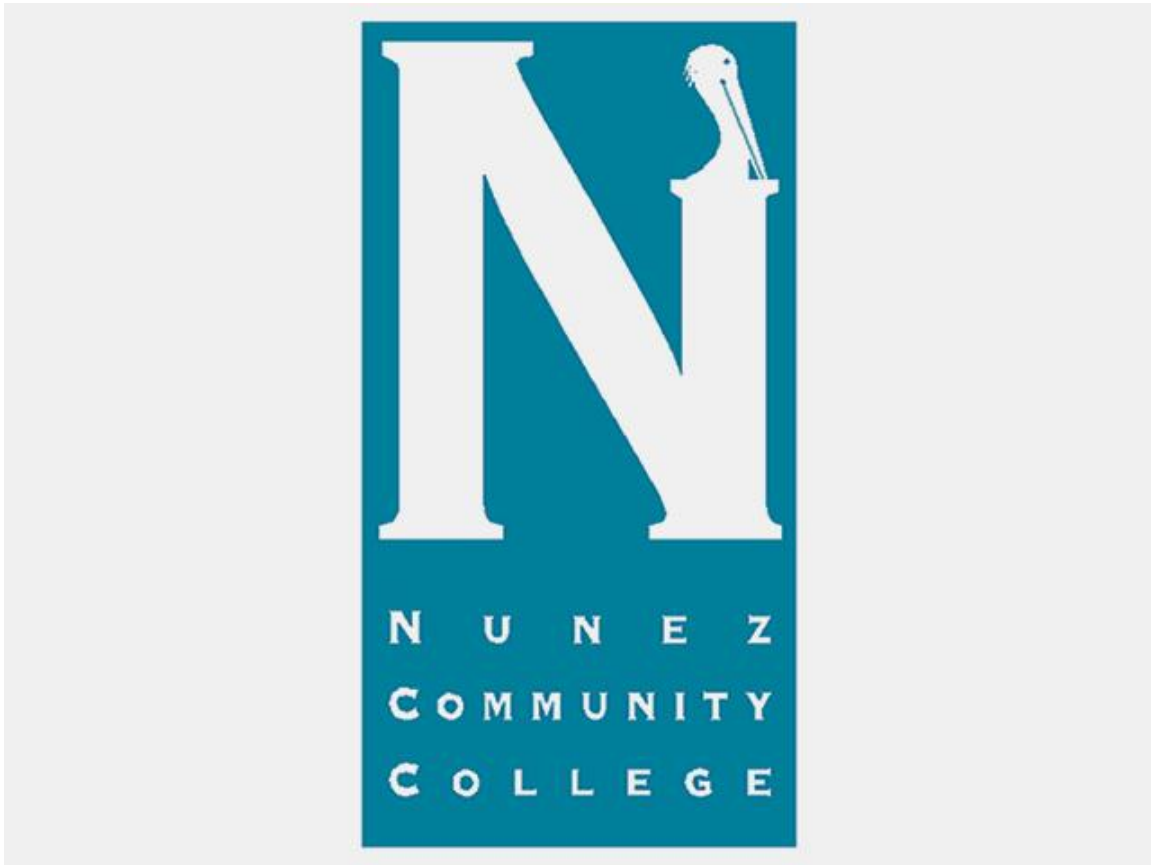


# **Nunez Community College**



## **GRAD Act Performance Objectives/Elements/Measures**

**2013 Annual Report Template  
April 5, 2013**

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**Performance Objective: Student Success (1)**

**Element:**

**a. Implement Policies Established by the Institution’s Management Board to Achieve Cohort Graduation Rate and Graduation Productivity Goals That Are Consistent with Institutional Peers Data**

Nunez Community College (Nunez) implemented the following policies established by the Louisiana Community and Technical College System (LCTCS) to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers:

- 1.046 Delegated Authority Relating to the GRAD Act (Effective Date: June 13, 2012)
- 2.005 Student Organizations and SGA (Effective Date: November 14, 2012)

Complete policies can be found at [www.LCTCS.edu/policies](http://www.LCTCS.edu/policies).

**1. a. Implement Policies Established by the Institution’s Management Board to Achieve Cohort Graduation Rate and Graduation Productivity Goals That Are Consistent with Institutional Peers**

**Narrative**

Nunez Community College implements policies established by LCTCS. These policies are designed to provide student success opportunities thus promoting student achievement and completion. LCTCS adopted two new policies in 2012. Both directly relate to the GRAD Act.

Each academic year as Nunez establishes its annual goals and objectives a review of the previous year’s GRAD Act measures are analyzed. The possible goals for the upcoming academic year are discussed by faculty and staff and then reviewed and approved by Nunez’s Cabinet. Nunez’s 2012-2013 Annual Goals follows:

- 1. Provide consistent and accurate advising to incoming students
- 2. Improve the overall look and functionality of the College Website
- 3. Achieve greater usage by the student body of the student e-mail system
- 4. Identify the most effective mode of advertising for attracting new students
- 5. Successfully implement the Banner software program

These goals relate to the graduation rate and graduation productivity goals by focusing on enrollment and retention.

