NORTHEAST LOUISIANA TECHNICAL COLLEGE

GRAD Act Performance Objective
Student Success

2012 Annual Report
May 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.

NELTC has met and surpassed GRAD Act projections established by the college and required of technical colleges for the first and second year for retention and completion. The establishment of these benchmarks was based on predictable changes to the campus structures.

As a college member of the Louisiana Community and Technical College System (LCTCS), Northeast Louisiana Technical College (NELTC) embraces the framework as presented to and approved by the LCTCS Board of Supervisors in 2011 which defines the primary measure of student success for LCTCS institutions within the GRAD Act reporting and accountability structure - ***Student Success within the institutions of the LCTCS shall be measured based upon the percent of a fall cohort of program placed students completing any one of the following successful outcomes with a period of five years: (1) Completion of postsecondary award,(2) Completion of a recognized industry-based certification/licensure,(3) Transfer to a university, or(4) Employment at a quality job wage.***

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

NELTC identifies students who are at risk through placement testing utilizing the COMPASS exam. Once identified, students are referred to developmental studies to remediate on math, English, and reading. This year we are reexamining the college's use of PLATO software as a delivery system for these courses and investigating methods used by sister colleges. Preparation through developmental course work is one of the strongest retention tools available to our technical college. The college has also purchased Copley software for tutoring purposes. We have hired an instructor/tutor and are piloting this software with Practical Nursing students to increase retention and completion.

NELTC has a retention team. The team received training through Noel Levitz. Outcomes of this team include proposed implementation of Cash Course to provide students with financial planning tools, changes to Orientation, and continued awareness for the college of the importance of retention. Two of our college's administrators attended a Theresa Farnum and Associates Student Retention Workshop in summer 2011 then delivered a workshop at Faculty and Staff Convocation to reinforce the importance of retention as it involves college faculty.

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

NELTC's development of a retention team and professional development in the area of retention was in large part a result of the data evaluation brought about by GRAD Act. The data gathered during preparation for the first year of GRAD Act reporting emphasized to the college the major importance of retaining students to a point of program completion. Federal guideline compliance, such as Gainful Employment, has also caused the college to examine student data and the effect it has on recruiting which leads to retention and completion.

The college continues to examine Louisiana Department of Labor (LDOL) statistics and projections which lead us to restructuring our program offerings based on future projections of job growth. LDOL statistics and projections have also been used as a guide to non-credit offerings. The college has engaged in Health Information Technology training through a consortium due to the predicted need for retraining existing employees in medical coding in preparation for the transition to ICD 10 coding software. This training will eventually be converted to credit training.

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

NELTC constantly tracks and monitors data required for reporting to accreditation bodies such as Council on Occupational Education (COE), National Automotive Technicians Education Foundation (NATEF), Association of Technology, Management, and Engineering (ATMAE), and HVAC Excellence as well as the Board of Regents and LCTCS. The college utilizes several mechanisms to track student placement as required by COE. A placement coordinator was hired for the 2011-12 academic year utilizing Carl Perkins funding. The placement coordinator has assumed the responsibility of student success in employment and for gathering data regarding those who have gained employment.

Reports required of the college such as IPEDS, COE Annual Report, Carl Perkins Report, and GRAD Act Annual report involve data tracking by each campus through student services. The college currently utilizes a Student Enrollment System (SES) that was designed specifically for the Technical Colleges in Louisiana. SES data is utilized for reporting purposes; however, LCTCS is in the process of implementing BANNER which will better equip the college to track, monitor, and report data. The auditing process brought about by GRAD Act has also contributed to stronger monitoring of data.

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

NELTC has utilized Board of Regents' Employment Outcomes Reports, NCHEMS data, GRAD Act Annual Reports, and other Board of Regents' data and publications as well as IPEDS feedback reports to inform groups through public presentations such as Chambers of Commerce, Non-Profit Organizations, Foundation Boards, and Advisory Committees. Data from these and other types of external feedback reports are also used in the recruiting of prospective students.

In fall 2011, a consulting firm was contracted to conduct a study of various regions of the state in an effort to make recommendations regarding merger of community and technical colleges. This external feedback report has lead Louisiana Delta Community College (LDCC) and NELTC to engage in a Memorandum of Understanding and a potential move toward consolidation of the two colleges.

1 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.

NELTC has implemented policies and related procedure in support of LCTCS policies to increase persistence in college and to achieve students' personal goals. All Louisiana Technical College policies under which NELTC operates have been developed through committees comprised of Chief Academic and Student Affairs Officers associated with peer institutions throughout the state under the management of LCTCS, and all policies have been approved by the Board of Supervisors. The college operates under the following subsequent policies adopted by the institution to assure student success:

LCTCS Policies	LTC/NELTC Policies
1.002 Delegation of Authority to Chancellors to Sign & Distribute Degrees, Diplomas and Certificates	IS193.102 Academic Status
1.006 Academic Amnesty	IS 1930.101 Academic Renewal
1.010 Program Assessment of Effectiveness	IS 1930.106 Acceptance of Transfer Credit
1.014 Assessment	IS 1930.124 Course Substitution/Course Waiver
1.016 Cross Enrollment	IS 1930.126 Credit by Examination
1.018 Academic honors	IS 1930.139 Developmental Education Guidelines
1.020 Academic Status	IS 1930.140 Drop/Add/Reinstatement Period
1.023 Non-Traditional Credit	IS 1930.171 Non-Traditional Credit
1.025 Articulation	IS 1930.173 Placement Exams
1.028 Academic Renewal	SA 1930.221 Graduation Requirements
1.029 Disclosure of Degree program Transferability	SA 1930.229 Judicial Code, Disciplinary Procedures, and Student Due Process
1.036 Cross Enrollment Agreement Between System Institutions Inter-Institutional Cross-Enrollment	SA 1930.253 Admission of Dual Enrolled High School Students
2.009 Scholarships	SA 1930.254 Requirements for First-Time Freshmen
5.025 Tuition Discounts and Waivers	SA 1930.255 Admission of Transfer and Re-Entry Students

Preparation to implement a new ERP, BANNER, has brought about the need for our college to review all policies this year while building ERP tables in common with other technical colleges. Additionally, new or revised policies are resulting from the ERP implementation. Residency Policy, Home School Policy, Academic Records Policy, Repeat/Delete Policy, and Academic Amnesty Policy are currently under review. All policies listed can be found at www.lctcs.edu or www.myneltc.edu.

LCTCS has implemented policies to increase cohort graduation rates comparable to peer institutions. NELTC recognizes the importance of the implementation of policies that assure student success. All programs provided through NELTC are in agreement with the Louisiana Community and Technical College System (LCTCS) mission – "to prepare Louisiana's citizens for improved quality of life, workforce success, and continued learning."

i. 1st to 2nd year retention rate – N/A for Technical Colleges
ii. 1st to 3rd year retention rate – N/A for Technical Colleges

iii. Fall to Spring retention rate - NELTC has met and surpassed GRAD Act projections established by the college for the first and second year for retention.

