Substantive Change Prospectus

SACSCOC-Accredited Institution Initiating Changes Involving a Merger with a Campus of a Non SACSCOC-Accredited Institution

Submitted to the Southern Association of Colleges and Schools Commission on Colleges
April 5, 2017

Fletcher Technical Community College
1407 Highway 311
Schriever, LA 70395
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*Link to Evidence List*
Prospectus Cover Sheet for Submission of Substantive Changes Requiring Approval

Cover Sheet for Submission of Substantive Changes Requiring Approval

L.E. Fletcher Technical Community College

Type of change (check the appropriate boxes)

- [ ] New program at the current degree level that is a significant departure from current programs
  - FULL NAME OF PROPOSED PROGRAM (E.G., CERTIFICATE IN CYBER SECURITY, BACHELOR OF SCIENCE IN CIVIL ENGINEERING)

- [ ] New off-campus instructional site where 50% or more of a program’s credits are offered
  - SITE NAME
  - CITY
  - STATE
  - STREET ADDRESS
  - ZIP
  - COUNTRY
  - Will the site be a branch campus? (see Substantive Change Policy, p. 16, for definition) [ ] Yes [ ] No

- [ ] Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time

- [ ] Competency-based educational program in which 50% or more of the credit is offered by direct assessment (see “Direct Assessment Competency-based Educational Programs” policy)

- [ ] Closing a program, instructional site, or institution
  - Type of closure: [ ] Program closure [ ] Site closure [ ] Institution closure

- [ ] Degree Level Change (see Substantive Change Policy, p. 15, for definitions; for changes from Level III to IV and from Level V to VI, an Application is not required; contact Commission staff for guidance)
  - FROM LEVEL
  - TO LEVEL
  - TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)

- [ ] Merger / consolidation, program acquisition, or site acquisition
  - DESCRIPTION
  - SACSCOC-Accredited Institution Initiating Changes Involving a Merger with a Campus of a Non SACSCOC-Accredited Institution

- [ ] Change of governance, ownership, control, or legal status
  - DESCRIPTION

- [ ] Other (PLEASE DESCRIBE)

- [ ] On sanction | date imposed:
  - [ ] Sanction recently removed for CR 2.11.1 or CS 3.10.1 | date removed:

Office Use Only

- [ ] Institutional ID

SACSCOC - Rev April 2016

Submit this form to Dr. Belle Wheelan, President or Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, GA 30033

Dr. Sarah Armstrong at sarmstrong@sacscoc.org
INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution  L. E. Fletcher Technical Community College

Name, Title, Phone number, and email address of Accreditation Liaison
Dr. Carrie Cortez
Director of Institutional Research & Effectiveness
(985) 448-7936
carrie.cortez@fletcher.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Dr. Carrie Cortez
Director of Institutional Research & Effectiveness
(985) 448-7936
carrie.cortez@fletcher.edu

IMPORTANT:

Accreditation Activity (check one):

☐ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☒ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  April 5, 2017
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   - Professional degree program(s)
   - Master's degree program(s)
   - Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - Doctoral degree program(s)
   - Other (Specify) ______

2. Types of Undergraduate Programs (Check all that apply)
   - Occupational certificate or diploma program(s)
   - Occupational degree program(s)
   - Two-year programs designed for transfer to a baccalaureate institution
   - Liberal Arts and General
   - Teacher Preparatory
   - Professional
   - Other (Specify) ______

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (check one)
  - Independent, not-for-profit
    - Name of corporation OR
    - Name of religious affiliation and control:
  - Independent, for-profit *
    - If publicly traded, name of parent company:
- Public state * (check one)
  - Not part of a state system, institution has own independent board
  - Part of a state system, system board serves as governing board
Part of a state system, system board is super governing board, local governing board has delegated authority

Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Campus Instructional Locations and Branch Campuses
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Institutions with off-campus instructional sites at which the institution offers 25-49% credit hours for a
diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>

**Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>

4. **Distance and Correspondence Education**

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. **Accreditation**

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accredits for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which
the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education
Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
1. History and Characteristics

History

L. E. Fletcher Technical Community College (Fletcher) was originally established as South Louisiana Trade School by Legislative Act 69, May Session of 1948. Over the years, the school has evolved: from a trade school to a vocational school; to a vocational technical school; to a vocational technical institute; to one of 42 campuses of the Louisiana Technical College (LTC); to its current status of technical community college. Effective July 1, 2003, Fletcher was designated a technical community college by the Board of Supervisors for the Louisiana Community and Technical College System (LCTCS) and the Louisiana Board of Regents. In 2009, Fletcher received SACSCOC initial accreditation. Fletcher’s SACSCOC accreditation was reaffirmed in 2014.

Mission

Fletcher Technical Community College is an open-admission, two-year public institution of higher education dedicated to offering high-quality technical and academic programs to the community of South Louisiana in order to prepare individuals for employment, career advancement, and lifelong learning.

Geographic Service Area

Fletcher’s campus is located in Terrebonne parish at 1407 Highway 311 in Schriever, Louisiana. The campus includes two structures: 1) the main building and 2) the BP Integrated Technologies building located directly behind the main building at 225 Weatherford Road. The college also operates two additional instructional sites: 1) the Houma facility located at 310 St. Charles Street in Houma and 2) the Louisiana Marine Petroleum Institute (LAMPI) facility at 331 Dickson Road in Houma. The Schriever-Houma service area is located in the south central portion of Louisiana, approximately 57 miles southwest of New Orleans and is bounded to the south by the Gulf of Mexico. Fletcher serves the south central part of Louisiana including but not limited to Terrebonne, Lafourche, Assumption, St. James, and St. Charles parishes.

Student Population [1-A]

In fall of 2016, Fletcher’s 14th day credit enrollment was 2,054 [1-A]. Among this population, approximately 48% of students resided within Terrebonne parish and about 30% resided in Lafourche parish—Terrebonne’s neighboring parish. This population was comprised of 65% female, 30% male, 64% Caucasian, 21% African American, and 15% other races. The majority of students were between 18 and 24 years of age at 63%. Approximately 40% of students were enrolled in general education core courses or had declared an Arts & Sciences major or a major intended for transfer to a 4-year institution. 28% declared a major in Nursing & Allied Health; 22% declared a major in Technical Education that includes occupational trades and studies of business; and about 7% were in enrolled in the Integrated Production Technologies program. Full time students made up the majority at about 54%. First-time freshmen represented 22% of the population. Among first-time freshmen, approximately 50% had indicated being first generation.

Admissions Policy [1-B]

Fletcher has an open-admissions policy and serves persons on an equal priority basis. An applicant must be 17 years of age prior to entry into the college. Anyone with a high school diploma from a state approved high school, a GED (General Education Diploma), or the HiSET is eligible for admission.

Prospective certificate- or degree-seeking students without a high school diploma or its equivalent are also eligible for admission upon demonstration of the ability to benefit in accordance with the institution’s criteria. Applicants in this category are not eligible for federal financial assistance. Admission to all programs is made without regard to race, religion, national origin, gender, or qualifying disability.