Additionally, the Student Organizations policy according to community college retention models focuses on retaining and graduating students through student involvement. Nunez has established a new Emergency Medical Technology (EMT) Club to assist students in completing the EMT program.

**iii. Fall to Fall Retention Rate Data**

	Baseline	2009-2010		2010-2011		2011-2012	
		Target	Actual	Target	Actual	Target	Actual
<b>Retention Rate</b>	42.9%	43.2%	59.6 %	43.5%	49.6 %	43.8%	50.0%
<b>Students in Fall Cohort</b>	70		104		113		124
<b>Students Retained to Next Fall</b>	30		62		56		62

**iii. Fall to Fall Retention Rate Narrative**

Nunez has clearly met its targeted measures for Fall-to-Fall retention. Even though, Nunez has met this target, the College is implementing new policies and procedures to continue the success of this targeted measure. For example, Nunez is registering students during the spring semester for the Fall 2013 semester. Additionally, Nunez is targeting its cohorts more through designated early registration times and events. Advising is being distinguished from registration through a pilot program with selected cohort students and on-going contact with the College advisor. The counselor meets with the selected students at the beginning of the semester to determine if tutoring is needed, after midterms, and during the early registration period to assure students are on target for completion.

**iv. Graduation Rate Data**

	2009-2010		2010-2011		2011-2012	
	Target	Actual	Target	Actual	Target	Actual
<b>Graduation Rate</b>	8.3%	21.1%	8.6%	12.8%	8.9%	6.7%
<b>Fall Revised Cohort</b>		57		109		105
<b>Completers within 150% Time</b>		12		14		7

**iv. Graduation Rate Narrative**

Nunez Community College’s actual graduation rate of 6.7% fell short of its targeted benchmark of 8.9 percent. However, when Nunez compares its most recent two-year average (10%) to its prior four-year average (9%) more progress in measuring the graduation rate is demonstrated. Nunez must use its prior four years graduation rate data due to Hurricane Katrina. The graduation rate cohort for 2008-2009 would have begun the fall semester Hurricane Katrina hit southeast Louisiana. Board of Regents exempted Nunez from providing first time freshman cohort for that semester; therefore, the three year graduation rate is not available. Thus, the four-year prior average is less than the most recent two-year average as illustrated in the following table:

Graduation Rate Two-Year to Four-Year Comparison							
2011-2012	2010-2011	Two-Year Average	2009-2010	2008-2009	2007-2008	2006-2007	Four-Year Average
7%	13%	10%	21%	***	2%	4%	9%

\*\*\* Data not available as Cohort year was year of Katrina.

Nunez has become more aggressive in tracking cohort completers. The establishment of a Faculty Advising Committee provides additional support and protocols for faculty advisors. Advising for fall semester now begins during the latter part of the spring term. Additionally, with implementation of Banner, the new LCTCS student information system, faculty advisors are able to obtain advisee listings and contact information more readily than with the previous system. Faculty advisors also have more convenient access to students’ academic information through the online system. Cohort tracking is conducted through both an advisor and program faculty. Special early registration sessions have been conducted for cohort groups.

**Element:**

**b. Increase the Percentage of Program Completers at all Levels Each Year Data**

		2008-2009	2009-2010		2010-2011		2011-2012	
		Baseline	Target	Actual	Target	Actual	Target	Actual
<b>Technical Competency Area</b>	Percentage			41.5%		24.4%		23.7%
	Number of Completers	135		191		168		167
<b>Certificate of Technical Studies</b>	Percentage			23.5%		11.8%		61.8%
	Number of Completers	34		42		38		55
<b>All Certificates</b>	Percentage		2.0%	63.3%	4.1%	93.9%	6.1%	144.9%
	Number of Completers	49	50	80	51	95	52	120
<b>Diploma (Award level 2)</b>	Percentage		2.8%	16.7%	5.6%	25.0%	8.3%	-0.08%
	Number of Completers	36	37	42	38	45	39	36
<b>Associate (Award level 3)</b>	Percentage		0.8%	4.9%	1.6%	-.39%	2.4%	28.5%
	Number of Completers	123	124	129	125	119	126	158

**1. b. Increase the Percentage of Program Completers at all Levels Each Year**

**Narrative**

The certificate level and associate level awards increased above the targeted amounts. Even though Nunez’s diploma completions were three short of its benchmark, when combined with certificate completions, the benchmark of 91 was exceeded. Therefore, Nunez meets the targeted measures. At Nunez the only Technical Diploma is the Practical Nursing program. This academic year, tutors have been provided for assistance in pharmacology where many students are not retained. Additionally, professional development was provided to the nursing faculty in assessment and analysis of their assignments. Through these analyses, nursing faculty was able to provide timely remediation to students during the classes rather than waiting until the deficiencies are too difficult to remediate at the end of the course.