Retention %	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual
	66.8%	72.9%	67.3%	73.2%

iv. Same institution graduation rate – N/A for Technical Colleges
v. Graduation productivity – Optional for Technical Colleges (NELTCs contribution to the workforce through Certificates, Technical Diplomas, and Associate Degrees completions is evidence of graduation productivity.)
vi. Award Productivity – Optional for Technical Colleges (NELTCs award productivity is evidenced through an additional level of completion Technical Competency Area (TCA) which is not included in GRAD Act data.)
vii. Statewide graduation rate – N/A for Technical Colleges
viii. Percent of freshmen admitted by exception – N/A for Technical Colleges
ix. Median professional school entrance exam score – N/A for Technical Colleges

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

NELTC has set benchmarks for each year to increase program completers at the 1-year Certificate level (CTS), Diploma (TD) level, and Associate (AAS) award levels designed to achieve an overall completion rate increase over a six-year period. The college has had an increase over the established benchmarks for Year 1 and Year 2 in all three award levels. The initial goal of our students may be a diploma; however, if the student reaches the CTS award level they are typically prepared for employment in an entry level position. NELTC has met and surpassed GRAD Act projections established by the college for the first and second year for completion.

i. Percent change in program completers

Completions	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual
Certificate	148 - .7% Inc.	175 – 18.2% Inc.	150 – 1.4% Inc.	197 – 33.1% Inc.
Diploma	261 - .4% Inc.	273 - 4.6% Inc.	263 - .8% Inc.	364 – 39.5% Inc.
Associate	18 – 5.6% Inc.	27 – 50% Inc.	20 – 11.1% Inc.	27 – 50% Inc.

Efforts that contribute to increased completions include publicizing financial aid nights to offer assistance to all currently enrolled or potential recruits in applying for PELL grants and other sources of financial aid. Other forms of financial aid are also available to students in some parishes served by the college. The college connects students to the NOVA organization which funds students in high demand/high wage training areas when those students are at risk of dropping out due to financial reasons. This organization also contributes to the personal development of the student through job seeking work shops. The college also conducted an Internal Foundation Campaign this year which will provide scholarships. Every effort is made to council with students and refer them to services that can keep them in school to their desired completion point.

The college has developed many methods of providing access for students and for delivery of required course work in a sequential manner. These methods include open-entry/open-exit courses and flexible scheduling. Flexible scheduling is provided for students who must work in order to meet the financial obligations of attending college and maintaining a home. Labs are available from 8 a.m. to 8 p.m. Monday through Thursday. AAS students are encouraged to use LCTCS Online for transferable general educations courses when scheduling becomes a problem.

NELTC, as all technical colleges in the state of Louisiana, is institutionally accredited by COE. Under this accrediting body, we report completion based on non-graduate completers (students who left the program without a credential to work in the field/related field) as well as graduate completers (students who have earned a credential for completion of all or part of that program.) Therefore, we are and continue to be very aware of the need to retain students to the point of graduation in order to meet the standards established by COE. In submission of data for the 2011 COE annual report, the college met or exceeded all requirements as follows:

COE Requirements	Completion – 60%	Placement – 70%	Licensure – 70%
NELTC Percentages	74%	75%	92%

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

NELTC continues to dually enroll students from all parishes served by the campuses of the college. This partnership provides opportunities to secondary students to explore occupational areas for future postsecondary enrollment, to complete courses leading to postsecondary credentials, and to provide a smooth transition to postsecondary degrees without loss of any credits. College campuses have developed MOUs with their local school district for enrollment. Secondary students often travel to their local campus for tours and presentations by faculty. College personnel also reach out to secondary systems to supply as guest speakers in the high school classrooms.

NELTC pursues the opportunity to dually enroll secondary students in as many career clusters as possible. These clusters currently include Information Technology, Manufacturing, Architecture and Construction, Health Science, Human Services, and Transportation, Distribution, and Logistics. Our goal is to allow high school students the opportunity to simultaneously earn credits toward a high school diploma and a post-secondary degree or certification. Strategies for accomplishing this goal include articulation, dual/concurrent enrollment, and developing and implementing career pathways. The Louisiana Department of Education in collaboration with the LCTCS addressed the need for articulation in a set of guidelines known as the Louisiana Success Through Articulation Agreement (STArt). NELTC utilizes this document to provide credit through articulation for all secondary students seeking admission into the technical college.

Dual/concurrent enrollment is accomplished in part through the framework of the Board of Regent's Early Start program. Many of our students pursuing technical college credit meet the standards established through the Early Start program to fully fund their college course work. The college has always maintained a high completion rate of classes pursued by high school students. The college has reported the following statistics:

i., ii, iii	Baseline	2009-2010	2010-2011
Number of high school students enrolled	729	627	843
Number of semester credit hours enrolled	5,042	4,955	3,976
Number of semester credit hours completed	4,635	4,741	3,352

Through Carl Perkins funding, the college has engaged in a Career Coaching model. The college has employed a career coach to reach out to each high school campus in our service area. Initiatives of the career coach model include guiding secondary students through the process of applying for college admission, applying for financial aid, and preparing for college entry through the completion of a college admissions exam. This partnership has been extremely beneficial as an avenue of information regarding the college. The expected outcome is increased enrollment in a post-secondary program of study upon high school graduation. The following activities were reported September – February for Career Coaches:

Number of students making application to a post-secondary institution	**630**
Number of students completing a financial aid application	318
Number of students provided large group sessions (presentations/workshops)	633
Number of students provided individual coaching services	3,231

The college conducts quarterly meetings which include regional secondary and post-secondary partners - secondary vocational supervisors, counselors, administrators, Carl Perkins grant coordinators, and business and industry partners - for the purpose of planning joint activities such as career fairs, preparation for industry based certifications, and joint professional development for faculty and staff which focus on dual enrollment.

Secondary students involved in dual enrollment, whether attending on the high school campus or at the technical college, are pursuing industry based certifications in areas that include National Center for Construction, Education, and Research (NCCER), Certified Nurse Assistant (CNA), Child Development Credential (CDA), Barber License, Certified Manufacturing Specialist (CMS), EMT Basic, and Microsoft Office Specialist (MOS).

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

One of the measures for success of students at NELTC is through statistics gathered on passage rates on licensure and Industry Based Certifications (IBCs). Three areas of training at the college result in a licensure – Commercial Vehicle Operations, Barber/Styling, and Practical Nursing. For these three areas, the college is required to track and report data regarding graduate completers waiting to take licensure exam, who took, and who passed the exam.

Other areas of training within the college help students develop skills to pursue IBCs. Results of licensure and certification give the college data on which to review institutional effectiveness and to evaluate program.

Areas in which students are prepared to pursue certification for employment after training include Emergency Medical Technician (EMT Basic), and Nurse Assistant (CNA) which are under the governance of a state regulatory agency. Many of our training programs provide industry based certifications during training. The college campuses have established themselves as test centers which enable the student to take the certification exam immediately upon completion of training. These certifications include National Retail Federation (NRF), Microsoft Office Specialist (MOS 4 areas), IC3, Adobe Associate, National Center for Construction Education and Research (NCCER), Electronics Technician Association (ETA), Heating, Ventilation and Air Conditioning (EPA), Fork Lift Certification, Certified Manufacturing Specialist (CMS), Occupational Health and Safety Administration (OSHA). A complete listing of IBC data are documented in Appendix #2 to Attachment B.

i. Passage rates on licensure/certification exams.