A high school diploma or high school equivalency diploma (GED or HiSET) is required for admission into the Practical Nursing, Phlebotomy, Electrocardiogram Technician, Nursing, Cardiopulmonary, and Patient Care Technician programs. Specific program areas may have additional entrance requirements.
## Supporting Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-A</td>
<td>Fletcher Fall 2016 Facts</td>
</tr>
<tr>
<td>1-B</td>
<td>General Admissions Policy – 2016-2017 College Catalog</td>
</tr>
</tbody>
</table>
2. List of Degrees

Fletcher awards four different types of academic credentials:

- **Associate Degrees:**
  - Associate of Applied Science (AAS)
  - Associate of Science (AS)
  - Associate of General Studies (AGS)
  - Associate of Arts Louisiana Transfer (AALT)
  - Associate of Science Louisiana Transfer (ASLT)
  - Associate of Science in Nursing (ASN)

- **Technical Diploma (TD)**

- **Certificates:**
  - Certificate of Technical Studies (CTS)
  - Certificate of General Studies (CGS)

- **Technical Competency Area Certificates (TCA)**

### Programs, Credentials Awarded, and Completers: 2015-2016 Academic Year

<table>
<thead>
<tr>
<th>Program</th>
<th>Awards and Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CA</td>
</tr>
<tr>
<td>Accounting Technology</td>
<td>12</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>25</td>
</tr>
<tr>
<td>Business Administration</td>
<td>0</td>
</tr>
<tr>
<td>Cardiopulmonary Care Science</td>
<td></td>
</tr>
<tr>
<td>Cardiovascular Med Clin Asst</td>
<td>0</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Customer Service</td>
<td></td>
</tr>
<tr>
<td>Drafting and Design Technology</td>
<td>17</td>
</tr>
<tr>
<td>EKG Technician</td>
<td>4</td>
</tr>
<tr>
<td>Electrician</td>
<td>20</td>
</tr>
<tr>
<td>General Studies</td>
<td>165</td>
</tr>
<tr>
<td>Integrated Production Technologies</td>
<td>107</td>
</tr>
<tr>
<td>Louisiana Transfer</td>
<td></td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>4</td>
</tr>
<tr>
<td>Marine Diesel Engine Technician</td>
<td>24</td>
</tr>
<tr>
<td>Marine Operations</td>
<td>691</td>
</tr>
<tr>
<td>Medical Coding Specialist</td>
<td>0</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>26</td>
</tr>
<tr>
<td>Office Systems Technology</td>
<td>5</td>
</tr>
<tr>
<td>Patient Care Tech</td>
<td>1</td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>19</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>15</td>
</tr>
<tr>
<td>Technical Studies</td>
<td>0</td>
</tr>
<tr>
<td>Welding</td>
<td>55</td>
</tr>
</tbody>
</table>
3. Off-Campus Instructional Locations and Branch Campuses

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country)</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>
| Schriever Campus             | 1407 Highway 311 Schriever, LA USA              | January 2009             | January 2009                       | • Accounting Technology, AAS Degree  
• Business Administration, AAS Degree  
• Criminal Justice, AS Degree  
• Customer Service, CTS  
• Drafting & Design, AAS Degree  
• Drafting & Design, Diploma  
• General Studies, AGS Degree  
• Integrated Production Technologies, AAS Degree  
• Louisiana Transfer, AALT Degree  
• Louisiana Transfer, ASLT Degree  
• Office Systems Technology, AAS Degree | Active                                                                 |
| Houma Facility               | 310 St. Charles St. Houma, LA USA               | August 2012              | August 2012                        | • Automotive Technology, Diploma  
• Cardiopulmonary Care Science,  
• AS Degree  
• Cardiovascular Med Clin Asst, TCA Certificate  
• EKG Tech, TCA Certificate | Active                                                                 |
- Electrician, Diploma
- Machine Tool Technology, Diploma
- Marine Diesel Engine, Diploma
- Medical Coding Specialist, TCA Certificate
- Nursing Assistant, TCA Certificate
- Nursing, ASN Degree
- Patient Care Tech, CTS
- Phlebotomy, CTS
- Practical Nursing, Diploma
- Technical Studies, AAS Degree
- Welding, Diploma

|----------------------|------------------------------|--------------|--------------|------------------------------------|----------|

Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Fletcher Technical Community College has no branch campuses, and, will not, as a result of the merger initiate any branch campuses.
4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Associate of General Studies (AGS)

- Date of initial approval, Fall 2011 [4-A]
- The degree program is delivered via online and hybrid modalities. Fletcher’s online courses provide asynchronous instruction utilizing Canvas course rooms.

Supporting Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-A</td>
<td>SACSCOC AGS Online Approval Letter</td>
</tr>
</tbody>
</table>
5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

<table>
<thead>
<tr>
<th>Institutional Accreditation</th>
<th>Last Review Year</th>
<th>Fifth-Year Interim Report Review Year</th>
<th>Reaffirmation Review Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACSCOC</td>
<td>2014</td>
<td>2019</td>
<td>2024</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Last Review Year</th>
<th>Next Review Year</th>
<th>Accreditng Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>2016</td>
<td>2022</td>
<td>National Automotive Technicians Education Foundation (NATEF)</td>
</tr>
<tr>
<td>Cardiopulmonary Care Science</td>
<td>2016</td>
<td>2026</td>
<td>Commission on Accreditation for Respiratory Care (COARC)</td>
</tr>
<tr>
<td>Drafting and Design Technology</td>
<td>2016</td>
<td>2018</td>
<td>Association of Technology, Management, and Applied Engineering (ATMAE)</td>
</tr>
<tr>
<td>Integrated Production Technologies</td>
<td>2016</td>
<td>2018</td>
<td>Association of Technology, Management, and Applied Engineering (ATMAE)</td>
</tr>
<tr>
<td>Nursing</td>
<td>2015</td>
<td>2020</td>
<td>Accreditation Commission for Education in Nursing (ACEN)</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>2016</td>
<td>2018</td>
<td>Louisiana Department of Health &amp; Hospitals (DHH)</td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>2015</td>
<td>2018</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>2015</td>
<td>2023</td>
<td>Accreditation Commission for Education in Nursing (ACEN)</td>
</tr>
</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

SACSCOC is Fletcher’s primary accreditor for access to USDOE Title IV funding.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

No USDOE recognized agency has ever terminated the institution’s accreditation, nor has Fletcher ever voluntarily withdrawn from any agency accreditation.

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

The College has received no sanctions or negative actions by any USDOE-recognized accrediting agency.
6. **Relationship to the U.S. Department of Education**

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

L. E. Fletcher Technical Community College is in good standing in accordance with the Program Participation Agreement (PPA) signed with the U.S. Department of Education [6-A]. The current PPA expires June 30, 2019. Fletcher is not on reimbursement or any other exceptional status with regard to federal or state financial aid.

**Supporting Evidence**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-A</td>
<td>PPA Signed Document</td>
</tr>
</tbody>
</table>
1. Abstract
Fletcher Technical Community College (Fletcher) requests consideration for approval to merge with one campus of a non SACSCOC-accredited institution effective January 1, 2018. Acceptance of notification to merge from SACSCOC was received on March 24, 2017 [1-A]. This merger will include the acquisition of two facilities making up one campus of South Central Louisiana Technical College (SCLTC): one is the Thibodaux facility located in Thibodaux, LA, and the second is an extension instructional off-campus facility referred to as the Galliano facility located in Cut Off, LA. Both facilities are located in Lafourche parish separated by 45 miles. As a result of this merger, Fletcher will acquire respective programs, funds, obligations, property, personnel, facilities, and functions [1-B].

While Fletcher will be merging with one SCLTC campus inclusive of two facilities, the acquisition of these facilities will be transferred as off-campus instructional sites. Fletcher intends to continue utilizing its main campus located in Schriever as its sole campus and operating all additional sites as off-campus instructional facilities.

SCLTC (non-SACSCOC accredited) is currently one of thirteen colleges in the Louisiana Community and Technical College Systems (LCTCS). The proposed merger is part of LCTCS’s budget stabilization and growth realignment plan involving eight college campuses effective July 1, 2017, or as soon as possible thereafter. LCTCS Board of Supervisors approved this instructional site realignment initiative on March 8, 2017 [1-B].

The acquisition of funds, obligations, property, personnel, facilities, and functions in addition to programs and faculty as a result of the merger will support the mission of the institution and will be transitioned in such a way as to provide limited disruption to the student learning experience as outlined using the enclosed customized prospectus.