For 2011-2012, Nunez had 55 students complete Certificates of Technical Studies which represents an increase of 44.7% over 2010-2011. Additionally, Nunez had 167 Technical Competency Area awards for 2011-2012 which was one student less from the previous year. The College had not been tracking these awards, but it will begin tracking these awards and treating these completers as it does the other completer areas.

**Element:**

**c. Develop Partnerships with High Schools to Prepare Students for Postsecondary Education Data**

High School Partnerships			
	Fall	Spring	Summer
High School Students Enrolled	785	730	7
Semester Credit Hours Enrolled	2745	2544	63
Semester Credit Hours Earned	2492	2405	63

**c. Develop Partnerships with High Schools to Prepare Students for Postsecondary Education**

**Narrative**

Nunez Community College partnered with the following high schools in 2011-12 to provide dual enrollment opportunities:

- Belle Chasse High School
- Chalmette High School
- Cohen High School
- Covington High School
- East Jefferson High School
- John Ehret High School
- First Baptist Christian School
- Fontainebleau High School
- L. W. Higgins High School
- L. B. Landry High School
- Northshore High School
- Pearl River High School
- Pope John Paul II High School
- Riverdale High School
- Salmen High School
- Slidell High School
- South Plaquemines High School
- Phoenix High School
- C. F. Rowley Alternative School
- Plaquemines Parish Learning Center

Nunez Community College has a dual enrollment coordinator whose full time responsibility is to assure success with dual enrollment. Funding for dual enrollment students continues to fluctuate due to state budget cuts; however, the dual enrollment program maintains a strong and vital participation among area high school students, accounting for approximately 30% of the total student population at Nunez.

**Element:**

**d. Increase Passage Rates on Licensure and Certification Exams and Workforce Foundational Skills Data**

i. Number of students receiving certification(s), program and/or discipline related.

Title of Programs	CIP	2010-2011	2011-2012	Percent Increase
Care and Development of Young Children	190709	21	19	-9.5%
Welding	480508	16	12	-25.0%
EMT Basic	510904	44	46	4.5%
EMT Paramedic	510904	5	14	180.0%
Certified Nursing Assistant	513902	83	90	8.4%
Practical Nursing	513901	45	36	-20.0%
Culinary Arts	120503	4	11	175.0%
Food Service Production and Management	120503	3	4	33.3%
Heating Ventilation and Air Conditioning	470201	1	3	200.0%
	<b>TOTAL</b>	<b>222</b>	<b>235</b>	<b>5.9%</b>

ii. Number of students assessed and earning WorkKeys certificates, in each of the award levels (Bronze, Silver, Gold, Platinum).

WorkKeys Certificate Level	2011-2012
Bronze	40
Silver	52
Gold	5
Platinum	0
<b>Total</b>	<b>97</b>

iii. Other assessments and outcome measures for workforce foundational skills maybe identified to report on workforce foundational skills. *Pending identification of other assessment and outcomes, institutions are not required to report on this measure.*

iv. Passage rates on licensure/certification exams.

		2010-2011			2011-2012		
Program	Exam	# of Students Taking Exam	# of Students Passing Exam	Pass Rate	# of Students Taking Exam	# of Students Passing Exam	Pass Rate
<b>Practical Nursing</b>	NCLEX	32	32	100%	38	37	97.4%
<b>Certified Nursing Assistant</b>	State of Louisiana Certified Nursing Assistant	49	49	100%	51	51	100%
<b>EMT</b>	Cognitive Exam/Paramedic Level	7	6	86%	7	4	57.1%
<b>EMT</b>	Cognitive Exam/EMT-Basic Level	48	39	81%	27	21	77.8%
<b>EMT</b>	National Registry	55	45	82%	26	17	65%
<b>Teaching (AST)</b>	Praxis 1 & Praxis II	9	8	89%	4	4	100%
<b>Welding</b>	American Welding Society Certification Exam	27	18	67%	70	43	61%
<b>PTEC</b>	ePilot (American Petroleum Institute) Certification	59	59	100%	43	43	100%
<b>PTEC</b>	OSHA Hazwoper	84	84	100%	47	47	100%
<b>HVAC</b>	EPA Certification	NA	NA	NA	14	14	100%
<b>National Restaurant Association</b>	Inventory and Purchasing	NA	NA	NA	10	3	30%
<b>National Restaurant Association</b>	Controlling Foodservice Costs	NA	NA	NA	8	3	37.5%
<b>National Restaurant Association</b>	ServSafe Food Protection Manager Certification	NA	NA	NA	11	8	72.7%
<b>National Restaurant Association</b>	HR Management and Supervision	NA	NA	NA	3	3	100%
<b>Computer Information Systems</b>	Internet and Computing	NA	NA	NA	0	0	NA*
<b>Computer Information Systems</b>	Microsoft Certified IT Professional: Server 2008 Network	NA	NA	NA	0	0	NA*
<b>NCCER</b>	All Areas	NA	NA	NA	0	0	NA*
<b>Total Overall</b>		<b>266</b>	<b>246</b>	<b>92%</b>	<b>359</b>	<b>298</b>	<b>83%</b>

\*No students tested in the areas marked with an asterisk during the 2010-2011 nor the 2011-2012 academic year.

