount of time needed for completion of post-secondary credential.. This process results in individuals becoming prepared to enter the workplace within a shorter timeframe.

Career pathways, is another initiative used to help prepare high school students for specific professions; it is an integral part of partnering activities between NWLTC and secondary school systems. These pathways identify occupation-specific courses of study leading to completion of certificates and/or degrees. Each pathway provides a "roadmap" of study that graphically illustrates the course and degree requirements that will assist the students in reaching their desired educational destination and employment goals. In order to **strengthen existing partnerships**, Carl Perkins funding employs College and Career Transition Coordinators (CCTCs) who provide active connectivity between high school, college, business and industry. They also assist in raising the awareness of secondary to post-secondary career and technical education opportunities available through dual enrollment, articulation, professional development, and collaboration. CCTCs promote linkages between secondary and postsecondary career and technical education programs, place emphasis on career guidance and development, and facilitate professional development opportunities for secondary teachers, postsecondary faculty, and counselors.

NWLTC provides feedback to high schools which includes secondary student attendance, course grades, and earned business and industry credentials. For partnership evaluation and demonstration of student readiness, student enrollment, skill level improvement, retention, and outcomes of participation are monitored and tracked. The active participation of CCTCs has resulted in positive increases in the number of high school students dually enrolled in technical training courses which leads to career and technical education enrollment at the postsecondary level. This is due to continuous efforts both on the secondary and postsecondary level to have better informed students, counselors, teachers, faculty, and staff regarding career and technical education opportunities and articulation. Secondary and postsecondary career and technical personnel meet a minimum of at least once per year to review and revise the Memorandum of

Understanding (MOU) which outlines each party's responsibilities and collaboration to ensure maximum opportunities for high students to earn technical college credits.

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	6363
2011-2012	1723	8946	8331

Element:

- 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. COE requires accredited agencies to meet or exceed established performance standards for completion, placement and licensure rates. NWLTC submits actual performance rates to COE annually. If any area of the college falls below the required performance percentages, performance improvement plans are developed and implemented. Failure to improve performance could result in the college losing its accreditation status. NWLTC meets or exceeds COE standards of performance in completion, placement, and licensure rates.

Recognizing marginal first time NCLEX passage rates at some of its campuses, NWLTC conducted extensive examination of its programs with the Louisiana State Board of Practical Nurse Examiners in late 2012. Results of this review included implementation of stronger academic and attendance requirements of students, as well as instructional personnel changes. A 100% NCLEX pass rate was achieved by the college's previously lowest performing PN program following implementation of the changes.

Faculty members review course content and instructional textbooks prior to the beginning of each semester in order to determine when an upgrade is available and appropriate. Craft committee members also participate in an annual review of textbooks.

NWLTC programs offer students the opportunity to earn business and industry credentials, where possible. Credentials offered include **HVAC Excellence** (Heating, ventilation, and air conditioning), **NATEF** (National Automotive Technicians Education Foundation), **NCCER** (National Center for Construction Education and Research), **AWS** (American Welding Society), **MOS** (Microsoft Office Specialist), **ASPT** (American Society of Phlebotomy Technicians), **NRF Customer Service** Certification (National Retailers Foundation). **Workkeys** certifications are also available to the successful student.

The college also offers several programs of study that require state licensure upon completion, prior to employment. These programs include Cosmetology, Barbering, and Practical Nursing.

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	10-11 AY	29	29	100%
			11-12 AY	15	15	100%
Cosmetology	Cosmetology	LA Board of Cosmetology	10-11 AY	6	6	100%
			11-12 AY	3	3	100%
Commercial Truck Driving	CDL	State of LA	10-11 AY	34	32	93.2%
			11-12 AY	43	39	91%
Practical Nursing	NCLEX	LA State Board of Nursing	10-11 AY	166	144	88.6%
			11-12 AY	160	116	73%

ii. Number of Students Receiving Certifications

See Appendix #2

iii. Number of Students Assessed and Receiving WorkKeys Certification

Academic Year	# Students attempting Certification	Bronze	Silver	Gold	# Students receiving Certification	Passage Rate
2010-2011	250	67	121	33	221	88.4%
2011-2012	166	38	101	13	152	92.0%

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.

Due to the implemented increased admission standards at 4 year institutions and community colleges the technical college system currently provides developmental education to students who do not meet above admission standards. 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 provides the following in order to increase student retention rates and graduation rates:

- **Early alert** - After 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 will occur 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 don't typically have the ability to address those needs directly, we can help by knowing exactly what resources are available and 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.
- **Student Success Center** – Currently three campuses have created student success centers in an effort to provide individualized instruction and reinforcement to students. This program will be expanded to all campuses as it has proven to be beneficial to students.