# Graduates who took licensure exam	# Graduates who passed licensure exam	Institutional Passage Rate
204	187	91.7%

ii. Number of students receiving certifications.

# Students who pursued IBC	# Students who met standards for passage	Calculated Passage Rate
2,453	2,245	92%

NELTC requires a course common to all technical colleges in the area of Job Seeking Skills. Within this course is an objective requiring the participation in Work Keys assessments. In the previous reporting year Work Keys testing was completed in Freshman Orientation, thus we have had a decrease in the numbers tested. Work Keys is administered at every campus within the college. Students who do not score at the highest levels of Work Keys are referred to a Key Train course to remediate and to prepare them for a retest. Every effort is made to bring each student to a Platinum Certificate. While this data is not captured in the student data base, the campuses are able to capture data on students taking the assessment during the 2010-11 academic year.

iii. Number of students receiving WorkKeys Certificates.

Platinum Level	**1**
Gold Level	11
Silver Level	48
Bronze Level	43
Total Number of Students who took the Assessment	143
Total Number of Students who earned WorkKeys Certificates	103
Total Percentage of Students who passed the Assessment	72%

iv. Other assessments and outcome measures for workforce foundational skills to be determined. Pending identification of other assessments and outcomes, institutions are not required to report on this measure.

NORTHEAST LOUISIANA TECHNICAL COLLEGE

GRAD Act Performance Objective
Articulation and Transfer

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b) Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution 2

c) Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution 3

d) Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169 3

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

NELTC and Louisiana Delta Community College (LDCC) developed and signed a Memorandum of Understanding (MOU) in fall 2011 for articulation. The MOU summarizes an educational partnership program agreement between LDCC and NELTC to provide increased degree and employment opportunities for students who may attend both institutions. Specifically, the MOU addresses both course and program articulation agreements for the Associate of Applied Science in Process Technology Degree at Louisiana Delta Community College and the Associate of Applied Science in Industrial Instrumentation Technology Degree at NELTC. The MOU will improve the transfer and advising process for the benefit of students in these programs, develop a Course Articulation Crosswalk for both programs, give students the opportunity to receive degrees from each program without duplication of coursework, improve employability for graduates of these programs, and improve collegiality and communication among community and technical college discipline faculty and administrators. NELTC and LDCC are also reviewing opportunities in health care fields for articulation. These areas include LPN to RN as well as RN pursuing students who do not get admitted who may enroll in LPN programs in northeast Louisiana. We are also developing a referral system for students who may want to pursue a career in Emergency Medical Technician, Patient Care Technician, and Medial Office Technology.

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

The data that has been reviewed in the areas of articulation include an evaluation of graduates from both the Process Technology and Industrial Instrumentation programs to determine the potential for students seeking a dual degree. In the area of nursing and allied health, a review of student data has been done on drop-out/stop-out students enrolled in areas where referrals might be beneficial to help them reach a career goal in the health care profession.

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

As the MOU for Process Technology and Industrial Instrumentation has only been in place for one semester, transfer of students from NELTC to LDCC and back is not yet documented; however, the effectiveness of the MOU will be monitored through the use of this type of data. Further data will be gathered based on those students who receive both degrees and pursue employment. A comparison of student employment and income will be done based on the pursuit of one degree from one college versus two degrees from the two collaborating colleges.

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

LDCC and NELTC have plans to compare additional curriculums taught by the two colleges for common courses with the intent of further articulation agreements in other areas. The colleges will also continue to review Louisiana Department of Labor data to assure job availability for students in the articulated areas.

2 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.

Prior to enrollment, the Student Affairs office administers the ACT COMPASS exam which is administered weekly at each campuses of NELTC. These tests are designed to assist the Student Affairs office in determining readiness for the programs pursued by the student. These test results are compared to a placement score document designed through a collaborative effort originally with ACT and each of the technical colleges in the state. Students are then advised of requirements for full-time enrollment in each program and of any developmental education courses needed to earn their desired credential.

All policies adopted by the college have been approved by LCTCS. NELTC has adopted and fully implemented the management board's Two-Year College Student Success Measure as a primary measure of student success for our institution as a part of the GRAD Act reporting and accountability structure. We fully support the measurement of success based on the following: (1) completion of a postsecondary award, (2) completion of a recognized industry-based certification/licensure, (3) transfer to a university, or (4) employment at a quality job wage.

NELTC is an open admissions institution and operates under Policy No. SA1930.254 Admission of First-Time Freshmen. The requirements for high school graduates, non-high school graduates, those seeking admission into Associate Degree programs, as well as non-degree seeking applicants, are clearly outlined in this admissions policy. The college also admits students under Policy No. SA1930.255, Admission of Transfer and Re-Entry Students. A GED or high school diploma is required for those seeking an Associate Degree and/or certain licensures or certifications. All students who do not meet the college's admissions criteria can be admitted on an "ability to benefit". The college believes that correct placement in foundational classes such as developmental studies, GED preparation, and Key Train are integral to increased student retention and graduation rates.

NELTC often contributes to the educational development of students who are preparing for Community College entry and four-year University entry. These students often enroll in developmental studies courses designed to improve their ACT score and to prepare them to meet the increased admission standards in higher education.

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

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

NELTC is required due to accreditation through the Council on Occupational Education (COE) to track all students who exit with a credential. Therefore, a tracking system is in place which provides feedback on performance of associate degree recipients. Faculty members acquire contact information from each student who exits their program. The faculty member then remains in contact with the graduate to follow-up on their progress toward obtaining employment, transferring to another two or four year college, entering the military, or becoming self-employed. They also work with students to connect them to job opportunities that they acquire through business and industry contacts. This contact also allows us to obtain information regarding graduate entry into another institution of higher education, the military, or self-employment. Each campus in the college has personnel who follow a formal process for follow-up with graduates.

NELTC became a member of Clearing House in fall 2011. The Clearing House will provide a Student Tracker service which will provide continuing collegiate enrollment and degree information. This will allow the technical colleges to identify those students transferring to a community college or university.

The college has policies in place to remedy student transfer issues as follows: IS 1930.106 – Acceptance of Transfer Credit, and SA 1930.255 – Admission of Transfer and Re-Entry Students

All transferable general education course work required by the technical college, for those pursuing an Associate of Applied Science, is currently taught by the local community college. This collaboration allows our students to develop a transcript with the community college while still enrolled with the technical college.

Reports of placement and transfer of associate degree graduates provided to the Council on Occupation Education allows the college to assess the programs offering associate degrees and make decisions regarding need, quality, and other program assessment criteria.

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

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

No formal agreements have been developed between four year universities and NELTC for the purpose of redirecting failing students. However, the college has enrolled students into various programs and developmental studies course work either after having been enrolled in four year universities.

NELTC often contributes to the educational development of students who are preparing for Community College entry and four-year University entry. These students often enroll in developmental studies courses designed to improve their ACT score and therefore prepare them to meet the increased admission standards in higher education

The college has an advanced standing process in place to receive students who have voluntarily leave the universities four year degree programs to enroll with the technical college for shorter term training. An example of this is Allied Health. All four year and two year institutions of higher education in northeast Louisiana offer programs of Registered Nursing. At the main campus in West Monroe alone approximately 40 students have transferred from university Registered Nursing programs and have been admitted into the technical college's Practical Nursing program. Often these students pursue an associate degree after graduating the Practical Nursing program and become an ADRN. NELTC also works very closely with Louisiana Delta Community College to receive referrals of students interested in Industrial Technology programs at the West Monroe and Bastrop campus.

