



**HCR69 RESPONSE**  
**REPORTING YEAR 2022-2023**

House Concurrent Resolution No. 69 (HCR69) from the Louisiana 2011 legislative session requires that each public institution of postsecondary education make certain key information is more easily accessible so that citizens may review and analyze such information and make informed choices with respect to postsecondary education.

**(1) A profile of the institution and its students, including the following:**

<ul style="list-style-type: none"> <li>(a) The purpose and mission of the institution</li> <li>(b) The institution’s admissions standards</li> <li>(c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score</li> <li>(d) Information regarding the institution's tuition, fees, and total cost of attendance</li> <li>(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded</li> <li>(f) The institution's statistics regarding on-campus crime</li> </ul>	<p><a href="#">National Center for Education Statistics: College Navigator</a></p>
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**(2) Indicators of student and faculty engagement, including the following:**

<ul style="list-style-type: none"> <li>(a) The percentage of lower-level classes taught by full-time faculty</li> </ul>	<p>Lower-level classes for the reporting year include the following:</p> <ul style="list-style-type: none"> <li>▪ ELAB 1000 – Supplemental Instruction in English Composition 1</li> <li>▪ ENGL 1000 – English Composition 1: Enhanced Writing</li> <li>▪ MATH 1104 – Contemporary Mathematics</li> <li>▪ MATH 1214 – College Algebra</li> </ul> <p>The percent of these classes taught by full-time faculty for Fall 2022 = 67.6%</p>
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<p>(b) The average teaching load by discipline, including the average number of credit hours taught per student</p>	<p>The average teaching load for Fall 2022:</p> <ul style="list-style-type: none"> <li>▪ Business, Education, Arts, and Math = 4</li> <li>▪ Maritime, Avionics, Energy Production, &amp; Science = 5</li> <li>▪ Nursing &amp; Allied Health = 3</li> <li>▪ Technical Education = 8</li> </ul> <p>The average number of credit hours taught per student for Fall 2022:</p> <ul style="list-style-type: none"> <li>▪ Business, Education, Arts, and Math = 4</li> <li>▪ Maritime, Avionics, Energy Production, &amp; Science = 3</li> <li>▪ Nursing &amp; Allied Health = 3</li> <li>▪ Technical Education = 4</li> </ul>
<p>(c) The number and type of general education courses required for each degree program</p>	<p><a href="#">2022-2023 Fletcher Catalog – General Education Requirements (p. 38)</a></p>
<p>(d) Criteria for transferring to the institution</p>	<p><a href="#">2022-2023 Fletcher Catalog – Transfer Student Admission (p. 22)</a></p>
<p>(e) The process for evaluating the effectiveness of each program</p>	<p><a href="#">Program Assessment Policy</a></p>
<p>(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured</p>	<p><a href="#">2022-2023 Fletcher Catalog – Summary of Programs and Student Learning Outcomes (p. 57-170)</a></p>
<p>(g) A definition of what constitutes satisfactory academic progress for students</p>	<p><a href="#">2022-2023 Fletcher Catalog – Satisfactory Academic Progress (SAP) Policy (p. 25)</a></p>
<p>(h) The percentage of faculty members who possess the highest degree possible in their given fields of study</p>	<p>100% of faculty meet at least the minimum qualifications. Identifying the highest award for given fields among faculty who teach in two-year colleges varies.</p>
<p><b>(3) Measurements of academic achievement, including the following:</b></p>	
<p>(a) The freshman to sophomore student retention rates</p>	<p><a href="#">First-to-second year retention rates for full-time students = 55%; first-to-second year retention rates for part-time students = 40%</a></p>
<p>(b) The institution's four-year, five-year, and six-year graduation rates</p>	<p>Graduation rates can be measured over different lengths of time. "Normal time" is the typical amount of time it takes full-time students to complete their program. For example, the "normal" amount of time for many associate's degree programs is 2 years. Not all students complete within the normal time, so graduation rates are measured by other lengths of time as well, including "150% of normal time" (e.g., 3 years for a 2-year program) and "200% of</p>

	<p>normal time," or twice as long as the normal time (e.g., 4 years for a 2-year program).</p> <p>Graduation rates for the college are included at the following: <a href="#">NCES Graduation Rates</a></p>
(c) The percentage of students enrolled in remedial courses	<p>The college no longer offers "true" remedial courses. However, the college does offer supplemental instruction courses to assist students who place below the minimum requirements to enter college-level math and English courses. For the purpose of this report, these are referred to as lower-level classes—as stated in (2) (a) above.</p> <p>Lower-level classes for the reporting year include the following:</p> <ul style="list-style-type: none"> <li>▪ ELAB 1000 – Supplemental Instruction in English Composition 1</li> <li>▪ ENGL 1000 – English Composition 1: Enhanced Writing</li> <li>▪ MATH 1104 – Contemporary Mathematics</li> <li>▪ MATH 1214 – College Algebra</li> </ul> <p>The percent of students enrolled in lower-level classes for Fall 2022 = 24.3%</p>
(d) The average time it takes for a student to earn a degree	<p>Using the definitions outlined in (3) (b) related to graduation rates for two-year colleges, the following time-to-completion data is presented by cohort as reported by NCES:</p> <p><a href="#">NCES-Fletcher Technical Community College</a></p>
(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable	<p>The average ACT scores for students who applied to the college for Fall 2022:</p> <ul style="list-style-type: none"> <li>▪ Composite Score = 17.7</li> <li>▪ Combined English/Writing = 16.2</li> <li>▪ Math = 17.0</li> </ul>
(f) Measurements of student satisfaction	<p>See most recent student satisfaction survey: <a href="#">Noel-Levitz Report 2019</a></p>
(g) Measurements of employee satisfaction	<p><a href="#">2023 GREAT COLLEGES TO WORK FOR®</a></p>
(h) The average scores on graduate school admission tests and licensure exams	<p>Not applicable for two-year colleges.</p>

(i) Admission rates of baccalaureate degree recipients into graduate programs	Not applicable for two-year colleges.
(j) Job placement rates by discipline	See most recent placement report: <a href="#">2021-2022 Graduate Placement</a>
<b>(4) Indicators of institutional efficiency and fiscal conditions, including the following:</b> (Source: IPEDS)	
(a) The percentage of the institution's educational and general budget spent on the following: (Finance - 2020-2021)	
(i) Instruction and academic support	Instruction: 42% Academic Support: 10%
(ii) Research and public service	Not applicable
(iii) Student services	4%
(iv) Administrative support	18%
(v) Operation and maintenance of facilities	6%
(b) The ratio of administrative staff to total staff (HR: 2021-2022)	Total Positions (full-time and part-time): 10:211 or 4.7%  FTE Positions: 7:152 or 4.6%
(c) Measurements of classroom and laboratory space utilization	<a href="#">Space Utilization Report</a>
(d) General fund appropriations per in-state full-time equivalent student	\$3,277
(e) Total expenditures per full-time equivalent student	\$15,994

Updated: December 2023