Supporting Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1-A</td>
<td>Acceptance of Merger Notification from SACSCOC Letter</td>
</tr>
<tr>
<td>1-B</td>
<td>LCTCS Board Action Items</td>
</tr>
</tbody>
</table>
2. Background Information

Provide a clear statement of the nature and purpose of the change in the context of the institution’s mission and goals and provide evidence of the legal authority for the change (if authorization is required by the governing board or the state).

Pursuant to correspondence dated March 24, 2017, from Dr. Belle Wheelan, Fletcher was directed to complete a prospectus for a merger with the one campus using a customized prospectus. As indicated on the form, this section was deleted and no response was required [2-A].

Supporting Evidence

<table>
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<tr>
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<tbody>
<tr>
<td>2-A</td>
<td>SACSCOC Letter to Chancellor Strickland with Customized Prescribed Prospectus</td>
</tr>
</tbody>
</table>

3. Assessment of Need and Program/Planning Approval

Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution’s ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the change, where appropriate.

Pursuant to correspondence dated March 24, 2017, from Dr. Belle Wheelan, Fletcher was directed to complete a prospectus for a merger with the one campus using a customized prospectus. As indicated on the form, this section was deleted and no response was required [3-A].

Supporting Evidence

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<tbody>
<tr>
<td>3-A</td>
<td>SACSCOC Letter to Chancellor Strickland with Customized Prescribed Prospectus</td>
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</tbody>
</table>
4. Description of Change

Provide a description of the proposed change, including any change in degree-granting authority. Provide an organizational chart for the proposed change. Describe the current governing board and the new governing board, listing the rosters for both. The roster should provide titles, board members, occupations and affiliations as well as current term. Describe the current and proposed authority of the Board and address committees of the Board. Explain the role of current owners/board members in the proposed change. Provide the current and proposed conflict of interest and board dismissal statements. Describe any differences in administrative oversight of programs or services. Describe any new foundations that will be established as the result of the change and the foundation’s role in governance, if any. Describe how the change affects current foundations.

Pursuant to correspondence dated March 24, 2017, from Dr. Belle Wheelan, Fletcher was directed to complete a prospectus for a merger with the one campus using a customized prospectus. As indicated on the form, parts of this section, as denoted with a strikethrough, were deleted and no response was required [4-E].

Description of Proposed Change

The Louisiana Community and Technical College System (LCTCS) consists of 13 colleges located across Louisiana. All colleges of LCTCS are governed by a single Board of Supervisors. The following are accredited by SACSCOC:

- Baton Rouge Community College
- Bossier Parish Community College
- Delgado Community College
- Fletcher Technical Community College
- Louisiana Delta Community College
- Nunez Community College
- River Parishes Community College
- South Louisiana Community College
- SOWELA Technical Community College

The remaining colleges are accredited by the Council on Occupational Education (COE):

- Central Louisiana Technical Community College
- Northwest Louisiana Technical College
- Northshore Technical Community College
- South Central Louisiana Technical College

Louisiana has seen a dramatic change in how the state funds higher education. When the LCTCS was established in 1999, state funding accounted for approximately 85% of all technical college budgets and 75% of community college budgets with the remainder funded through student tuition and fees. Prior to 1985, there was no tuition charged to attend a technical college in Louisiana.

In fiscal year 2009, the state fully funded the higher education funding formula. While this marked the high point in state funding, Louisiana was still only 9th best out of 16 states in
state funding per student full-time equivalent (FTE) in the Southern Regional Education Board (SREB). The state would embark on a funding paradigm shift over the next eight years involving sixteen successive state budget cuts totaling $82 million that would place more of the reliance on student tuition. Compounding the issue beginning in fiscal year 2010, resource allocations for higher education were skewed as a result of the “stop loss” measure instituted to provide greater stability for those institutions that were losing enrollment. The short timeframe, mainly from fiscal year 2010 to 2014, created great instability among the colleges that exist today. In addition to overall cuts, LCTCS colleges have seen increased costs including inflationary increases, and increases in mandated costs.

Fletcher is fiscally sound and capable of supporting its mission of student learning and success; and, that the proposed merger will increase opportunities for student learning and success for the students at the facilities Fletcher will be acquiring.

This decrease in funding has been devastating for South Central Louisiana Technical College (SCLTC), a college that primarily serves the oil and gas industry in South Louisiana. Because of the economy downturn in this industry, SCLTC has seen dramatic decreases in enrollment for the last two years. This means SCLTC has been unable to generate new revenue from tuition to offset cuts in state funding (Tuition in Louisiana is set by the state Legislature, and increasing tuition requires a 2/3rd vote of approval). The reduction in enrollment and state funding caused SCLTC to spend $1.1M of reserves to balance its books in 2015-2016. If forced to continue spending reserves, SCLTC will have no choice but to cease operations.

Recognizing the negative impact that ceasing operations at SCLTC will have on students, the Board of Supervisors of the LCTCS approved the realignment of SCLTC’s five instructional sites to other colleges, all SACSCOC accredited [4-A]. The purpose of this was to (1) ensure existing SCLTC students are able to complete their education, (2) place those sites under a financially strong college, (3) provide more opportunities for transferrable general education courses in rural communities (SCLTC’s campuses are in rural communities), and (4) to provide students at facilities currently operated by SCLTC (non-SACSCOC accredited) with access to regionally accredited instructional programs and courses. The benefit for students is that they will have access to SACSCOC accredited instruction.

While examining the realignment of SCLTC’s campuses, the Board of Supervisors also examined industry and commuting patterns and identified the following:

The realignment of these campuses is part of a broader Sustainability and Growth Plan that was approved by LCTCS Board of Supervisors on March 8, 2017 [4-B]. This plan is aimed at finding new efficiencies as LCTCS colleges continue to adapt to limited state funding. Within the plan are four recommendations:

1. Colleges develop and implement strategies to serve and graduate more students and increase self-generated revenue to ensure program sustainability.
2. Colleges continue the realignment of operations to improve financial stability and effectiveness in meeting workforce needs.
3. Colleges should continue to make strategic investments in people in technology.
4. LCTCS implement additional financial monitoring tools.

The execution of these recommendations will save LCTCS $10M annually and will allow colleges of LCTCS to better serve students.

Fletcher’s part in this realignment initiative will include a merger with one campus complete with two facilities of SCLTC, a non SACSCOC-accredited institution effective January 1, 2018. This SCLTC campus is currently referred to as the Lafourche campus made up of a Thibodaux facility located in Thibodaux and a Galliano facility located in Cut Off. The two facilities of the SCLTC Lafourche campus are separated by 45 miles. Both facilities are located in Lafourche parish. As a result of the merger, Fletcher will acquire respective programs, funds, obligations, property, personnel, facilities, and functions [4-A].

**Degree Granting Authority**

There will be no change in degree-granting authority.

Fletcher has degree-granting authority from the appropriate government agency or agencies. Louisiana has a two tier governance system for higher education. The Louisiana Board of Regents (BoR) (Louisiana’s coordinating board for higher education) establishes policy and coordinates the activities of the public postsecondary institutions in the state which are managed by one of the state’s four postsecondary education management boards. Fletcher is a member institution of the Louisiana Community and Technical College System (LCTCS), which is managed by the Board of Supervisors of Community and Technical Colleges. The Louisiana State Constitution of 1974, Article 8, Education, Section §5 gives the BoR the ultimate authority to approve degree programs at public higher education institutions.

**Organizational Chart for the Proposed Change**

An organizational chart of the proposed change is exhibited as evidence [4-C]. The current organizational chart is also included for comparison [4-D].

In the current organizational structure, the Associate Vice Chancellor under the Vice Chancellor for Academic Affairs oversees Workforce, Integrated Production Technologies, and Technical Education.