The college has also enrolled students in various other specific courses such as CISCO academy geared toward CISCO certifications for IT students and CADD software course work for engineering students to complement training students are receiving in the four year universities.

i. Number of students referred – N/A for Technical Colleges
ii. Number of students enrolled - 40

2 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 for Technical Colleges
ii. Number of students completing a transfer degree – N/A for Technical Colleges
iii. 1st to 2nd year retention rate of those who transfer with transfer degrees – N/A for Technical Colleges
iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree – N/A for Technical Colleges

NORTHEAST LOUISIANA TECHNICAL COLLEGE

GRAD Act Performance Objective
Workforce and Economic Development

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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 1

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 1

Improved technology/expanded distance learning offerings during the reporting year 1

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 2

b) Increase use of technology for distance learning to expand educational offerings 2

c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers 3

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.

NELTC is constantly increasing the use of technology to expand and enhance educational offerings. No programs are currently offered through 100% distance education; however, many courses sections offer the option to students to complete assignments and submit them online. Moodle has enhanced this option. Many of our students utilize LCTCS online to complete their required general education courses for the AAS degree.

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.

A state-wide survey of employers of Business Services students was conducted regarding skills required in the business office. As a result of that survey, the Business Office Administration/Technology program was developed. This program was a modification of the previous Office Systems Technology program. With the implementation of the Business Office Administration/Technology program, the college eliminated Accounting Technology, Computer Specialist (Applications), Medical Office Assistant, and Legal Office Assistant. It is anticipated that enrollment and placement will improve due to the improved, updated curriculum that more closely aligns with skills required by employers. The Care and Development of Young Children program and Building Technology Specialist programs at the Delta Ouachita Campus, and the Industrial Maintenance Technology program at the Ruston Campus were closed due to low enrollment. The ICT: Computer/Networking Support program was identified through the Board of Regents' low completer report as needing improvement. Through appeal to the Board of Regents, the college was given two year conditional approval to meet the enrollment requirements established by Board of Regents.

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.

NELTC initiated a non-credit course in Medical Coding Certification to address workforce needs and increase the number of qualified workers available in the region to meet the projected demand of the industry. The college secured funds to develop a credit program while launching non-credit certification preparation at the request of area employers. Louisiana Workforce Commission projects (Demand Projection through 2018) an annual demand of 10 new health information technology technicians in the region while all health care employers in the region will need re-training for all current workers due to transition to a new coding system (ICD10) nation-wide. This will also be taught in our credit programs.

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.

Workforce Investment Board SDA-83, Inc. was awarded the Health Profession Opportunity Grant by the U.S. Department of Health and Human Services. The program, known as the Northeast Louisiana Professional Healthcare Opportunities – Careers and Support is referred to as PHOCAS. This is a five-year program that will serve residents of eleven parishes in northeast Louisiana. The PHOCAS project provides healthcare sector education and training that will yield employer or industry-recognized certificates or degrees. The grant is providing assistance in the form of tuition, fees, books, supplies, and supportive services. Students at four of the five NELTC campuses (the Ruston Campus is not served due to the fact that Lincoln Parish is outside the service area of WIB SDA-83) have benefitted from funding provided by this grant in the following training areas; Practical Nursing, Patient Care Technician, Nurse Assistant, EKG Technician, Phlebotomy, and in the Medical Office Concentration of Business Office Assistant. In areas of non-credit training students have had assistance in Pharmacy Tech and Medical Coding. This has boosted enrollment in all areas of Nursing and Allied Health at the NELTC campuses.

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

NELTC continues to invest Technology Fees, Carl Perkins funds, revenue from IWTP contracts, and revenue from Workforce Training, as well as state general fund dollars in the improvement of technology on our campuses. In the reporting year, all campuses have upgraded software, computers, instructional technology (i.e. lap tops and projectors), industrial equipment and trainers, and supplies to support technology enhancements. All business students are being trained on the latest version of Microsoft 2010. The Drafting and Design program utilizes the latest version of Auto CADD. The college has purchased Mastertask software for use in training basic machining techniques, blue print reading and advanced CNC and lathe and mill and ONE CNC software for training utilizing industrial sized CNC equipment in the Industrial Maintenance Technology area. Other manufacturing based training software purchased during the reporting year is NIDA – CAI Pro. This software allows remote access for students from home or any Wi-Fi enabled area.

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.

NELTC annually applies the institution's current review processes to identify programs that have low completers or are not aligned with current or strategic workforce needs. See Appendix 1

i. Number of programs eliminated - During the 2010-11 academic year the college closed seven programs resulting in the elimination of 17 Degree Subject Area/Degree Options from the Board of Regents CRIN.
ii. Number of programs modified or added - The College modified one program.
iii. Percent of programs aligned with workforce and economic development needs – 100%

Programs listed as closed in most cases provided varying exit points which are individually listed on the CRIN. These exit points are typically taught by one instructor. When programs are closed, all equipment is relocated to the campus at which the program will continue. This was the case with Industrial Maintenance Technology at the Ruston Campus. This equipment has been transferred to the Delta Ouachita Campus. When possible, displaced students are transferred to the campus where continuation of the program will occur. The college has modified one program. The Office Systems Technology program was modified through curriculum revision and a new name – Business Office Administration AAS and Business Office Technology TD.

NELTC monitors training program effectiveness on an on-going basis. As a result of accreditation through COE, technical colleges calculate completion percentages in an annual report of accountability. Each program must meet a minimal acceptable range of completion and placement. If these ranges are not met, a performance improvement plan is put in place. COE accreditation standards also mandate that twice annually all programs host advisory committee meetings with representatives from business and industry for the purpose of evaluating curriculum as to its relevance relates to their needs. The feedback received from these committees is one of the most significant factors that ensure program alignment with workforce needs. The college also uses feedback and statistics from Workforce Investment Boards, Louisiana Department of Labor, and publications such as Board of Regents' Employment Outcome Reports to make decisions regarding alignment of programs with workforce and economic development needs. For factors included in the review process, See Appendix 2

Attendance of campus administrators and workforce development personnel employed by the college at Louisiana Workforce Commission and Economic Development seminars have been instrumental in planning consolidation, expansion, and/or closure of training programs within the college. The Louisiana Department of Labor website is constantly utilized as a planning instrument for offerings of credit and non-credit course work. The college also works very closely with the Workforce Investment Boards in the region to identify demand occupations that can be funded by workforce dollars. A review of the Louisiana Department of Labor website occupational statistics and local Workforce Investment Board occupational demand list indicates that 100% of the programs taught at campuses of NELTC are aligned with current work force needs. *"All programs on the curriculum inventory directly contribute to creating opportunities for sustainable and viable economic development, giving students critical thinking skills and tools to help them better provide for themselves and their children. Regardless of what career a graduate pursues, "some college" correlates to better lifetime earnings, and a degree leads to not just higher starting salaries but also sharper earnings growth". Larry Tremblay, Board of Regents*

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

NELTC is investing dollars from various sources to support technology and the development of distance learning for future offerings. Leveraging funding provided through various sources such as Student Technology Enhancement Program (STEP), Carl Perkins, Rapid Response, State General Fund, Academic Excellence, and various grants allow the college to create a training environment that very closely matches equipment, technology, and software found in business and industry in northeast Louisiana. The college plans to continue, through strategic planning, to match technology to training for high demand jobs that will provide highly qualified applicants for our employers and can be used to support distance learning. With each purchase of technology for training, the college is anticipating the next step in linking this technology to distance learning. Campuses have computer labs equipped with internet, wireless hotspots, and compressed video available for students. Many of our faculties are utilizing Moodle to offer the opportunity for remote access of assignments through a blended section offering.