### **d Increase Passage Rates on Licensure and Certification Exams and Workforce Foundational Skills Narrative**

Currently, licensure and certification exams are required for three programs at Nunez: Practical Nursing, Emergency Medical Technology, and the Associate of Science in Teaching. In addition, IBCs are highly recommended to students/completers in Welding, Ptech/Industrial Technology, Culinary and HVAC. The Computer Information Systems program has had low enrollment and completers. While the students in these courses are encouraged to attempt the IBC, in the last two years no students have taken this exam.

The major revision of the curriculum, standards, and procedures by the Practical Nursing program during the 2010-2011 academic year has strengthened the program and has been welcomed by the State BPNE. Not only does Nunez anticipate continued student success on the NCLEX, but the College also expects to reduce attrition in the program over time. The new curriculum also coordinates the Certified Nursing Assistant and Practical Nursing programs so that students who complete the CNA can apply those credits to the PN program, a strategy that has continued to increase enrollment in the CNA program, as well as provide additional training and rigor prior to embarking on courses within the PN program.

For 2011-2012, seventeen of twenty-six EMT students passed the National Registry of EMT reflecting a 65% passage rate. The three-year average is 70 percent. Even though, the EMT program did not increase its licensure rate, last year was an anomaly (62% for 2009-2010; 82% for 2010-2011; and 65% for 2011-2012).

In Teaching (AST), Nunez had an 100% passing rate (4 of 4 students) on the Praxis I and Praxis II exams for Associate of Science in Teaching (AST) graduates in 2011-12. This is an increase in the passage rate for this program, however it represents a decrease in the number of program completers.

This year in the area of welding, the faculty concentrated on increasing the numbers of students preparing to take the exams. Even though the number of students taking the American Welding Society Certification exam more than doubled, the success rate slipped by six percentage points. Thus, the faculty determined from these results that greater emphasis must again be placed on the fundamentals of Welding for future classes.

In the PTEC (Process Technology) program (INDT), 43 students completed the ePilot (American Petroleum Institute modules) certification in the 2011-12 academic year. Forty-seven PTEC students have completed the OSHA Hazwoper 40-hour certification within the academic year, as well, representing a 100% pass rate for both tests. Nunez intends to continue to work diligently with our industry contacts to assure alignment between course objectives and industry needs; therefore, aligning with industry based certifications.

While the licensure rates for the 2011-2012 year did not increase, the certifications for industry-based programs increased by 5.9% over 2010-2011 academic year. Nunez is conducting program reviews to assure students are successful upon completion of their academic programs.

Since 2008, students interested in enrolling in technical Nunez Dual Enrollment courses funded by LA Early Start Program were required by their secondary institution to take WorkKeys assessments; however, this was no longer required as of the 2011-2012 academic year, which meant a sharp decrease in the numbers of students taking the assessment. Nunez will continue to recommend WorkKeys to all technical students and test as many as possible before placing students into selective programs. Students who are initially unable to complete their respective levels will be encouraged to increase their skill and knowledge sets, as well as aptitude, through KeyTrain studies.

## **Performance Objective: Articulation and Transfer (2)**

### **Element:**

#### **a. Phase in Increased Admission Standards and Other Necessary Policies by the End of the 2012 Fiscal Year in Order to Increase Student Retention and Graduation Rates**

##### **Data**

Southern University of New Orleans and the University of New Orleans partner with Nunez in referring students who do not meet their admission standards.

#### **2. a. Phase in Increased Admission Standards and Other Necessary Policies by the End of the 2012 Fiscal Year in Order to Increase Student Retention and Graduation Rates**

##### **Narrative**

In Summer 2011, Nunez formed a College Connection Partnership with Southern University of New Orleans. The partnership provides seamless admission to Nunez for SUNO applicants who are not eligible for immediate admission to the University. It also provides pre-admission to SUNO for students as soon as they attain eligibility as a transfer student.

The University of New Orleans was the first university to create the College Connection Partnership with Nunez. The College continues to build on these partnerships.

### **Element:**

#### **b Provide Feedback to Community Colleges and Technical College Campuses on the Performance of Associate Degree Recipients Enrolled at the Institution**

##### **Data**

Southeastern Louisiana University provided feedback to Nunez Community College regarding eight students who completed the associate degree and enrolled at the university (Appendix I).

#### **2.b Provide Feedback to Community Colleges and Technical College Campuses on the Performance of Associate Degree Recipients Enrolled at the Institution**

##### **Narrative**

The feedback from Southeastern Louisiana University was limited to grade point average and select English and math courses. This information has been shared with department chairs and faculty to assure transfer students are successful at the university level.