The organizational chart for the proposed change differs in that a Director of Technical Education will be added and will report to the Vice Chancellor for Academic Affairs, eliminating Technical Education duties from the Associate Vice Chancellor. The current Dean of SCLTC’s Lafourche Campus will fill the proposed addition of a Director of Technical Education.
Foundations

No new foundations will be established as a result of the change. Fletcher’s existing foundation will serve the facilities and respective programs to be acquired as it does with current facilities and programs. The Fletcher Foundation is not a governing body. There will be no impact on governance since Fletcher and SCLTC are governed by the LCTCS Board of Supervisors.

Supporting Evidence

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<th>Evidence</th>
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<tbody>
<tr>
<td>4-A</td>
<td>LCTCS Board Action Items</td>
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<tr>
<td>4-B</td>
<td>LCTCS Sustainability and Growth Plan</td>
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<tr>
<td>4-C</td>
<td>Organizational Chart of Proposed Change</td>
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<tr>
<td>4-D</td>
<td>Organizational Chart of Current Structure</td>
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<tr>
<td>4-E</td>
<td>SACSCOC Letter to Chancellor Strickland with Customized Prescribed Prospectus</td>
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</table>
5. Faculty

As appropriate to the change, provide a complete roster using the Faculty Roster form at www.sacscoc.org under “Substantive Changes”) of those faculty employed to teach in the program(s), including a description of those faculty members’ academic qualifications and other experiences relevant to the courses to be taught in the program in question; the course load and teaching policies. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support programs and describe the impact of the new initiative on faculty and faculty workload.

Faculty Credentials and Qualifications

Program faculty rosters related to the proposed change to merge with one campus of SCLTC are listed on the attached Roster s of Instructional Staff. The attached rosters include the following:

- Fletcher faculty only [5-A; 5-B; 5-C]
- SCLTC faculty only [5-D; 5-E; 5-F]
- Fletcher and SCLTC combined for each area of impact [5-G; 5-H; 5-I]

In relation to the merger, faculty who are under-credentialed per SACSCOC requirements will be put on a one year instructor education plan toward ensuring they meet the minimum credentials in their subject area.

Fletcher’s policy on faculty credentials is included as follows as outlined in the Faculty Handbook:

- Faculty teaching general education courses in the humanities/fine arts, mathematics, social/behavioral sciences, and natural sciences must hold the minimum of a master’s degree from an accredited institution with a major in the teaching discipline or have completed at least 18 graduate semester hours in the teaching discipline.

- Faculty teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs that result in transferable coursework to a senior institution must possess a minimum of a master’s degree from an accredited institution with a major in the teaching discipline, or have completed at least 18 graduate semester hours in the teaching discipline and have appropriate work experience.

- Faculty teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students at a senior institution, must possess appropriate academic preparation or academic preparation coupled with work experience. The typical combination is a bachelor or associate’s degree with appropriate work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.
Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training but with an emphasis on competence gained through work experience. Some courses may require faculty with an associate’s degree or beyond with little or no work experience. Others may require little formal education beyond high school. While the competency requirements may vary, it is the responsibility of the VCAA to fully define competency requirements prior to the initiation of the recruitment and selection process.

Faculty members who teach developmental courses must hold a bachelor’s degree from an accredited institution in a discipline (or with a concentration in the discipline) related to their teaching assignment and either classroom experience in a discipline related to their special proficiency or training in developmental education.

Note: In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be accepted in lieu of formal academic preparation. Any such exception will be justified and documented fully on an individual basis by the VCAA.

Course Load and Teaching Policies

The programs that are impacted by the merger are the following:

- Automotive Technology
- Air Conditioning & Refrigeration
- Business Office Administration
- Electrical Technology
- Welding
- Surgical Technology
- Diesel Powered Equipment Technology
- Process Production Technology – Gulf of Mexico

All of the above listed programs with the exception of Business Office Administration are taught 100% by full time faculty. Business Office Administration is taught by 67% full time faculty. Adequate full time faculty exist to support the programs. In addition to the technical programs taught, a few general education courses in English, Developmental English, and Speech are taught as well at SCLTC. In these areas of general education, 85% full time faculty exist at SCLTC. All general education courses included in SCLTC’s program curriculums will be taught by Fletcher’s credentialed faculty at the time of the merger.

Fletcher’s policy on workload is included below as outlined in the Faculty Handbook [5-J]:

Full-time faculty members are expected to work the equivalent of 40 hours per week. Some duties such as course preparation, grading and community service may be
performed offsite. Full-time faculty members are expected to meet performance expectations identified in their job descriptions. These include, but are not limited to, teaching, maintaining office hours, advising/mentoring, professional development, and college and community service.

The workload of full-time faculty includes:

- Teaching a minimum of 15 credit hours in each regular fall and spring semester or teaching 30 clock hours a week (Marine, Nursing, or self-paced).
- Maintaining a minimum of ten office hours per week.
- Advising and mentoring assigned students.
- Attending and participating in scheduled activities, which include graduation, advising during registration, seminars, and required meetings.
- Serving on college committees.
- Participating in professional development activities.
- Completing administrative tasks.

The workload and maximum teaching load for adjunct faculty is as follows:

- Regular semester (fall and spring) – 9 credit hours
- Summer term – 9 credit hours

Multiple contracts that occur within a fall, spring or summer term should not exceed 9 hours of employment. Any teaching assignment that exceeds the maximum credit hours allowed during any semester or term will require approval from the VCAA and the Chancellor.

Overloads and summer teaching:

- Overload refers to teaching more than 15 credit hours a semester or more than 30 clock hours a week. Overloads constitute extra work for extra pay. Faculty members are expected to perform all regular duties and responsibilities with no degradation of services resulting from the overload.
- Courses taught simultaneously do not count towards overload pay.
- Full-time faculty may accept loads each semester for additional compensation
- Extra contact hours may not exceed 12 hours per week.
- Overloads will be paid at the adjunct rate of pay.
- Nine month full-time faculty who choose to teach in semesters other than fall and spring will be paid at the adjunct rate of pay, unless full-time summer contracts are authorized by the Chancellor at a rate of 2/9 of the nine-month salary for an eight-week summer session.

Impact

The proposed merger will not impact the adequacy of full-time faculty nor the faculty workload, as the faculty will continue to teach in their respective programs of study with
their same student body at their respective locations. The new initiative, however, will impact faculty who are under-credentialed due to differences in accrediting body requirements for credentialing. Where it is noted that minimal credentials are not met, faculty will be required to commit to a one year education plan towards minimal degree completion.

**Supporting Evidence**

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<tr>
<th>Evidence</th>
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<tbody>
<tr>
<td>5-A</td>
<td>Business Faculty Roster – Fletcher Only</td>
</tr>
<tr>
<td>5-B</td>
<td>General Education/Developmental Faculty Roster – Fletcher Only</td>
</tr>
<tr>
<td>5-C</td>
<td>Technical Faculty Roster – Fletcher Only</td>
</tr>
<tr>
<td>5-D</td>
<td>Business Faculty Roster – SCLTC Only</td>
</tr>
<tr>
<td>5-E</td>
<td>General Education/Developmental Faculty Roster – SCLTC Only</td>
</tr>
<tr>
<td>5-F</td>
<td>Technical Faculty Roster – SCLTC Only</td>
</tr>
<tr>
<td>5-G</td>
<td>Business Faculty Roster – Combined Fletcher-SCLTC</td>
</tr>
<tr>
<td>5-H</td>
<td>General Education/Developmental Faculty Roster – Combined Fletcher-SCLTC</td>
</tr>
<tr>
<td>5-I</td>
<td>Technical Faculty Roster – Combined Fletcher-SCLTC</td>
</tr>
<tr>
<td>5-J</td>
<td>Faculty Handbook</td>
</tr>
</tbody>
</table>
6. Library and Learning Resources

As appropriate to the change, describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.).

Library and Information Resources

The Fletcher Library has a variety of arrangements for on-campus and remote access to resources for students, faculty, and staff. Fletcher has two library locations: one at the main campus in Schriever and the other at the St. Charles facility in Houma. Both locations are open five days per week with the Schriever campus holding extended hours.

