



James R. Sawtelle, III

Interim Regional Director

Central Louisiana Technical College "World Class Technology in Your Own Backyard"

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April 20, 2012

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

Dear Dr. May,

Attached you will find copies of the 2012 GRAD Act report for Central Louisiana Technical College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Include in this submission are the following documents:

- Student Success Narrative
- The Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement

The college point of contact for this information is Sandra Lemoine. She may be reached at (318) 487-5443 x1160 or via email at slemoine@cltc.edu.

Sincerely,

James R. Sawtelle, III
Interim Regional Director

Member of the Louisiana Community and Technical College System

Accredited by the Council on Occupational Education – An Equal Opportunity Employer

Alexandria Campus, Alexandria
Ward H. Nash Jr. Avoyelles Campus, Cottonport
Huey P. Long Campus, Winnfield
Lamar Salter Campus, Leesville
Oakdale Campus, Oakdale
Shelby M. Jackson Campus, Ferriday

**CENTRAL LOUISIANA
TECHNICAL COLLEGE**



**GRAD Act Performance Objectives
Student Success**

**2012 Annual Report
April 1, 2012**

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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.

The targeted number of Associate of Applied Science (AAS) Degrees was not met. The benchmark for the 2010-11 academic year was 16, however, CLTC issued only 13. As the number of AAS degrees awarded fluctuates from year to year for various reasons, we are optimistic CLTC will reach its target measure for next year.

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

The following activities have supported student success and retention in the reporting year:

- Continued implementation of student services and instructional policies
- Upgrade of procedures involving student enrollment and completion of identified developmental education classes that lead to academic success in courses
- An early alert process to identify students who miss classes and are in jeopardy of dropping out of courses/college
- More involvement of the Student Government Association in student activities to promote retention
- Implementation of social media such as Facebook, Twitter, and updated college website to provide information to prospective and current students.

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

Student performance is evaluated periodically throughout the semester through written tests and instructor observation of student skills. Performance levels are indicated through use of the CLTC grading scale policy.

Student evaluations of instructor and courses(s) as well as of the Student Affairs office are conducted each semester using an on-line evaluation tool. The results of the surveys are compiled and shared with faculty and staff. Program performance indicators are evaluated at least annually by analysis of various methodologies such as the COE annual report, LSBPNE annual report, Grad Act, etc.

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

Faculty advisors monitor student progress on a semester basis. Routine student follow-up is conducted by Student Affairs staff as well as program instructors. Follow-up is primarily conducted by phone calls and most recently, through social networking/media sites. All students are encouraged to notify the College with employment and/or continuing education status after completion or leaving the College.

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

Communication channels with local and regional four year institutions will be developed/maintained, and expanded to determine continued student progress and success. CLTC has been approved by the Board of Regents to become a Technical Community College and is awaiting approval by the Louisiana Legislature. Currently, meetings are taking place with LSU – A to develop shared facility use and articulation.

Program occupational advisory committees, made up of industry partners; provide feedback on occupational skills, industry level equipment, and occupational outlooks.

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.

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.

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

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

CLTC curriculum is structured with exit points that result in certificates, diplomas, or degrees. Each exit point includes skills which provide a student the opportunity to obtain employment at certain points in the curriculum. Completion of these exit points is tracked through the student database. Industry-based certifications are offered through appropriate curricula to enhance instruction and program completion. Increased use of compressed video allows students more opportunities to complete courses through any campus of the college. CLTC conducts program evaluations and uses occupational advisory committees to identify employment outlook for the program. Resources are then provided to programs with strong employment outlooks. Several programs were inactivated during this reporting year in order to re-structure resources toward strong program completion.

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

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

CLTC has established a pilot program in our geographic region (Allen, Grant, Rapides, Vernon Parishes) to provide Career Coaches at no cost to the participating schools or school boards. All career coaches are funded through the Perkins College and Career Transitions and Basic Grant funds for the CLTC system. This program is extensive and offers many opportunities to assist coaches, counselors and principals in preparing students for potential careers, employment or postsecondary education upon graduation. This program has a targeted population of 11th and 12th graders.

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 college admissions, financial aid, scholarships, and college placement testing
- Employer services such as job shadowing and job site visits

- Career and college information provided through parent workshops.

Currently this pilot program has three Career Coaches in eight local area high schools.

CLTC Campuses are presently offering dual enrollment opportunities at 13 high schools to foster an extension of the educational process beyond high school. The goal is to introduce the concept of post secondary 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.

Perkins Linkage funds are utilized to foster the number of students that enter Health Care and Manufacturing Programs at the high school level. High school tours are scheduled to familiarize students to CLTC. Local JAG Programs visit the school for informational sessions.

CLTC personnel attend local school district career fairs.