NELTC offers training in four Associate degrees, each AAS requires 15 hours in transferable general education. These courses are taught by Louisiana Delta Community College through compressed video to all NELTC campuses where students are enrolled. Often students are unable to schedule the face-to-face courses and will schedule them through LCTCS Online. An interactive classroom is housed at the West Monroe campus, where primary delivery of compressed video course sections occurs. SKYPE can also be used by students in these courses when receiving instruction at a remote site. The college has compressed video units at each campus.

Carl Perkins funding has enabled the college to offer multiple workshops for faculty and staff for the purpose of learning software, which enables them to offer course work through distance or blended learning. As budget allows, the campus is funding upgrades for faculty computers to prepare for the offering of course work through distance or blended learning.

The college provided students in non-credit health care training programs with access to online training along with face-to-face instruction. Students enrolled in Pharmacy Tech and Medical Coding Certification training programs have access to online courses as well as supplemental materials to assist in preparation for certification exams. All grades and instructional resources are available to students online. Students also have access to the online course for six months after completing the face to face portion of the training. Strategies are being developed for workforce training that will be offered for Health Information Management. Classroom instruction will be supplemented by online courses with materials and testing to be done through the online portal. The college also invested in an online student success center to provide students with tutoring and academic support to complete health care programs. A tutor is available online after classroom hours and weekends to provide supplemental support as well as review classroom lectures via live web chats and recorded sessions.

The college has experienced efficiencies in the area of budget through the use of the compressed video equipment described above. Faculty currently uses the compressed video equipment to teach course work such as Customer Service, Medical Billing and Coding, and Business Math campus to campus. This cross enrollment within the college has resulted in a savings in human resources due to the fact that each campus does not have to employ an instructor for each course offered. One "college" instructor is designated to teach to perhaps three campuses at once. Scheduling of course work is done campus to campus to allow for use of compressed video equipment at a designated time for each course. Course work that is offered in a hybrid manner allows the student 24/7 access to testing as well as classroom assignments. This allows students to complete course work outside of class and remain on track with assignments even when absent from class.

i. Number of course sections with 50% and with 100% instruction through distance education – The College taught 175 sections through blended instruction during the reporting year.
ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education – The 175 sections had a student count of 729.
iii. Number of programs offered through 100% distance education, by award level – No programs are offered through 100% distance education by NELTC.

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

i., ii., iii., iv., v., - N/A for Technical Colleges

While research is not a part of the technical college mission, NELTC participates heavily in training to support Louisiana's number one key economic development industry – advanced manufacturing. The college provides training in advanced manufacturing through its Industrial Technology training area, specifically, Industrial Instrumentation Technology, Industrial Electronics Technology, Industrial Maintenance Technology, and CNC Operator. Regional employers in northeast Louisiana supported through advanced manufacturing training efforts are as follows: Graphics Packaging, Angus Chemical Co., Gardner, Denver Thomas, Inc., Lamb Weston, Plant, Foster Farms, Monroe Packaging, Plymouth Tube, Mid-South Extrusion, and James Construction. NELTC, in collaboration with LDCC, began an initiative through the funding of Rapid Response to develop a Manufacturing Engineering Technology program. Research began with meetings seeking input from local manufacturing entities regarding the skill sets required of their employees. Research continued by examining similar curricula currently taught at the Associate Degree level at other community colleges. While in draft, the Manufacturing Engineering Technology curriculum was presented to ULM, Grambling, and NSU for the opportunity of transfer and articulation. All universities had a positive response to the curriculum. The college's decision to aggressively pursue training in advanced manufacturing is highly supported by findings reported in the Employment Outcomes Report regarding Engineering Technologies for Associate Degree completers.

Northeast Louisiana offers strong employment in telecommunications with the home of CenturyLink in Monroe, and banking and mortgage operations with Chase Mortgage Company as a large employer in Ouachita Parish. NELTC, in collaboration with LDCC, is meeting currently with both CenturyLink and Chase Mortgage Company in regard to the development of curricula that will respond directly to their immediate and future needs. Research regarding curricula designed toward telecommunications and mortgage/banking is led by the academic officers at both colleges.

NELTC's collaboration with Louisiana Economic Development, industry partners, chambers of commerce, and other economic development organizations locally involves personnel from all areas of the college. Successful Incumbent Worker Training Grant programs requiring extensive research into curriculum development, equipment purchases, and training schedules have been conducted by the college in recent years for advanced manufacturing companies such as International Paper (multiple grants), Smurfit Stone Container, Gardner, Denver, Thomas, Inc., Monroe Packaging, James Construction (multiple grants), Pulp Mill Services, and Rock Tenn,

The college received Rapid Response funding in the 2009-10 academic year that supported and enhanced IWTP training that was provided for Gardner, Denver, Thomas, Inc. Through this collaborative effort the college established a state-of-the-art CNC training lab that will sustain training of new employees for this and other companies in the region. A short-term training curriculum, CNC Operator, was also developed to extend training to existing and new employees of the Gardner, Denver, Thomas and others in the area needing CNC trained employees. While developing the CNC Operator curriculum, the college made the decision to include a Technical Competency Area (TCA) in Certified Manufacturing Specialist (CMS).

3 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.

i. Percent of completers found employed – 73.28%
ii., iii., iv. – N/A for Technical Colleges

	Placement Rate – 2011	Placement Rate – 2010	Placement Rate – 2009
Northeast Louisiana Technical College	75%	74.03%	73.28%

The major expected result of all training areas in the technical college is employment rather than transfer. Although some students do transfer to other two- and four- year institutions, the larger percentage of students completing programs or exiting with marketable skills enter their training areas with the intent of gaining skills required for employment. As an institution accredited by COE, the technical college is held to a completion, placement, and licensure standard that is based each year on the previous year's annual report collection from peer institutions. In submission of data for the 2011 COE annual report, the college was expected to meet a placement rate of 70%. The college's institutional rate exceeded this standard and has had an increase each of the last three years. COE also requires that NELTC employ the expertise of strong Occupational Advisory Committees (OACs) that are used to ensure desirable, relevant, and current practices of each program taught. OACs include, as part of their regularly scheduled meetings, a review of the appropriateness of the type of instruction (i.e., lecture, laboratory, and/or work-based instruction) offered within each program to assure that students are provided with sufficient opportunities to practice and gain competency with specific skills required for successful completion of the program.