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

Element:

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

Currently, there is no feedback report from 4-year institutions that tracks the performance of associate degree recipients who enroll in advanced degree programs. Identifying and authenticating these students would facilitate the transfer of credit between technical college courses and 4-year institutions. Tracking the success of transfer students would provide feedback that could be used to align and strengthen individual courses, and identify if transferrable general education courses are meeting the needs of students who enroll in an advanced degree program. This information would also facilitate identifying the number of students enrolled at a 4-year university due to articulation agreements in effect between the technical college and the institution, and could also track the associate degree student's success in completing a baccalaureate degree.

Monitoring the retention rates and progression of students who transfer with an associate degree to advanced degree program would assist the technical colleges in aligning and strengthening current courses and curricula. This information would also identify the number of students benefitting from articulation agreements between institutions of higher education, thus determining the effectiveness of these articulation agreements.

Element:

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

NWLTC, along with its sister community and technical colleges under LCTCS governance, are open entry institutions and do not deny applicants entry based on academic achievement. NWLTC and Bossier Parish Community College have active MOU's providing video conference general education coursework from BPCCC to all NWLTC campuses. The two campuses also share library facilities, and recently implemented an overall shared use of facilities agreement. BPCCC referred approximately 95 students to NWLTC during 2011-12.

- i. Number of students referred—95**
- ii. Number of referred students enrolled—60**

Element:

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 students completing a transfer degree N/A

**iii. 1st to 2nd year retention rate of those who transfer with transfer degree
N/A**

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.

All NWLTC program offerings are evaluated by administration each academic year for the purpose of identifying low performance programs and ensuring that program offerings are aligned with workforce and economic development demand areas. College program evaluation is in line with the Workforce Commission's evaluation of programs which includes completion rate and placement information. NWLTC maintains statistical documentation of college enrollment numbers, completion rates, placement rates, and board pass rates. The college policies and procedures align closely with Louisiana Workforce Commission's employment projections. Occupational Forecasting is developed through the Louisiana Workforce Commission and is used in the college's program review and evaluation. This results in the college remaining current in offering programs which lead to employment opportunities.

Program reviews resulted in numerous changes during the 2011-2012 academic year, as shown below.

i. Programs Eliminated

Program	Location
Carpentry	NWLTC Mansfield Campus – Forcht Wade Instructional Service Center
Drafting	NWLTC Minden Campus
Horticulture	NWLTC Minden Campus – David Wade Instructional Service Center
HVAC	NWLTC Mansfield Campus – Forcht Wade Instructional Service Center
Welding	NWLTC Mansfield Campus – Forcht Wade Instructional Service Center

ii. Programs Modified or Added

Program	Location
Drafting	NWLTC Shreveport Campus
Business	NWLTC Minden Campus
Developmental Education	NWLTC Minden Campus
Outdoor Power Equipment Technician	NWLTC Shreveport Campus

iii. Programs Aligned with Workforce and Economic Development Needs

Number of Programs Offered	Programs Aligned with Workforce	Percent
30	30	100%

Element:

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

Through LCTCS Online a myriad of distance education opportunities are readily available for use by NWLTC students. LCTCS Online continues to develop and expand online course offerings.

The NWLTC goal of expanding educational offerings by increasing the use of technology for distance learning opportunities is progressing slowly. The college is in the process of meeting criteria required by the Council on Occupational Education to offer online courses. NWLTC anticipates beginning the Council on Occupational Education accreditation process in mid-2014.

A Memorandum of Agreement between NWLTC and Bossier Parish Community College is in place, and has resulted in the availability of Community College General Education courses through compressed video. The delivery of these classes using this technology

provides the general education courses required to receive the technical college Associate of Applied Science degree.

NWLTC is comprised of a main campus and four branch sites. Instructors at these sites make use of classroom management platform software to incorporate distance education opportunities and discussion boards into the learning process. Moodle and EnGrade are examples of the type of classroom management software technology used at college sites. While “stand alone” online educational course offerings are being developed, this type of technology enhances existing courses offered in classroom or laboratory settings. These software platforms allow instructors to post grades, assignments, power point presentation, and class notes. Students have the opportunity to enter discussion boards, retrieve class notes, post completed assignments, review grades, and contact instructors. In developmental studies and adult education, interactive web-based computer programs are being used to reinforce learning. These teaching tools benchmark student skill levels and track basic skill upgrades necessary for successful course and program completion.

Distance Education

	Academic Year 2010-2011	Academic Year 2011-2012
i. Number of course sections with 50% and with 100% instruction through distance education.	6 video conferencing	5 video conferencing
ii. Number of students enrolled in courses with 50% and 100% instruction through distance education.	168 video conferencing	179 video conferencing
iii. Number of programs offered through 100% distance education	0*	0*

*Improvement in this area will begin upon receiving COE accreditation to offer distance education.