**Fletcher Library Schriever Campus Hours:**

- **Monday:** 7:00 A.M. – 6:00 P.M.
- **Tuesday:** 7:00 A.M. – 6:00 P.M.
- **Wednesday:** 7:00 A.M. – 6:00 P.M.
- **Thursday:** 7:00 A.M. – 6:00 P.M.
- **Friday:** 7:00 A.M. – 4:00 P.M.

**Fletcher Library Houma Facility (St. Charles St.) Hours:**

- **Monday:** 7:00 A.M. – 4:00 P.M.
- **Tuesday:** 7:00 A.M. – 4:00 P.M.
- **Wednesday:** 7:00 A.M. – 4:00 P.M.
- **Thursday:** 7:00 A.M. – 4:00 P.M.
- **Friday:** 7:00 A.M. – 4:00 P.M.

Fletcher ensures that all students and faculty members have access to a broad range of other learning and information resources to support its purpose and programs. The Fletcher Library provides essential reference and specialized resources for curriculum and program support. The Fetcher Library services provide a broad spectrum of resources and materials for classroom instruction, research assignments, tutorials, point-of-use instruction, and self-paced learning. The collection includes a variety of formats allowing students an opportunity to learn how to access different forms of information sources and fosters information literacy.

The Fletcher Library has a collection of over 8,000 print and audiovisual titles. The Fletcher Library subscribes to 46 print journals for student and faculty use. In addition, the Fletcher Library subscribes to seventeen different online providers which allow access to full-text articles from journals, magazines, maps, newspapers, and books.
These include EBSCOhost, Oxford English Dictionary, CQ Researcher, LexisNexis, ProQuest Technical Career and Education, ProQuest Nursing and Allied Health, Medcom, Films on Demand, Artstor, Credo Reference, Global Road Warrior, America’s Historical Newspapers, IHS Standards, JSTOR, Lexis Nexis, Gale Criminal Justice Collection, and Gale Cengage Learning.

Help areas for searches and citations are part of the standard features in the databases. Database sites offer animated tutorials on how to search. The Fletcher Library web page link as well as instruction pamphlets with information on how to remotely access online journals and books is emailed to students at the beginning of each semester [6-A].

The Fletcher Library has sufficient resources to support the proposed merger. Subscriptions to online providers outlined in the aforementioned will complement additional library resources to support programs to be added. For example, one program to be acquired is HVAC. The Fletcher Library has sufficient resources to support this program because resources are inclusive in technical education collections. Additionally, the newly acquired Surgical Tech program as a result of the merger will also be sufficiently resourced because of Fletcher’s current programmatic accreditations for Nursing, Practical Nursing, and Cardiopulmonary. All program faculty are included in collection development.

The Fletcher Library provides off-campus access to full-text electronic resources to students and faculty via a proxy server. Fletcher is contracted through OCLC EZ Proxy, allowing students to access resources twenty-four hours a day, seven days a week. Students and faculty are able to log-in to full-text content by using their login credentials and password, providing access to research materials. All students, faculty, and staff are loaded into the Library Management System and are able to check out materials using their College-issued Identification Card. In addition, once loaded into the system, users are able to access electronic content from off-campus. Students must authenticate at the first search instance. There are directions for students on the Library website. All Colleges in the LCTC System use a shared Student Information System, and student and employee I.D. numbers are generated by the system and are unique to the individual. Students, faculty, and staff from SCLTC (non-SACSCOC accredited) will have the same identification numbers that they currently have and will be loaded into the Library’s Management System for immediate access to physical and electronic information resources.

Fletcher is not reliant upon other libraries to serve students. However, Fletcher faculty and students have access to the Allen J. Ellender Memorial Library on the Nicholls State University campus. The Ellender Memorial Library is located approximately 8 miles from Fletcher. The Ellender Memorial Library is an imposing three-story contemporary structure that houses more than 400,000 volumes, 3,000 journal titles, and 350,000 catalogued federal and state documents. It provides adequate study areas for fifteen hundred patrons. When classes are in session, the library is open from 7:30 a.m. until 11:00 p.m. Monday through Thursday, from 7:30 a.m. to 4:30 p.m. on Fridays, and from 3:00 p.m. until 11:00 p.m. each Sunday. Additionally, students are allowed to participate
in reciprocal borrowing with any academic institution within the state through membership in LOUIS: The Louisiana Library Network.

The Fletcher Library also provides access to materials that are not owned by or physically housed in the library. Through Online Computer Library Center (OCLC), Fletcher faculty and students have access to library collections nationwide through Interlibrary Loan (ILL) service. Access to articles and other online information via electronic databases and access to other state library collections are provided through membership in the consortium LOUIS: The Louisiana Library Network. The Fletcher Library uses statewide library delivery service through membership of the State Library of Louisiana and traditional interlibrary loan via U. S. mail service to lend and borrow materials that cannot be sent or received digitally. Through a Union Catalog, students are able to review materials at other College/University Libraries in Louisiana and to request these materials through Interlibrary Loan or by using the LOUIS Consortium’s Reciprocal Borrowing Agreement.

**Staffing and Services**

The Fletcher Library staff includes one Library Director (currently vacant), one professional librarian, and one part-time library assistant, whose job duties cross over into all areas of librarianship. The Fletcher Library staff provides services to faculty, staff, and students in the areas of reference/information, circulation, serials, new books, acquisitions, interlibrary loan, reserves, cataloging, technical, outreach and instruction. Students and faculty can request reference service by email and telephone in addition to personal reference interviews. The professional librarian is responsible for developing and executing a bibliographic instruction plan and for teaching students to be independent researchers and to master information and technological literacy skills. Students receive instruction in a variety of ways, either through face-to-face formal instruction provided by a librarian, informal instruction through one-on-one or small group discussions in the library, or through on-line video tutorials created by librarians and other information professionals.

Services are communicated through flyers and brochures, social media, email announcements sent to faculty and student accounts, participation in student orientation, career events, community events, department meetings, and new faculty orientation. See supporting evidence for samples [6-B; 6-C; 6-D].

**Supporting Evidence**

<table>
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<tbody>
<tr>
<td>6-A</td>
<td>Library Sample Email to Students</td>
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<tr>
<td>6-B</td>
<td>Library Information for New Students</td>
</tr>
<tr>
<td>6-C</td>
<td>General Information Brochure</td>
</tr>
<tr>
<td>6-D</td>
<td>Social Media Sample</td>
</tr>
</tbody>
</table>
7. Student Support Services

Provide a description of student support programs, services, and activities—general as well as specific to the change—in place to support this initiative.

Fletcher provides student support services, programs, and activities in place to support this initiative. The Office of Student Services provides services to include admissions, testing, advising and counseling, financial aid, student records, tutoring, accommodations that comply with Americans with Disabilities Act (ADA), retention services, and career services.

Admissions

Fletcher is an open-admission institution that does not deny enrollment to, nor discriminate against, students with a disability, students who are first-generation college students, or students who are from low-income families. Admissions is staffed with one director, three enrollment counselors, and one enrollment coordinator.

Testing

The Office of Student Affairs administers placement tests via an online computerized module. Entrance/placement exams are administered for program and course placement only and are not used in determining admission to the college. Basic grade-level scores are set for each occupational program offered. The purpose of these score levels is to enroll students in programs at an academic level at which they can successfully perform the work required and realistically achieve personal goals. The established grade level scores are set according to the academic levels at which the course material will be presented. Additional testing is available on site such as those related to programmatic assessments.

Advising and Counseling

Advising and counseling services are provided within the Office of Student Services by the director of counseling and advising or the career academic advisor. Mental Health, Career and Academic Counseling Services by a Licensed Professional Counselor are available through the Office of Counseling and Advising. Students can make appointments through the Office of Student Services or via email to counseling@fletcher.edu. Fletcher is a member of College Central Network. Students and employers may subscribe to this service free of charge www.fletcher.edu/careerservices.