NELTC firmly believes that work-based activities strengthen employability skills, reinforce learning, build confidence, and provide the student with work related experience. Students are involved in theory and experiential lab activities that assist them in developing comprehension and problem solving abilities related to their technical area of training. Hands-on laboratory and shop experiences ensure that students are trained in the competencies that are essential to success in their field using up-to-date tools, equipment, and materials. Students are required to complete a range of tasks each semester/term demonstrating high standards of workmanship. Each program provides training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. Employability skills such as attitude and work habits are integrated into daily instruction.

According to information gained from information submitted to the Department of Education via IPEDS, 2010-11 completers gained employment in the sectors shown in Appendix 3.

While the entire college is institutionally accredited through COE, many of the training areas are programmatically accredited. The Association of Technology, Management, and Applied Engineering (ATMAE) accredits the Drafting and Design Technology, Industrial Electronics Technology, Industrial Instrumentation Technology, and Air Conditioning and Refrigeration programs. The Air Conditioning and Refrigeration AAS is also accredited through HVAC Excellence, and due to this accreditation is able to offer additional industry based certifications in the HVAC field. Student placement is enhanced by the fact that employers recognize the added value of hiring a student taught in an ATMAE or HVAC Excellence accredited program.

NELTC is accredited by the Council on Occupational Education, and its mission is to provide work-based learning. Most other post-secondary institutions in higher education in the state of Louisiana are accredited by SACS. Due to accrediting issues, associate degrees received by a technical college student are not fully transferable to Louisiana's community colleges and universities.

Appendix 1

Campuses	Program Closed or Modified	Exit Levels
Bastrop, Delta-Ouachita, North Central, Northeast, & Ruston	Computer Specialist (Applications) Closed	CTS COMP SPEC (APPS):OFFICE ASST
Bastrop, Delta-Ouachita, North Central, Northeast, & Ruston	Computer Specialist (Applications) Closed	TD COMPUTER SPECIALIST APPLICATIONS
Delta Ouachita & Ruston	Computer Specialist (Applications) Closed	AAS COMPUTER SPECIALIST-APPLIATIONS
Bastrop, Delta Ouachita, North Central, Northeast, & Ruston	Office Systems Technology - Modified	CTS OFFICE SYS TECH: OFFICE ASST
Bastrop, Delta Ouachita, North Central, Northeast, & Ruston	Office Systems Technology - Modified	TD OFFICE SYS TECH
Delta Ouachita, Northeast, & Ruston	Office Systems Technology - Modified	AAS OFFICE SYSTEMS TECHNOLOGY
Delta Ouachita	Care and Development of Young Children - Closed	CTS CDYC: CHILD CARE TEACHER I
Delta Ouachita	Care and Development of Young Children - Closed	CTS CDYC: CHILD CARE TEACHER II
Delta Ouachita	Legal Office Assistant - Closed	CTS LEGAL OFFICE ASSISTANT
Delta Ouachita	Building Technology Specialist - Closed	CTS BLDG TECH SPECIALIST: ELECT/AC SPEC
Delta Ouachita	Building Technology Specialist - Closed	TD BLDG TECH SPECIALIST
Delta Ouachita, North Central, & Northeast	Medical Office Assistant - Closed	CTS MEDICAL OFFICE ASST
Delta Ouachita	Patient Care Technician - Closed	CTS PATIENT CARE TECH
North Central, Northeast, & Ruston	Accounting Technology - Closed	CTS ACCT TECH: ACCOUNT CLERK
North Central, Northeast, & Ruston	Accounting Technology - Closed	TD ACCT TECHNOLOGY
Northeast & Ruston	Accounting Technology – Closed	AAS Accounting Technology
Ruston	Industrial Maintenance - Closed	CTS INDUSTRIAL MAINT THE: HYDRAULIC
Ruston	Industrial Maintenance - Closed	CTS INDUSTRIAL MAINT TECH: MILLWRIGHT
Ruston	Industrial Maintenance - Closed	CTS INDUSTRIAL MAINT TECH; ELECTRIAL
Ruston	Industrial Maintenance - Closed	TD INDUSTRIAL MAINT TECHNOLOGY

Appendix 2

Element	Standard	Standard	Standard
Demand	State Wide	Regional	Local
Enrollment/ Headcount	Secondary	Post-Secondary	Total
SCH	Percent of Campus Total	Average Cost of SCH	Margin Above or Below Average Cost
Instructional	Faculty/Student Ratio	Adjuncts Required	Credentialing of Faculty
COE Accountability	Completion %	Placement %	Licensure %
Board of Regents Completions	Associate of Applied Science	Technical Diploma	Certificate of Technical Studies
Cost	Program Cost	Percent of Total Cost	
WIB Funding	Completion	Placement	Dollars Earned by Completers

Appendix 3

Health Professions and Related Programs Degrees/Certificates	**440**
Precision Production Degrees/Certificates	332
Transportation and Materials Moving Degrees/Certificates	15
Mechanic and Repair Technologies/Technicians Degrees/Certificates	219
Business Management Marketing and Related Support Services Degrees/Certificates	121
Engineering Technologies and Engineering related Fields Degrees/Certificates	81
Construction Trades Degrees/Certificates	63
Personal and Culinary Services Degrees/Certificates	31
Computer and Information Sciences and Support Services Degrees/Certificates	52
Family and Consumer Sciences/Human Sciences Degrees/Certificates	15

NORTHEAST LOUISIANA TECHNICAL COLLEGE

GRAD Act Performance Objectives
Institutional Efficiency and Accountability

2012 Annual Report
May 1, 2012

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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 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 institutions. Having a high level of research productivity and technology transfer 2

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

NELTC prepares students for entry into three levels of training, - Certificate, Technical Diploma, and Associate of Applied Science. PLATO software is utilized as the delivery system for all developmental studies courses. The college offers three levels (90, 91, and 92) of math, English, and reading. Placement scores have been developed to determine what level of developmental, if any, a student will take. Often a student is only required to take one level of developmental for the program of study they choose. Students enrolling in an AAS are required to meet standards for entry established by the Louisiana Board of Regents for math and English. The college offers six AAS degrees in the following areas, ICT Computer Specialist, Business Office Administration, Industrial Instrumentation Technology, Industrial Electronics Technology, Air Condition and Refrigeration, and Drafting and Design Technology. General education requirements for AAS degrees offered by NELTC are taught by Louisiana Delta Community College.

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

LCTCS has put in place a mechanism for monitoring in and out-of-state tuition and fees of LCTCS colleges and comparing those to SREB peers. By comparing all Louisiana Technical Colleges to the SREB average, the study indicates that NELTC is ranked fourth out of six Technical Colleges in the LCTCS system at an out-of-state rate of $2,544 as compared to peers at $4,484. This creates a -43.3% difference. This has not had a significant impact on enrollment/revenue since the college serves very few out-of-state students.

4 a) Eliminate 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.

i. Number of developmental/remedial course sections offered – N/A for Technical Colleges
ii. Number of students enrolled in developmental/remedial courses – N/A for Technical Colleges

4 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.

i. Number of active associate degree programs offered – N/A for Technical Colleges
ii. Number of students enrolled in active associate degree programs – N/A for Technical Colleges

4 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.