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 placement rate information is maintained and reported to the Council on Occupational Education annually. A component of continued accreditation status is the

monitoring of placements, completers, and licensures. Placement rate information is recorded in the chart below. Placement rates are affected by the status of the local economy and the needs of business and industry.

i. Percent of Completers Found Employed

Award Level	Completers		Employed		Percentage	
	10-11	11-12	10-11	11-12	10-11	11-12
Academic Year						
TCA	131	43	114	38	87.0	88.4
CTS	132	125	89	103	67.4	82.4
TD	842	731	648	500	77.0	68.4
AAS	46	36	26	15	56.5	41.7

**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.

Two concurrent measures are at play regarding tuition schedules at NWLTC. First is the Grad Act, which provides for up to a 10% annual tuition increase based on compliance with requirements of the Act. Second is a statewide three year plan involving all technical colleges under LCTCS governance, which provides for tuition increases beyond the Grad Act. NWLTC will implement year three of that plan during the fall 2013 semester. The cumulative combined effect of these two concurrent measures will have increased technical college tuition rates by over 200% from fall 2010 to fall 2013. The college experienced some reduction of enrollment during year two of the plans.

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
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%
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	\$3052/63.2%	\$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
2010-2011	\$1852.00	\$2250.00	21.5%
2011-2012	\$3052.00	\$3916.00	22.0%

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:

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.

Performance Objective: Reporting Requirements (5)

Elements:

a. Number of students by classification

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

Undergraduate headcount	3318
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	2115
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b. Number of instructional staff members

- **Number and FTE instructional faculty**

Total Headcount Faculty	115
FTE Faculty	79.58

c. Average class student-to-instructor ratio

- **Average undergraduate class size at the institution**

Average undergraduate class size	6.95
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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	21.0
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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
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7	7
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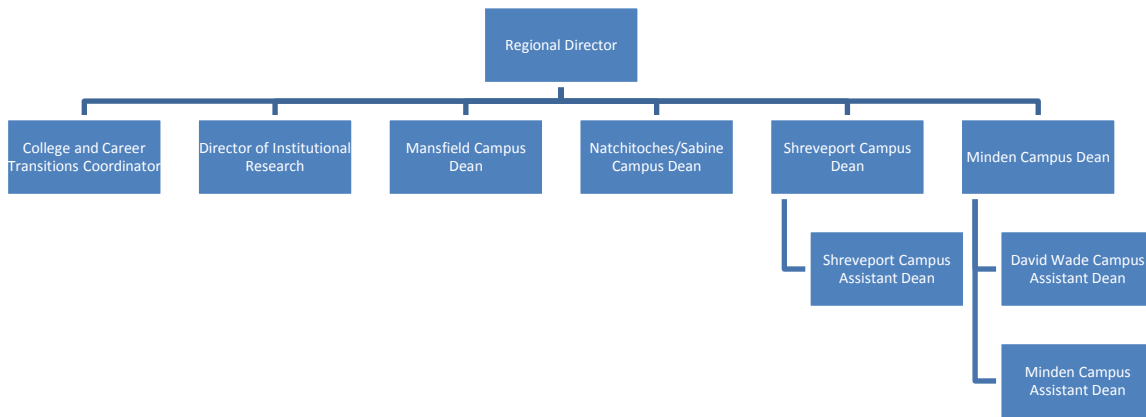
Employee Category = "1"

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 2012)



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 2009 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2009.

Position	Total Base Salary, Fall 2009	Salary changes since 6/30/2010 reported for fall 2010	Salary changes since 6/30/2011 reported for fall 2011	Salary changes since 6/30/2012 reported for fall 2012
Regional Director/Minden Campus Dean	\$101,611.90	0%	0%	0%
Mansfield Campus Dean	\$71,818.24	0%	15% increase	0%
Natchitoches/Sabine Campus Dean	\$69,500.08	0%	15% increase	0%
Shreveport Campus Dean	\$65,597.15	0%	15% increase	0%
Director of Institutional Research	\$59,615.36	0%	10% increase	0%
College and Career Transitions Coordinator	\$57,000.06	0%	0%	0%
Shreveport Campus Assistant Dean**	\$63,904.88	0%	0%	0%
Minden Campus Assistant Dean	\$60,556.62	0%	0%	0%
David Wade Campus Assistant Dean	\$51,870.02	0%	0%	0%

**Position Vacant

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 Officers guidelines.

Northwest Louisiana Technical College

Expenditures by Function:	Amount	% of Total
Instruction	\$ 6,560,678	57.2%
Research		
Public Service		
Academic Support	\$ 36,903	.3%
Student Services	\$ 1,083,350	9.5%
Institutional Services	\$ 2,020,466	17.6%
Scholarships/Fellowships		

Plant Operations/Maintenance	\$ 1,351,106	11.8%
Total E&G Expenditures	\$ 11,052,503	96.4%
Hospital		
Transfers out of agency	\$ 410,270	3.4%
Athletics		
Other		
Total Expenditures	\$ 11,462,773	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	2.3 years
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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	\$11,462,773.00
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