Financial Aid

The mission of Financial Aid is to increase opportunities for student access and success in higher education by helping students and their families seek, obtain, and make the best use of all financial resources. Financial assistance is available in the form of
grants, scholarships, and employment opportunities. The Office of Student Services provides information and application forms for state and federal assistance programs.

**Student Records**

The responsibilities of the Registrar’s Office include, but are not limited to, ensuring the integrity, accuracy, and security of the academic records of current, former, and perspective students; facilitating the effective registration and enrollment of students; overseeing the enrollment and degree verification processes; producing official transcripts, certificates, diplomas, and degrees; and the interpretation and enforcement of the policies and regulations of the College. Students, former students, and prospective students may visit the website to obtain additional information or to access records and registration forms.

**Tutoring**

The Academic Learning Resource Center (ALRC) offers tutoring services free-of-charge to assist students in learning their course materials. Help is available for all classes through one-on-one or group tutoring and computer-based learning programs. The ALRC is located at the main facility in Schriever. Instructors are available at various times to help students with their course materials.

**Accommodations**

Special needs students are served through the Office of Student Affairs by the director of counseling and advising or by the career academic advisor. The college complies with the ADA and information on securing accommodations.

**Retention Services**

The Retention Coordinator implements and coordinates intervention strategies that enhance student success and graduation. They serve as the student’s advocate in resolving matters of academic difficulty, misunderstanding, or confusion.

**Career Services**

The College provides career-related counseling, resources, and programs to help individuals reach career goals, establish career plans, develop job-search skills, and make effective career transitions.

**Impact on Change**

All services to students will be extended to off-campus instructional sites and respective programs acquired. Changes will be inclusive of the current student services structure for off-campus instructional sites. Additionally, access to and the transfer of student records will be immediate and seamless because all LCTCS colleges share a single student information system via Banner.
8. Physical Resources

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on physical resources, facilities, and equipment.

Fletcher will acquire the current Lafourche Campus facility from South Central Louisiana Technical College (SCLTC) located in Thibodaux and its extended instructional facility located in Galliano upon approval of the proposed merger. The Board of Supervisors of the Louisiana Community and Technical College System, in accordance with the authority vested in them by the State of Louisiana, authorized the transfer of physical facilities and assets described below during the Board’s March 2017 public meeting [8-B]. Upon the completion of a thorough analysis of property needs, Fletcher projects that the transfer of facilities will satisfy the physical resource requirements needed to successfully support the merger.

Physical Facilities

One of the SCLTC locations to be acquired as a result of this merger is located in the north of Lafourche parish and sits on 10 acres of land and is located at 1425 Tiger Drive in Thibodaux, Louisiana. This site is currently referred to as the Lafourche Campus. This Thibodaux location includes four buildings on site and the associated 35,852 square feet of combined building space. The Louisiana Office of State Lands assessed the current value of the property and buildings to be worth approximately $3.2 million. Fletcher will benefit from the current use of the site due to its design to house and fully support technical programs. These facilities include a newly designed welding lab, an auto mechanic training lab, an HVAC lab, surgical tech training labs, and an electrician training lab. Fletcher anticipates improving the efficiency of college operations by exploring the feasibility of combining some of our current technical education labs located within our current St. Charles Street in Houma off-campus instructional facility with labs located at the Thibodaux facility of SCLTC’s Lafourche Campus. The Houma and Thibodaux facilities are approximately 25 miles apart.

The other portion of the Lafourche Campus to be acquired as a result of this merger is located in the south of Lafourche parish and sits on 7.42 acres of land located at 318 East 90th Street in Cut Off, Louisiana. This site is currently referred to as the Galliano extension instructional site of the Lafourche Campus located in Thibodaux. This Galliano extension site consists of one 23,206 square feet building valued by the Louisiana Office of State Lands to be approximately $1.78 million. The Galliano extension provides technical education to the local community and is equipped to support diesel and integrated production technology programs. In addition, the Galliano facility is equipped to fully support technical education for the dual enrollment programs requested by the Lafourche Parish School Board.

See the attached for the property value report of SCLTC’s Lafourche Campus to include the Galliano facility [8-A].
Fletcher will maintain its current facilities, the main campus located in Schriever, its off-campus instructional site located on St. Charles Street in Houma, and the Louisiana Marine Petroleum Institute training facility (LAMPI) also located in Houma. Schriever serves as the college’s main campus and will continue to house and support a majority of the college’s administrative services, student support services, and general education programs. Fletcher’s Integrated Production Technologies (IPT) Building is located at the main campus in Schriever and will continue to serve as the primary instructional site for IPT courses. Fletcher will continue to utilize the St. Charles Street facility in Houma to support nursing, allied health, and technical programs for the foreseeable future. It should be noted that Fletcher’s LAMPI facility, located on Dickson Road in Houma, is under consideration by SACSCOC to be merged with South Louisiana Community College (SLCC) [8-B]. LAMPI is currently being leased to SCLTC-Young Memorial Campus for training use and does not include any Fletcher program offerings or training.

**Equipment**

Fletcher will acquire the equipment and assets housed within the SCLTC to be acquired as part of the merger in Thibodaux and Cut Off upon approval of the proposed merger. The equipment has a combined book value of $1.16M, including depreciation. Programs currently offered in Thibodaux and Galliano are supported with the equipment Fletcher will acquire. Upon assuming control of the equipment, the college will assess programmatic needs and determine if repairs and/or replacements are warranted. Fletcher will maintain control of the equipment currently utilized for college programs, courses, and services.

**Impact**

The facilities and equipment Fletcher will acquire upon approval of the proposed merger will satisfy the anticipated physical resource needs associated with the merger. Fletcher will obtain the facilities and equipment currently utilized to support programs while maintaining current facilities and equipment. The combination will result in an increase in physical resources that will benefit programs, students, faculty, staff, and the college community. Fletcher will also have the flexibility needed to explore space utilization options in an effort to decrease overhead and physical plant expenses. Following approval of the merger, Fletcher intends to operate SCLTC (non-SACSCOC accredited)’s Lafourche campus, complete with two facilities, as Fletcher’s Thibodaux facility and Fletcher’s Galliano facility.

**Supporting Evidence**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-A</td>
<td>SCLTC Lafourche Campus Property Value Report</td>
</tr>
<tr>
<td>8-B</td>
<td>LCTCS Board Action Items</td>
</tr>
</tbody>
</table>
9. Financial Support

Provide a business plan that includes all of the following:

a. a description of the financial transaction and the effect that the transaction has on the net assets of all the institutions involved. In addition, specifically provide details regarding each of the following: (1) liabilities, (2) transfer of assets, (3) future contractual obligations, (4) existing contracts, (5) charitable contributions generated or involved with the transaction, and (6) any other significant factor that will impact financial or physical resources.

b. a description of financial resources to support the change, including a budget for the first year

c. projected revenues and expenditures and cash flow

d. the amount of resources going to institutions or organizations for contractual or support services

e. the operational, management, and physical resources available for the change.

Provide contingency plans in case required resources do not materialize.

As part of the prospectus, the institution is required to submit financial audit reports and management letters for the two most recent fiscal years, and include its most recent financial aid audit. The most recent year is defined as the fiscal year ending immediately prior to the submission of this prospectus. In instances of consolidations, mergers, change of ownership, or acquisitions, the other participating institution or entity is also required to provide the audits as described above. In addition, the institution is required to include a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

Financial Transaction (a)

Fletcher anticipates receiving an additional $623,000 in state appropriations upon approval of the proposed merger. The college utilized current and historical data to develop an accurate projection. Self-generated revenue from student tuition and fees for the Thibodaux and Galliano facilities of the SCLTC Lafourche Campus will likely total $270,000 for the 2016-2017 academic year. In addition to general fund revenue, the college will also receive funds from various local, state, and federal grants.