From the data Nunez collects, 16 minority STEM students transferred to universities, ten of whom were Louisiana Alliance for Minority Participation students.

### **Element:**

#### **c Develop Referral Agreements with Community Colleges and Technical College Campuses to Redirect Students who Fail to Qualify for Admission into the Institution**

##### **Data**

i. Number of students enrolled.

During the 2011-2012 academic year, Nunez had no mechanism for gathering or tracking this data.

#### **2.c Develop Referral Agreements with Community Colleges and Technical College Campuses to Redirect Students who Fail to Qualify for Admission into the Institution**

##### **Narrative**

Nunez's current system is not tracking these students. Nunez is in the process of developing a procedure for students who self-identify. Additionally, contacts will be made to both the University of New Orleans and Southern University to determine the best process for sharing this data.

The Board of Regents has brought together Louisiana public colleges to articulate course offerings in a number of disciplines. The goal is to arrive at shared course offerings, course numbers, course titles, course descriptions, and course credits for core general education courses. Nunez has participated actively in this process.

As the LA Transfer Degree initiative has grown, Nunez has implemented (and contributed modifications to) the individual concentrations as they have been developed. The College has two



faculty members and one staff member serving as transfer advisors, and it continually updates the information in the LA Transfer Degree section of the College website.

Nunez continues to benefit from a number of transfer and articulation agreements that have been negotiated by LCTCS at the system level for students interested in distance education transfer alternatives. These agreements are with Ashford University (Iowa), Regis University (Colorado), Western Governors University (Utah), and Kaplan University and the University of Phoenix (with nationwide locations).

In addition to the transfer agreements developed by the system, Nunez has created or updated 2+2 articulation agreements with Our Lady of Holy Cross College, Nicholls, UNO, Upper Iowa University, and Herzing. Most of these agreements have been in the areas of Teaching and Business Administration.

**Element:**

**d.Demonstrate Collaboration in Implementing Articulation and Transfer Requirements Provided in R.S. 17:3161 through 3169**

**Data**

i. Number of students enrolled.

Transfer Degree Majors			
Associate of Arts/Louisiana Transfer (AALT)	Associate of Science/Louisiana Transfer (ASLT)	Associate of Science in Teaching (AST)	Total
98	128	70	296

**d.Demonstrate Collaboration in Implementing Articulation and Transfer Requirements Provided in R.S. 17:3161 through 3169**

**Narrative**

The Louisiana Transfer degrees continue to provide Nunez students with the opportunity to graduate from a two-year college and then seamlessly transfer to a four-year university in the state of Louisiana. In Spring 2011, only one student had graduated with the Associate of Arts/Louisiana Transfer (AALT) degree; however, by Spring 2012 commencement ceremony, 8 students received the degree. Likewise, in Spring 2011, two students graduated with the Associate of Science/Louisiana Transfer (ASLT) degree, compared to eleven students in 2012. Nunez anticipates this trend of increased Transfer degree majors will continue. Dual enrollment course choices support this trend as students express their desire to enroll in transferable general education courses.

Providing data has been hugely facilitated by the implementation of Banner for the 2012-2013. Not only has Banner automated the sharing of information among all colleges in the LCTCS system, but it also makes it possible and practical to share information with four-year institutions. Historically, it has been extremely difficult to track the performance of Nunez students who transfer to four-year institutions, either before or after the completion of an associate degree. However, the anticipated participation of all Louisiana public higher education institutions in the National Clearinghouse will make it much easier to get feedback about the performance of community college students who transfer. While Nunez has long been committed to participation in the National Clearinghouse, the College has not been able to participate fully because Nunez’s legacy student database system, FX Scholar, did not have the capacity to provide the National Clearinghouse with the data it needs. With the Banner implementation, Nunez successfully submitted its first National Clearinghouse data on April 2, 2013.

As indicated above, the College’s focus during 2012-2013 has been on the building of Banner as the system’s new administrative software. Again, the new system, coupled with the ability to participate fully in the National Clearinghouse, will greatly expand the College’s ability to follow and report on the experience of Nunez students as they transfer.

In addition, the implementation of Banner has increased access to student’s enrollment history for those who transfer from institutions within the LCTCS system. Transcripts from these institutions can be viewed instantly, offering the student and faculty advisor an efficient way to assess each student’s enrollment needs.

## Performance Objective: Workforce and Economic Development (3)

### Element:

**a. Eliminate Academic Program Offerings that Have Low Student Completion Rates as Identified by the Board of Regents or Are Not Aligned with Current or Strategic Workforce Needs of the State, Region, or Both as Identified by the Louisiana Workforce Commission**

#### Data

i. Number of programs eliminated:

1. Certificate of Applied Science in Computer Information Systems (CIP: 110401)

ii. Number of programs modified or added:

#### Modified

1. Associate of Applied Science in Foodservice Production & Management (CIP: 120503)

#### Added

No programs were added to the curriculum.

iii. Percent of programs aligned with workforce and economic development needs:

Fourteen of Nunez's twenty programs (70%) are aligned with workforce and economic development needs.