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

Ongoing articulation agreements are a vital and essential element to CLTC's involvement with community high schools. At present, articulation agreements are in place for Rapides, Winn, Allen, Avoyelles, Concordia, Beauregard and Vernon Parishes.

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

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

CLTC is currently accredited by the Council on Occupational Education (COE).

COE requires an annual report that identifies whether the college has met standards, criteria, and conditions set by the council. The report includes completion, placement and licensure rates and percentages for each accredited program. The council publishes the completion, placement and licensure benchmarks set against national averages of other COE accredited colleges rates.

If the college falls below an acceptable rate in any program area, 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. The college is also required to submit a bi-annual report showing progress toward the attainment of the benchmarks set by the council.

CLTC's 2011 COE Completion, Placement, and Licensure Annual Report showed our college attaining licensure at 82.5% for Practical Nursing and 75% in Barber Styling with the benchmark being 70%.

CLTC is partnering 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.

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

**CENTRAL LOUISIANA
TECHNICAL COLLEGE**



**GRAD Act Performance Objectives
Articulation and Transfer**

**2012 Annual Report Template
April 1, 2012**

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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. 3

b)Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution..... 4

c)Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution. 4

d)Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169. 4

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

CLTC does not currently participate in the Louisiana Transfer Degree programs. In light of the fact that CLTC is in the process of becoming a Technical Community College, discussions with LSU-A are in process to develop articulation 2+2 programs and transfer processes. These processes and procedures should be ready to implement in the next year.

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

Student evaluations of Instructor and Course(s) as well as of Student Affairs department are conducted each semester using an on-line application of CLTC evaluations tool. The results of the surveys are compiled, reviewed by the Campus Dean and shared with the individual faculty/staff member. Program performance indicators are evaluated at least annually by analysis/review of various methodologies – COE annual report, LSBPNE annual report, Grad Act, etc.

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

Routine student follow-up is conducted by Student Affairs staff as well as program instructors. Follow-up is primary conducted by phone calls and most recently have had much success with student follow-up with social networking/media sites. All students are requested and encouraged to notify the Campus with employment and/or continuing education status post completion and/or withdrawal.

CLTC is currently in communication with LSU-A to enhance articulation & create 2+2 programs.

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

Currently in development with LSU-A is a plan to obtain feedback on students who have enrolled with them from CLTC campuses.

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.

CLTC is an open-enrollment institution. Admission of First-time Freshmen and Admission of Transfer and Re-entry policies specify requirements of acceptance for college enrollment.

CLTC is in the process of developing an “Entry In” program with Louisiana State University – Alexandria for accepting students not meeting university entrance requirements. This “Entry In” program will provide developmental education services to students in order for them to attain necessary test scores for enrollment and provide additional studies to help students succeed at the university level. Plans for implementation will be fall 2012. Also being utilized are transfer credit and other measures to streamline the process to encourage entry, completion, and employment.

The approval of CLTC to become a Technical Community College will greatly enhance articulation and transfer to local universities. CLTC is currently in talks with LSU-A to coordinate services to students due to increased university admission standards. Some of the items being discussed are:

- CLTC offering developmental education courses for LSU-A students.
- CLTC offering at least 18 hours of transferrable general education courses.
- Creation of 2+2 articulation for Industrial Manufacturing & Maintenance, Criminal Justice, Computer Information Systems.
- Setting up University Centers on CLTC Campuses.

NOTE: 1st to 2nd year retention rate of transfer students – this tracking measure does not apply to technical colleges. Number of baccalaureate completers that began as a transfer student – this descriptive measure does not apply to technical colleges. Percent of transfer students admitted by exception – this descriptive measure does not apply to technical colleges.

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

CLTC will establish a connection for the services of the National Student Clearinghouse to accept feedback of former students. The National Student Clearinghouse provides an opportunity for its member colleges to follow the progress and success of their former students. This clearinghouse allows for colleges to track students to see if they transferred or re-enrolled at another institution and whether or not they earned a credential.

Five general education courses required for all Associate of Applied Science degree programs are currently taught by Bossier Parish Community College and Southern University and are transferable to other community colleges and universities.

A feedback report from 4-year institutions to community colleges and technical colleges does not currently exist. Information about the performance of associate degree recipients enrolled at the 4-year institution would be very valuable to Central Louisiana Technical College. Examples of the utilization of feedback reports are:

- Used to align and strengthen current curricula
- Used to align and strengthen individual courses
- Used to identify if transferrable general education courses are meeting the needs of students who transfer to a 4-year institution.
- Used to identify the number of student enrolled at a 4-year university due to articulation agreements in effect between the technical college and the institution
- Used to identify the number of students transferring with an associate degree and successfully completing a baccalaureate degree

Talks are currently being held with Louisiana State University-Alexandria to facilitate feedback reports to CLTC. These reports should be in place during the next reporting year.