The current net position of the SCLTC Thibodaux and Galliano sites is reflected below. Net position accounts for projected revenue (state appropriations, self-generated revenue, and grants), expenses, assets, and college liabilities. Please see Fletcher’s FY16 AFR for a description of liabilities as bookmarked on document page 14 [9-A]. The LCTCS Board of Supervisors approved the transfer of SCLTC financials, including assets and liabilities, to South Louisiana Community College, River Parishes Community College, and Fletcher Technical Community College. In the chart below, 2016 represents the entirety of SCLTC’s net position and FTCC represents the portion associated with the Thibodaux and Galliano sites that Fletcher will assume upon completion of the proposed merger. Fletcher will work to eliminate the operating deficit associated with Thibodaux and Galliano through a strategic realignment of operations, programs, and/or services that will result in the improvement of efficiencies and in a decrease in institutional overhead.
Capital assets and property assigned to the Thibodaux and Galliano sites will be transferred to Fletcher. The Board of Supervisors, acting in their official capacity as a governing body, approved the transfer during the Board’s March 2017 public meeting [9-E]. Fletcher will follow procedures required by the State of Louisiana to transfer public assets from one state institution to a different state institution.

At this time, Fletcher does not anticipate the generation and/or involvement of charitable contributions as a result of the proposed merger. The college’s foundation will consider soliciting funds to support the merger should additional funds be deemed necessary.

Resources to Support the Change and Budget (b)

Fletcher receives revenue from state appropriations, grants, student tuition and fees, and auxiliary enterprises. The college has maintained a healthy net asset balance and projects ending the year with approximately $3.5 million in cash reserves. Fletcher has a sound financial base to support the proposed merger while maintaining current programs and services. In terms of available resources, the college’s general operating budget will be utilized as the primary fiscal resource. Cash reserves are available and will be utilized to supplement costs associated with the merger should additional funds be required.
Please see the attached spreadsheet for the college’s proposed merger first year operating budget [9-B].

**Revenues and Expenses (c)**

Fletcher projects the following upon completion of the proposed merger:

Revenue: $9,358,215  
Expenses: $9,228,267  
Surplus (Increase to Net Assets): $129,948

The college anticipates a decrease in current expenditures due to improvements to operational and programmatic efficiencies that lead to reduced overhead costs.

Please see the attached SCLTC AFR’s for detailed cash flows for fiscal years 2015 and 2016 respectively [9-C; 9-D].

A summary of SCLTC’s cash flows for fiscal years 2015 and 2016 is included below:

**FY15**

<table>
<thead>
<tr>
<th>Category</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
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<tr>
<td>Benefits</td>
<td>3,423,448.19</td>
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<td>Utilities</td>
<td>398,252.06</td>
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<td>Vendor</td>
<td>2,513,812.98</td>
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<tr>
<td><strong>Interagency Expense</strong></td>
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<tr>
<td>Scholarship and Fellowship</td>
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<tr>
<td>Depreciation</td>
<td>395,714.00</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td>14,229,855.67</td>
</tr>
<tr>
<td>Category</td>
<td>Grand Total</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Employee</td>
<td>6,041,932.65</td>
</tr>
<tr>
<td>Benefits</td>
<td>3,302,763.62</td>
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<tr>
<td>Utilities</td>
<td>278,352.15</td>
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<tr>
<td>Vendor</td>
<td>2,656,853.39</td>
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<tr>
<td>Interagency Expense</td>
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</tr>
<tr>
<td>Scholarship and Fellowship</td>
<td>311,087.00</td>
</tr>
<tr>
<td>Depreciation</td>
<td>1,047,262.55</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>13,861,529.12</strong></td>
</tr>
</tbody>
</table>

**Contractual or Support Services (d)**

Contractual obligations are projected to total $79,500 for the current fiscal year. Upon completion of the merger, Fletcher will assume responsibility for custodial services contracts from Louisiana Employment Development Services. The custodial contracts amount to a projected obligation of $25,350. In addition to the custodial contracts, Verma Systems will provide IT and network support services for approximately $22,480. The Thibodaux and Galliano sites contract with M&M Vending to provide vending machine services; however, this service generates vending revenue for the sites and is not associated with a dollar obligation. Current contractual obligations, in accordance with state contract requirements, can be terminated for convenience with 30 days’ notice. Upon approval of the proposed merger, Fletcher will assume responsibility for all contractual obligations associated with the Thibodaux and Galliano sites. The college will review contractual obligations and will provide the required 30 days’ notice to terminate contracts deemed to be unnecessary.

**Operational, Management, and Physical Resources (e)**

Resources available for the proposed merger include technology supplies (computers, networking equipment, and communications equipment) building supplies (tools, hardware, maintenance equipment, and lawn equipment), Fletcher staff members (facilities staff members, student services staff members, finance staff members, security, and operational staff members), and Fletcher faculty members. Fletcher’s infrastructure is compatible to South Central Louisiana Technical College’s infrastructure due to each institution’s affiliation with the Louisiana Community and Technical College System. Information technology and data processing resources can be transferred in an efficient manner. Banner is the primary system utilized by both institutions and the system will assist in providing access to data upon completion of the merger. The college
will have the support of current South Central Louisiana Technical College administrators, faculty, staff, and physical resources throughout the transition.

Fletcher’s Chancellor, Vice Chancellor for Academic Affairs, and Vice Chancellor for Finance and Administration are committed to overseeing an efficient transition and are prepared to lead through the associated changes. The executive cabinet is involved in the planning process and will continue to provide leadership throughout the merger. Fletcher is fortunate to have the opportunity to merge with a sister institution due to the relationships with the administrators assigned to oversee the Thibodaux and Galliano sites. The administrators have served as strategic partners in an attempt to align resources in support of a successful merger. College management will continue to provide leadership and support for current college programs and services while preparing for the proposed merger and associated changes.

**Contingency Plan**

Fletcher is prepared to proceed forward with the proposed merger should resources required fail to materialize. In regard to direct merger costs, the college has the ability to delay expenditures associated with realignments and relocations until funds are available. It would be feasible for programs to remain in their current location until resources are available to implement changes successfully. From a fiscal standpoint, the revenue projected above includes a reduction to account for a potential decrease in state appropriations. Fletcher is projected to have approximately $3.5 million in cash reserves at the end of FY17. The cash reserves can provide funding to support the merger should additional funding be required. Fletcher’s Foundation will solicit community donations to support the merger should anticipated resources fail to materialize.

**Financial Audit Reports**

Louisiana Legislative Auditor financial audit reports for most recently completed fiscal years are included for Fletcher and SCLTC (non-SACSCOC accredited) [9-F; 9-G; 9-H; 9-I].
## Supporting Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-A</td>
<td>AFR – Fletcher Fiscal 2016</td>
</tr>
<tr>
<td>9-B</td>
<td>Fletcher Proposed Merger First-Year Budget</td>
</tr>
<tr>
<td>9-C</td>
<td>AFR – SCLTC Fiscal 2015</td>
</tr>
<tr>
<td>9-D</td>
<td>AFR – SCLTC Fiscal 2016</td>
</tr>
<tr>
<td>9-E</td>
<td>LCTCS Board Action Items</td>
</tr>
<tr>
<td>9-F</td>
<td>Fletcher Financial Audit Services Management Letter – Sept 2014</td>
</tr>
</tbody>
</table>
10. Evaluation and Assessment

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs as well as using the results of evaluation to improve institutional programs, services, and operations. Explain how this change has affected your institution’s strategic planning including the development of annual campus master plans.

Mission and Goals

Fletcher’s mission and goals will remain to be the directional framework as the college embraces these changes and continues to serve and graduate students.

Mission. Fletcher Technical Community College is an open-admission, two-year public institution of higher education dedicated to offering high-quality technical and academic programs to the community of South Louisiana in order to prepare individuals for employment, career advancement, and lifelong learning.