Program Aligned with Workforce and Economic Development		
Title of Programs	CIP	Designed for Workforce
Certificate of Applied Science in Culinary Arts	120503	Y
Associate of Applied Science in Foodservice Production & Management	120503	Y
Associate of Science in Teaching	130101	N
Associate of Applied Science in Industrial Technology	150612	Y
Certificate of Applied Science in Care/Development of Young Children	190709	Y
Associate of Applied Science in Care/Development of Young Children	190709	Y
Certificate of Technical Studies in Paralegal Studies	220302	Y
Associate of Arts in Paralegal Studies	220302	N
Certificate of General Studies	240102	N
Associate of General Studies	240102	N
Associate of Arts Louisiana Transfer	240199	N
Associate of Science Louisiana Transfer	240199	N
Certificate of Technical Studies in Construction Technology	460201	Y
Certificate of Technical Studies in Electrical Construction	460302	Y
Certificate of Technical Studies in Heating, Ventilation/Air Conditioning	470201	Y
Certificate of Applied Science in Medical Billing and Coding	510904	Y
Certificate of Technical Studies in Emergency Medical Technician	510904	Y
Technical Diploma in Practical Nursing	513901	Y
Associate of Applied Science in Business Technology	520101	Y
Certificate of Technical Studies in Office Careers	520401	Y

**3.a Eliminate Academic Program Offerings that Have Low Student Completion Rates as Identified by the Board of Regents or Are Not Aligned with Current or Strategic Workforce Needs of the State, Region, or Both as Identified by the Louisiana Workforce Commission**

### **Narrative**

Nunez Community College had three programs identified by Board of Regents as having low student completion rates (Certificate of Applied Science in Computer Information Systems, Associate of Applied Science in Foodservice Production & Management, and Associate of Arts in Paralegal Studies). Nunez has notified Louisiana Community and Technical College System and Board of Regents of its intent to eliminate the Certificate of Applied Science in Computer Information Systems. Additionally, Nunez has notified both Boards of its modifications to the Associate of Applied Science in Foodservice Production & Management. Nunez culinary faculty and curriculum committee have developed an Associate of General Studies in Foodservice Production & Management which was submitted through the Board of Regents Low Completer Review process. No new programs were added to Nunez's curricula.

Nunez is currently reviewing other programs that can be combined or modified. In fact, Nunez received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant from the Department of Labor to further align its business degree with workforce needs while developing a Hotel, Restaurant, and Tourism program.

Seventy percent of Nunez's programs are designed to fulfill Louisiana and the Greater New Orleans region's workforce needs. General Studies and transfer degree programs comprise the remaining curricula.

### **Element:**

#### **b. Increase Use of Technology for Distance Learning to Expand Educational Offerings Data**

- i. Number of course sections with 50% and with 100% instruction through distance education:

<b>Number of Courses Offered via Distance Education</b>			
	<b>2010-2011</b>	<b>2011-2012</b>	<b>Increase</b>
Number courses w/ 50% -99%	<b>43</b>	<b>75</b>	<b>74%</b>
Number courses w/ 100%	<b>140</b>	<b>145</b>	<b>4%</b>

- ii. Number of students enrolled in course with 50% and with 100% instruction through distance education:

<b>Number of Students Enrolled in Distance Education Courses</b>			
	<b>2010-2011</b>	<b>2011-2012</b>	<b>Increase</b>
Number students enrolled in courses w/ 50% -99%	<b>607</b>	<b>827</b>	<b>27%</b>
Number students enrolled in courses w/ 100%	<b>1850</b>	<b>1961</b>	<b>5%</b>

- iii. Number of programs offered through 100% distance education:

Currently, Nunez has no programs offered entirely through distance education.

#### **3.b Increase Use of Technology for Distance Learning to Expand Educational Offerings**

### **Narrative**

Nunez Community College has increased the number of courses offered through distance education and the number of students enrolled in distance education courses. Nunez is in the initial stages of preparing a submission requesting LCTCS and SACSCOC approval for its first 100% distance education program. In preparation for this program, curricula are being reviewed, courses are being revamped for online education and faculty members are participating in professional development activities. Nunez holds monthly faculty meetings during the fall and spring semesters. During the 2012-2013 academic year, the first online faculty meeting was conducted on April 5, 2013.

**Element:**

**d. To the Extent That Information Can Be Obtained, Demonstrate Progress in Increasing the Number of Students Placed in Jobs and in Increasing the Performance of Associate Degree recipients who Transfer to Institutions that Offer Academic Undergraduate Degrees at the Baccalaureate Level or Higher**

**Data**

i. Percent of completers found employed.

Completer Employment Rate				
Academic Year	Total Number of Completers	Total Surveys Returned	Total Employed	Percent Employed
2010-2011	211	81	59	73%
2011-2012	378	236	211	89%

ii. Increasing the performance of associated degree recipients who transfer.