It has been requested that within the new LCTCS ERP system that there be a way to indicate if technical college faculty meet SACS credentialing requirements. This identification and authentication would facilitate the transfer of credit between technical college courses and 4-year institutions.

CLTC has an ongoing articulation with technical colleges as well as area universities including Northwestern State University and Upper Iowa University at Fort Polk.

NOTE: 1st to 2nd year retention rate of those who transfer with an associate degree – this descriptive measure does not apply to technical colleges. Number of baccalaureate completers that began as a transfer student with an associate degree – this descriptive measure does not apply to technical colleges.

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

CLTC and LSU-A are currently working together to develop a process for re-directing students who fail to qualify for admission to LSU-A. Once piloted, this process will be presented to other local universities.

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

NOTE: Number of students referred by 4-year universities to 2 year-year colleges and technical college, at any time during the reporting year – this descriptive measure does not apply to technical colleges.

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

CLTC is currently in talks with LSU-A to offer 18 general education hours to assist students in meeting transfer requirements to LSU-A. Also, in development is the creation of 2+2 articulation for Industrial Manufacturing and Maintenance, Criminal Justice, and Computer Information Systems.

NOTE: Number of students enrolled in a transfer degree program – this descriptive measure does not apply to technical colleges. Number of students completing a transfer degree – this descriptive measure does not apply to technical colleges. 1st to 2nd year retention rate of those who transfer with transfer degree – this descriptive measure does not apply to technical colleges. Number of baccalaureate completers that began as a transfer student with a transfer degree – this descriptive measure does not apply to technical colleges.

**CENTRAL LOUISIANA
TEHCNICAL COLLEGE**



**GRAD Act Performance Objectives
Workforce and Economic Development**

**2012 Annual Report Template
April 1, 2012**

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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. 3

Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report. 3

Improved technology/expanded distance learning offerings during the reporting year. 3

a) Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development..... 4

b) Increase use of technology for distance learning to expand educational offerings..... 4

c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers..... 4

d) To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher. 4

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 College has met all targeted measures in this objective.

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.

Careful review of student enrollment, completer/graduation and placement rates as well as licensure and industry based certification data is collected and reviewed at least annually. Additionally, program performance is reviewed by the program Occupational Advisory Committee at least once per year.

Four programs have been identified to inactivate due to low completion/placement and occupational outlook data. Two other programs are being restructured to incorporate areas that are identified needs of local industry.

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.

A business and industry survey was conducted during summer 2011 to identify types and numbers of openings in local industry. As a follow-up to this survey, a business and industry summit was held at the CLTC Alexandria Campus to identify the occupational skills needed to meet the needs of business and industry by providing a skilled potential workforce. As a result of this summit of industry partners, the following actions were initiated:

- Forklift certification class offered once a week
- Short-term (7-week) course in welding skills offered in the evenings
- OSHA safety course (10 hour) offered as needed
- Heavy Equipment Operator course offered – partnered with Louisiana Machinery
- CDL course in development
- Restructuring of Industrial Maintenance to include manufacturing skills
- Work Keys assessments leading to a National Career Readiness Certificate are offered
- Internships for 8 students developed with Distran Corporation

CLTC is an active partner with The Rapides Foundation, WIA, and Central Louisiana Economic Development Association who have provided support and facilitated industry input.

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

CLTC administrative personnel are active members of WIB Boards as well as some serve on the WIB executive council. Program performance indicators are reported and evaluated by the Louisiana Workforce Commission to identify compliance and eligibility for WIB scholarship assistance/funding. WIB members are active members of Program Occupational Advisory Committees.

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

Transferrable General Education courses are offered by Bossier Parish Community College to CLTC students through compressed video.

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

Three CLTC programs have been identified to inactivate due to low completion/placement and occupational outlook data. These programs are as follows:

Automotive Technology – Alexandria Campus

Diesel Powered Equipment Technology – Ward H. Nash Avoyelles Campus

Horticulture – Oakdale Campus

a.		2009-10	2010-11
<i>i.</i>	Number of programs eliminated: as a result of institutional or Board of Regents review.	2	3
<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
<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%

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

CLTC is preparing to increase use of compressed video for general education courses as well as offering technical courses to other CLTC campuses. These offerings increase educational opportunities for CLTC students. CLTC utilizes Moodle for hybrid classes.

b.		2009-10	2010-11
<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
<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
<i>iii.</i>	Number of programs offered through 100% distance education: by award level.	0	0

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

All program instructors conduct research on economic development through semi-annual Occupational Advisory Committees made up of representatives from program-related industries. Surveys are conducted through the Workforce Division on workforce development and technology to incorporate in grant writing.

NOTE: Because CLTC does not have faculty holding active research and development grants/contracts – the tracking measures for this element is does not apply to technical colleges.

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

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.