Vision. Fletcher Technical Community College will serve a diverse population of 5000+ individuals annually by providing pathways to higher education, the workforce, life-long learning, and/or personal enrichment. The college prepares students for success through technology-driven curriculum and a supportive environment utilizing academic practices that cultivate student success at the highest levels. The college actively engages business and industry to develop the Bayou Region’s workforce.

Goals. Fletcher’s 2015-2025 Strategic Plan [10-A] recognizes the success of graduates and looks to enhance the experience of current students. It also addresses broadening the level of access to a wide variety of training and educational opportunities. The college’s seven goals are outlined as follows:

I. Increase student access and services.
II. Increase enrollment and retention.
III. Increase and improve relationships with industry.
IV. Increase and improve relationships with other academic institutions.
V. Develop and implement strategic funding initiatives.
VI. Enhance Fletcher’s brand through community engagement and marketing.
VII. Enhance educational programs and services.

Fletcher’s 2015-2025 Strategic Plan emphasizes priorities that will enhance the institution’s competitive position and make the college a more distinctive one. The plan outlines a road map for Fletcher to fulfill its mission and achieve its vision.

Programs acquired from the non SACSCOC-accredited institution as a result of the merger will be assessed for duplication against Fletcher programs. Duplicate programs will be absorbed by Fletcher and will operate according to Fletcher’s policies and practices. Any outlying programs or credentials awarded at each permanent location will
be added to program offerings and will undergo a review for SACSCOC compliance.

**Assessment of Overall Institutional Effectiveness**

Fletcher engages in ongoing, integrated, and institution-wide planning, assessment, and improvement processes. Planning and evaluation is conducted at the institution, unit, and program levels to ensure fulfillment of the College goals and mission as outlined in the 2015-2025 Strategic Plan [10-A].

Fletcher utilizes its Annual Planning, Evaluation, and Reporting Schedule to facilitate the annual planning process among divisions and departmental units [10-B]. This reporting schedule incorporates early unit planning prior to the budget cycle. Planning units document and track annual outcomes using the attached template [10-C]. Actions associated with unit planning are aligned with the annual reporting schedule.

Additionally, academic programs document assessment, achievement, and plans for improvement of student learning outcomes. Assessment of educational programs complement the comprehensive assessment cycle. Programs may utilize modified templates related to the achievement and improvement program-level student learning outcomes, especially in areas where programmatic accreditation has been achieved. The example template included outlines items to be addressed by programs when submitting reports [10-D]. Programs acquired as a result of the merger will develop assessment plans using the template provided. Training in completing the assessment template, as well as using the tool to improve the student learning experience, will be provided by the Department of Institutional Research and Effectiveness.

Institutional Research and Effectiveness (IRE) staff assist units and programs with all aspects of the planning process. The institutional effectiveness model includes a feedback loop for both units and programs to ensure that evaluative and assessment information is analyzed and used for continuous improvement.

Changes will be integrated among respective facets of Fletcher’s ongoing planning and evaluation processes.

**Supporting Evidence**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-A</td>
<td>2015-2025 Strategic Plan</td>
</tr>
<tr>
<td>10-B</td>
<td>Annual Planning, Evaluation and Reporting Schedule</td>
</tr>
<tr>
<td>10-C</td>
<td>Unit Plans Template</td>
</tr>
<tr>
<td>10-D</td>
<td>Program SLO Template</td>
</tr>
</tbody>
</table>
11. Appendix

Comprehensive List of Off-Campus Instructional Locations and Branch Campuses for All Institutions Involved in the Merger/Consolidation/Acquisition

List all locations for all entities involved in the merger/consolidation/acquisition where 50% or more of the credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report two types of locations: (1) all off-campus instructional sites and (2) all branch campuses. The sites and branch campuses should be reported in accord with the Commission’s definitions and the directions as specified below. The new entity approved by the SACSCOC Board of Trustees will include only the sites and campuses listed on this form. The main campus of the consolidated institutions must be identified and all other formerly independent campuses should be listed on the submitted forms (if such sites are to be retained – normally as a branch campus(es)).

Listing of all Off-Campus Instructional Sites

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name and Location of Main Campus:

Fletcher Technical Community College
Schriever, LA

Proposed Name of Institution: Fletcher Technical Community College

Physical Address (street, city, state, country) Do not include PO Boxes.

Highway 311
Schriever, LA 70395
List A: To be completed for SACSCOC-accredited institution(s)

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>
| Schriever Campus (Main instructional site) | 1407 Highway 311 Schriever, LA USA | January 2009             | January 2009                        | • Accounting Technology, AAS Degree  
  • Business Administration, AAS Degree  
  • Criminal Justice, AS Degree  
  • Customer Service, CTS  
  • Drafting & Design, AAS Degree  
  • Drafting & Design, Diploma  
  • General Studies, AGS Degree  
  • Integrated Production Technologies, AAS Degree  
  • Louisiana Transfer, AALT Degree  
  • Louisiana Transfer, ASLT Degree  
  • Office Systems Technology, AAS Degree | Active                                                                                     |
| Houma Facility                      | 310 St. Charles St. Houma, LA USA  | August 2012              | August 2012                         | • Automotive Technology, Diploma  
  • Cardiopulmonary Care Science, Degree  
  • Cardiovascular Med Clin Asst, TCA Certificate  
  • EKG Tech, TCA Certificate  
  • Electrician, Diploma  
  • Machine Tool Technology, Diploma  
  • Marine Diesel Engine, Diploma  
  • Medical Coding Specialist, TCA Certificate  
  • Nursing Assistant, TCA Certificate | Active                                                                                     |
<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country)</th>
<th>Date approved by another accrediting institution</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAMPI Facility</td>
<td>331 Dickson Rd Houma, LA USA</td>
<td>January 2009</td>
<td>January 2009</td>
<td>Nursing, ASN Degree&lt;br&gt; Patient Care Tech, CTS&lt;br&gt; Phlebotomy, CTS&lt;br&gt; Practical Nursing, Diploma&lt;br&gt; Technical Studies, AAS Degree&lt;br&gt; Welding, Diploma&lt;br&gt; Marine Operations, TCA Certificate</td>
<td>Inactive&lt;br&gt; Last course offerings: Summer 2016&lt;br&gt; Projected reopening: Not applicable&lt;br&gt; SU16 Enrollment, 39 students</td>
</tr>
<tr>
<td>Thibodaux Facility (Lafourche Campus)</td>
<td>1425 Tiger Dr Thibodaux, LA USA</td>
<td>COE, Reaffirmed Sept 2015</td>
<td>COE, Reaffirmed Sept 2015</td>
<td>Air Conditioning &amp; Refrigeration, TD&lt;br&gt; Automotive Technology, TD&lt;br&gt; Business Office Administration, AAS&lt;br&gt; Business Office Technology, TD&lt;br&gt; Electrical Technology, TD&lt;br&gt; Process Production Technology – Gulf of Mexico, AAS&lt;br&gt; Process Production Technology – Gulf of Mexico, TD&lt;br&gt; Surgical Technology, AAS&lt;br&gt; Welding, TD</td>
<td>Active</td>
</tr>
<tr>
<td>Galliano Facility (Lafourche Campus)</td>
<td>318 East 90th St Cut Off, LA USA</td>
<td>COE, Reaffirmed Sept 2015</td>
<td>COE, Reaffirmed Sept 2015</td>
<td>Business Office Administration, AAS&lt;br&gt; Business Office Technology, TD&lt;br&gt; Diesel Powered Equipment Technology, TD</td>
<td>Active</td>
</tr>
</tbody>
</table>
Listing of Branch Campuses

*Branch campus*—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Fletcher Technical Community College has no branch campuses, and, will not, as a result, of the merger/consolidation initiate any branch campuses.