By approval of the LCTCS Board of Supervisors, on January 27, 2011, NELTC was granted permission to increase nonresident tuition according to an established schedule that will involve a six year plan resulting in a non-resident tuition amount of $7,444. In the sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions. The current rate of tuition and fees for nonresident tuition is $2,544.

As stated in the approved Board action, LCTCS nonresident tuition for all colleges would reach the SREB average in the FY 2015-2016. The established schedule for increase will directly correlate to the increase in revenue from non-resident students. Northeast Louisiana Technical College enrolls very few non-resident students.

Only two of the college campuses typically enroll nonresident students due to the fact that they are located very near the Louisiana/Arkansas border; however other campuses have limited non-resident enrollment. Out-of-state tuition does not create a strong fiscal impact on the college's self-generated revenue due to the fact that less than 5% of NELTCs enrollment/revenue is attributable to out-of-state tuition. Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year is as follows:

i. Total tuition and fees charged to non-resident students.

	2009-10	2010-11	2011-12	2012-13
SREB Targeted Measure	$7,444	$7,444	$7,444	$7,444
NELTC	$1,888	$2,544		
Calculated Difference	$5,556	$4,900		

4 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 institutions. Having a high level of research productivity and technology transfer.

To Be Determined

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.

Element Reference			Measure	Baseline Year/Term Data to include	Baseline data	2009-10	2010-11
Northeast Louisiana Technical College							
1. Student Success cont'd.							
c.	*i.*	Descriptive	High School Partnerships				
			# high school students enrolled	Baseline: 2008-09	**729**	**627**	**843**
	ii.	Descriptive					
			# semester credit hours enrolled	Baseline: 2008-09	**5,042**	**4,955**	**3,976**
	iii.	Descriptive					
			# sem. credit hours completed	Baseline: 2008-09	**4,635**	**4,741**	**3,352**
d.	*i.*	Tracked	Passage rate on licensure/cert. exams	2009-2010		96.55%	91.67%
				# students who took exam		174	204
				# met standards for passage		168	187
	ii.	Tracked	# Students receiving certifications	2009-10 AY		100.00%	91.52%
				# students who took exam		1119	2453
				# met standards for passage		1119	2245
	iii.	Tracked	# Students Earning WorkKeys Certificates	2009-10 AY		80.85%	72.03%
				# students who earned Platinum		3	1
				# students who earned Gold		96	11
				# students who earned Silver		322	48
				# students who earned Bronze		149	43
				# student who took assessment		705	143
Element Reference			**Measure** **Baseline Year/Term**		**Data to include**	**Baseline Data**	
2. Articulation and Transfer							
c.	*ii.*	Descriptive	# of Students Enrolled	2009-10 AY		**0**	40

Element Reference			Measure Baseline Year/Term		Data to include	Baseline Data	

3. Workforce and Economic Development							
a.	*i.*	Descriptive	Programs Eliminated	2009-10 AY			
				# programs eliminated		**4**	**7**
	ii.	Descriptive	Programs Modified or Added	2009-10 AY			
				# of programs modified or added		**2**	**1**
	iii.	*Descriptive*	Prog. Aligned w/Workforce Needs	2009-10 AY	% Aligned	**100.0%**	**100.0%**
				# program offerings		25	**18**
				# aligned with workforce needs		25	**18**
b.	*i.*	Tracked	Distance Education Course Sections	2008-09 AY			
				# course sections 50% to 99%		0	175
				# course sections 100%		0	0
	ii.	Tracked	Distance Education Students	2008-09 AY			
				# students enrolled 50% to 99%		0	729
				# students enrolled 100%		0	0
	iii.	Tracked	Distance Education Programs	2008-09 AY			
				# prog. offered 100% distance education		0	0
Element Reference			**Measure Baseline Year/Term**		**Data to include**	**Baseline Data**	
4. Institutional Efficiency and Accountability							
a.	*i.*	Tracked	Nonresident Tuition	2009-10 AY			
				% difference from peer amounts		**-74.6%**	**-65.8%**
				$ nonresident tuition/fee amounts		**$ 1,888**	**$2,544**
				$ peer nonresident tuition fee/amounts		**$ 7,444**	**$7,444**

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
2-year Colleges and Technical Colleges

Institution: Northeast Louisiana Technical College

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	Most Recent Year Data		
				# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
A +	Network A+	Prometric	Data Unavailable	4	4	100%
Barbering -- 12.0402	Baarber Licensure	Barber Examiners	100%	16	16	100%
Certified Manufacturing Specialist	CMS	NELTC/Georgia Quickstart	Data Unavailable	22	22	100%
Certiport's Internet and Computing Core	COMPTIA IC3	Prometric	Data Unavailable	63	63	100%
Commercial Drivers License	CDL	Dept. of Transportation Office of Motor Vehicles	100%	14	14	100%
EMT Basic	NREMT-B	EMS Board	Data Unavailable	19	12	63%
Fork Lift	Forklift	NELTC/Workforce	Data Unavailable	30	30	100%
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	Data Unavailable	74	70	95%
HVAC - EPA -- 47.0201	EPA	AHRI	Data Unavailable	19	19	100%
Microsoft Office Access 2007	Microsoft	Certiport	Data Unavailable	9	6	67%
Microsoft Office Excel 2007	Microsoft	Certiport	Data Unavailable	38	28	74%
Microsoft Office Powerpoint 2007	Microsoft	Certiport	Data Unavailable	19	15	79%
Microsoft Office Word 2007	Microsoft	Certiport	Data Unavailable	44	41	93%
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation	Data Unavailable	58	54	93%
NCCER - all areas (National Center for Construction Educat	NCCER	NCCER	Data Unavailable	1385	1269	92%
Network +	Network +	Prometric	Data Unavailable	7	7	100%
Nursing PN	NCLEX	Practical Nursing	95%	174	157	90%
Nursing-CNA	Certified Nurse Assistan	Health and Hospitals	Data Unavailable	315	315	100%
WorkKeys (all areas, levels)				143	103	72%
Total				2453	2245	92%

Institutions are to provide institution name and report data for those IBCs marked with √ on Appendix #1

** Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)*

Most Recent Year Data = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to met standards for passge/# students who took exam

March 16, 2012

NORTHEAST LOUISIANA TECHNICAL COLLEGE

Section 5 Data –Reporting Requirements
Spring 2012

2012 Annual Report
May 1, 2012

Section 5:

a. **Number of students by classification**

   Undergraduates – 1,536
   Budgeted FTE Undergraduates – 1,256.20

b. **Number of instructional staff members**

   Headcount – 93
   FTE – 68.8

c. **Average class student-to-instructor ratio**

   Average Undergraduate Class Size –6.0

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

   Average – 18.3

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

   Clerical/Secretarial – 19 (FTE – 18)
   Professionals – 21 (FTE - 18)
   Service/Maintenance – 5 (FTE - 5)
   Technical/Clerical – 1 (FTE – 1)