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

**CENTRAL LOUISIANA
TECHNICAL COLLEGE**



**GRAD Act Performance Objectives
Institutional Efficiency and Accountability**

2012 Annual Report Template

Contents

Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution..... 3

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

This descriptive and tracking element does not apply to CLTC at this time.

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

This descriptive and tracking element does not apply to CLTC at this time.

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

The LCTCS Board approved a non-resident tuition policy and schedule. Under the GRAD Act we are to have an approved plan to reach the SREB tuition and fees average for non-residents in six years. Currently non-residents pay twice the tuition rate per SCH.

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

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

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

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

2010-11 Organizational Data

Section 5

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

a. Number of students by classification

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

Undergraduate headcount	2435
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- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	2307.01
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b. Number of instructional staff members

- **Number and FTE instructional faculty**

Total Headcount Faculty	152
FTE Faculty	115.6

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

Average undergraduate class size	6.8
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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	6.8
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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)**

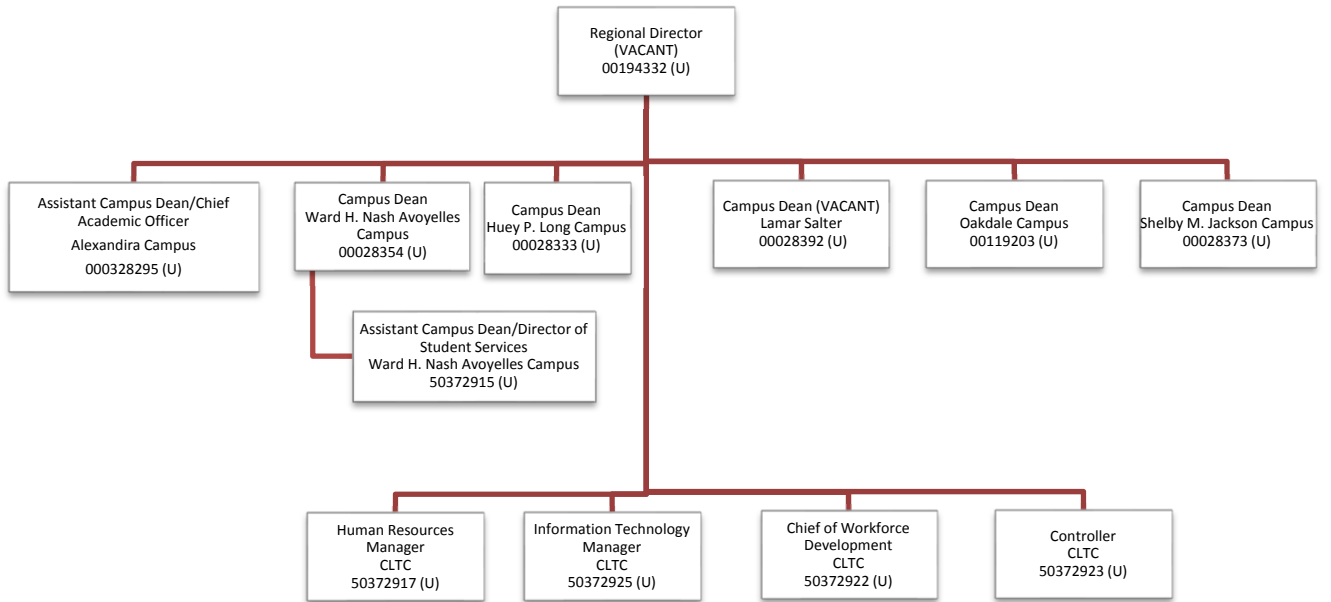
Number of non-instructional staff	FTE non-instructional staff
10	10

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
10	10

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2011)



h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2009

- **A chart listing the title, fall 2011 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2009.**

Position	Total Base Salary, Fall 2010	Salary Changes Since 6/30/2009	Total Base Salary, Fall 2010	Salary Changes Since 6/30/2009
00194332(U)	\$93,704.00	N/A	\$0.00	Vacant*
00028295 (U)	\$82,000.00	N/A	\$82,000.00	N/A
00028354 (U)	\$68,000.00	N/A	\$68,000.00	N/A
50372915 (U)	\$68,766.00	N/A	\$68,766.00	N/A
00028333 (U)	\$73,960.00	N/A	\$73,960.00	N/A
00028392 (U)	\$72,280.00	N/A	\$0.00	Vacant*
00119203 (U)	\$104,834.00	N/A	\$104,834.00	N/A
00028373 (U)	\$73,558.00	N/A	\$73,558.00	N/A
50372917 (U)	\$56,716.00	N/A	\$56,716.00	N/A
50372925 (U)	\$54,378.00	N/A	\$54,378.00	N/A
50372922 (U)	\$53,508.00	N/A	\$53,508.00	N/A
50372923 (U)	\$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. A cost performance analysis**
- **Information will be provided by system office.**