86 student completers in 2011-12 reported transferring to higher-level institutions.

Completer Transfer Rate				
Academic Year	Total Number of Completers	Total Surveys Returned	Total Transferring	Percent Employed
2010-2011	211	81	20	25%
2011-2012	378	236	86	36%

**3.d To the Extent That Information Can Be Obtained, Demonstrate Progress in Increasing the Number of Students Placed in Jobs and in Increasing the Performance of Associate Degree recipients who Transfer to Institutions that Offer Academic Undergraduate Degrees at the Baccalaureate Level or Higher**

**Narrative**

Nunez mails Graduate Surveys to students on an annual basis. Students may return the surveys through the mail or in person. These surveys allow students to self-disclose their status after graduation.

Of the 378 completers in 2011-12, 211 or 89% were found placed in jobs, 89% of which are employed in the field in which they graduated. This reflects an increase of 11.2% employed and a 2% increase in those employed in their field from the 2010-2011 academic year.

Of the 378 completers in 2011-12, 86 students or 23% reported transferring to continue their education, which reflects an increase of 15%.

With an 80% return of graduate surveys, the Practical Nursing Program reflected a 100% hire rate in field. This can be attributed to the high success rate of students in this program who achieve initial success when completing the statewide nursing certification test coupled with the high demand for practical nurses in Southeastern Louisiana.

Each year Nunez hosts two Job Fairs. One job fair is exclusively for the industrial technology students; the other is open to all students and the community. These fairs aid in the placement of students, and give regional businesses the opportunity to “interview-on-the-spot” prospective employees. The general Job Fair has been a continuing benefit to the students since 2004 with the 2012 Job Fair hosting 22 companies visited by 326 prospective employees.

The most successful programs showing 100% of students responding to the survey transferring to higher educational level institutions was the Louisiana Transfer Degree, both in Arts, Sciences, and Teaching (Grades 1-5). Business Technology students report a transfer rate of 75 percent. These students have transferred to state four-year institutions within the immediate region.

**Performance Objective: Institutional Efficiency and Accountability (4)  
Element:**

**c. Upon Entering the Initial Performance Agreement, Adhere to a Schedule Established by the Institution’s Management Board to Increase Nonresident Tuition Amounts that are not Less Than the Average Tuition Amount Charged to Louisiana Residents Attending Peer Institutions in Other Southern Regional Education Board States and Monitor the Impact of Such Increases on the Institution. However, for Each Public Historically Black College or University, the Nonresident Tuition Amounts Shall not be Less Than the Average Tuition Amount Charged to Louisiana Residents Attending Public Historically Black Colleges and Universities in Other Southern Regional Education Board States**

**Data**

Tuition and fees charged to non-resident students.

**Tracked Measured – Nunez Community College  
Non Resident Tuition and Fees**

	2009-10	2010-11	2011-12
<b>SREB Targeted Measure</b>	\$7,444	\$7,444	\$7,444
<b>Nunez Community College</b>	\$4,598	\$4,948	\$5,447
<b>Difference</b>	\$2,846	\$2,496	-\$1,997

**4.c. Upon Entering the Initial Performance Agreement, Adhere to a Schedule Established by the Institution’s Management Board to Increase Nonresident Tuition Amounts that are not Less Than the Average Tuition Amount Charged to Louisiana Residents Attending Peer Institutions in Other Southern Regional Education Board States and Monitor the Impact of Such Increases on the Institution. However, for Each Public Historically Black College or University, the Nonresident Tuition Amounts Shall not be Less Than the Average Tuition Amount Charged to Louisiana Residents Attending Public Historically Black Colleges and Universities in Other Southern Regional Education Board States**

**Narrative**

**Annual Plan for Increasing Non-resident Tuition Amounts**

On December 20, 2010, the Louisiana Community and Technical College System (LCTCS) requested Nunez Community College (Nunez) to present a plan to increase its total annual full-time tuition and mandatory fees for nonresidents from the existing level for 2010-2011 of \$4,948 to a target of \$7,444 for the 2015-2016 year (five year total increase of approximately 50%). LCTCS provided a worksheet to complete and return indicating the increased annual full-time tuition and mandatory fees for nonresidents for each intervening year. At the end of Fiscal Year 2011-2012 Nunez achieved 20% of the increase required to meet the target. At the end of Fiscal Year 2012-2013 Nunez will have achieved 40% of the increase required to meet the target. At the end of Fiscal Year 2013-2014 Nunez will have achieved 60% of the increase required to meet the target. At the end of Fiscal Year 2014-2015 Nunez will have achieved 80% of the increase required to meet the target. At the end of Fiscal Year 2015-2016 Nunez will be at the target if Southern Regional Education Board average does not change.

**Element:**

**d. Designate Centers of Excellence as Defined by the Board of Regents Which Have Received a Favorable Academic Assessment from the Board of Regents and Have Demonstrated Substantial Progress Toward Meeting the Following Goals**

Centers of Excellence are determined by Board of Regents. Currently, Nunez does not have a designated Center of Excellence.