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

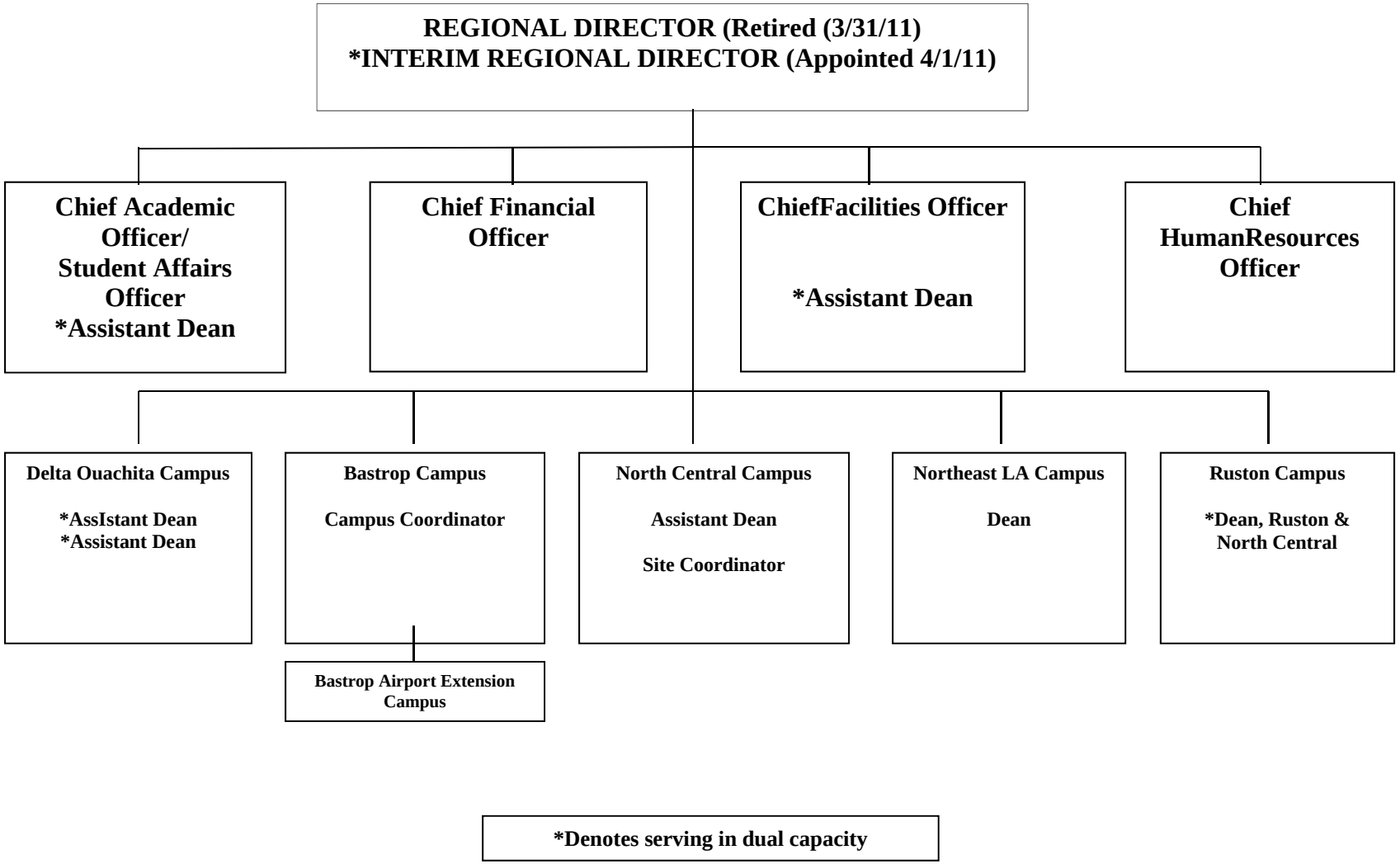
   Headcount – 6 (FTE – 6)

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.

NORTHEAST LOUISIANA TECHNICAL COLLEGE

Organization Chart

Revised 3/2012



h. Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases in salary received since June 30, 2008.

GRAD ACT - Year 2 - Northeast Louisiana Technical College

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES Since 6/30/2008 Reported for Fall 2010	SALARY CHANGES Since 6/30/2010 Reported for Fall 2011	SALARY CHANGES Since 6/30/2011 Reported for Fall 2012
*Regional Director/Dean for Delta Ouachita and Bastrop Campuses	$113,263.80	From $108,907.50 on 7/1/08 for merit	No salary change; Retired 3/31/11	TBD
(*Interim Regional Director, NELTC); also serves as Chancellor of LDCC	N/A	N/A	Salary adjustment for Interim Regional Director position was not implemented until July 1, 2011	TBD
*Chief Academic-Student Affairs Officer/Asst. Dean for Delta Ouachita Campus	$83,963.74	From $76,330.68 on 7/13/09 for addn. duties; From $73,394.88 on 7/1/08 for merit	No salary change	TBD
Chief Financial Officer	$60,059.63	From $57,749.64 on 7/1/08 for merit	No salary change	TBD
*Chief Facilities-Safety Officer/Asst. Dean for Delta Ouachita Campus	$68,094.56	From $65,475.54 on 7/1/08 for merit	No salary change	TBD
Chief Human Resources Officer	$54,599.71	From $52,499.72 on 7/1/08 for merit	No salary change	TBD
Campus Coordinator, Bastrop Campus	$71,327.00	No salary change	No salary change	TBD
Assistant Dean, North Central Campus	$57,199.74	From $54,999.88 on 7/1/08 for adjustment	No salary change; transferred out of agency 8/21/11	TBD
(Site Coordinator, North Central Campus)	N/A	N/A	Transferred from Delta Ouachita Campus to North Central Campus 8/21/11; From $43,679.88 to $49,047.74 on 8/22/11	TBD
Campus Dean, Northeast LA Campus	$74,037.14	From $71,189.56 on 7/1/08 for merit	No salary change	TBD
Campus Dean, North Central and Ruston Campuses	$69,999.80	No salary change	No salary change	TBD

Cost performance analysis:

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

Expenditures by Function		
Area	Amount	% of Total
Instruction	$3,790,586	46.0%
Research	-0-	-0-
Public Service	-0-	-0-
Academic Support	$252,538	3.1%
Student Services	$735,945	8.9%
Institutional Services	$2,273,806	27.6%
Scholarship	-0-	-0-
Plant Operations/Maintenance	$903,287	11.0%
Total E & G Expenditures	$7,956,162	96.6%
Transfers out of agency	$278,666	3.4%
Total Expenditures	$8,234,828	100%

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

In State/In District 2010-11	
Tuition	$726
Required Fees	$476
Total In State/In District Tuition and Fees	$1,202
Out-of-state	
Tuition	$1,488
Required Fees	$476
Total Out-of-State Tuition and Fees	$1,964
Books and Supplies	$1,200
Off Campus (not with family)	
Room and Board	$8,236
Other Expenses	$3,398
Room and Board and Other Expenses	$11,634
Off Campus (with family)	
Other Expenses	$3,398

iii. Average time to degree for completion of academic programs at all levels.

Number of students who completed:

COLLEGE	# OF STUDENTS COHORT	100%	150%	200%	Average Years to Completion *(Time to Degree)*
NeLTC	**169**	**76**	**93**	**100**	
GR		45%	55%	60%	
Years to Completion		2	3	4	3.1

Data Source:
IPEDS

iv. Average cost per degree awarded by degree level.

Undergraduates - $3,778

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

Undergraduates - $3,778

vi. All expenditures of the institution for that year.

$15,333,928