## **Performance Objective: Reporting Requirements (5)**

### **Elements:**

- a) Number of students by classification.
- b) Number of instructional staff members.
- c) Average class student-to-instructor ratio.
- d) Average number of students per instructor.
- e) Number on non-instructional staff members in academic colleges and departments.
- f) Number of staff in administrative areas.
- g) Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.
- h) Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases
- i) A cost performance analysis
- j) Transfer Information from Southeastern

**Louisiana Community and Technical College System**

**Nunez Community College**

Indicators (Enter indicators data in the light blue shaded areas beginning with "Column B")	2007-08	2008-09	2009-10	2010-11	2011-12
<b>a. Number of Students by Classifications</b>	The data source for indicator "a" is SSPS: File SPSSLOAD				
Total Headcount Enrollment	1372	1585	1837	2434	2443
Total FTE Student Enrollment	878.96	1048.7	1147.5	1286.93	1329.46
<b>b. Number of Instructional Staff Members</b>	The data source for indicator "b" is EMPSAL, November data file submitted to BoR				
Total Headcount Instructional Staff	63	66	67	81	81
FTE Instructional Staff	48.75	49.5	50	57.3	56.12
<b>c. Average class student -to-instructor ratio</b>	The data source for indicator "c" is student credit hour (SCH ) data submitted to BoR by the college				
Total number of Class Sections	597	655	698	722	784
Total Student Credit Hours (SCH)	26369	31461	34424.6	37333	38583
Total Student Headcount Enrollment (from SCH reports)	9029	10811	11908	12863	13097
Average SCH per Section	44.17	48.03	49.32	51.71	49
Average Class Size	15.12	16.51	17.06	17.82	16.71
Class Section per Average Headcount Instructional Faculty	9.48	9.92	10.42	8.91	9.68
Class Section per Average FTE Instructional Faculty	12.25	13.23	13.96	12.60	13.97
Average SCH per Headcount Instructional Faculty	19.22	19.85	18.74	15.34	16
Average SCH per FTE Instructional Faculty	30.00	30.00	30.00	29.01	29
Average Class Student-to-Instructor Ratio	12.25	13.23	13.96	17.82	17
<b>d. Average number of students per instructor</b>	Indicator "d" is calculated based on data entered for Indicators "b" and "a"				
Average Headcount Student per Headcount Instructional Faculty	22	24	27	30	30
Average Headcount Student per FTE Instructional Faculty	28	32	37	42	44
Average FTE Student per Headcount Instructional Faculty	14	16	17	16	16
Average FTE Student per FTE Instructional Faculty	18	21	23	22	24

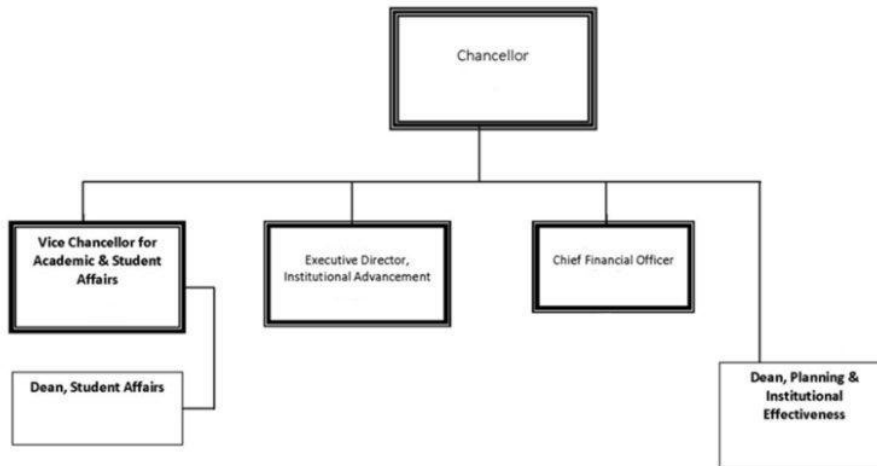
e. Number of non-instructional staff members in academic colleges and departments	The data source for indicator "e" is EMPSAL				
	2007-08	2008-09	2009-10	2010-11	2011-12
Executive/Administration/Managerial (EEO Category = "1")	5	5	5	2	2
					<b>2</b>
Vice Chancellor of Academic and Student Affairs					1
Dean of Student Affairs					1
Other professionals, support /service (EEO category = "1" and a Primary Function not equal to "IN"	20	30	25	28	27
<b>Business Affairs</b>					<b>13</b>
Accounting Specialist 2					4
Accounting Technician					1
Assistant Controller for Acquisitions					1
Budget Officer					1
Bursar					1
Dispersement Supervisor					1
Human Resources Analyst C					1
Human Resources Coordinator					1
Interim Controller					1
Property and Receiving Supervisor					1
<b>Facilities Department</b>					<b>1</b>
Coordinator of Facilities					1
<b>Institutional Advancement</b>					<b>6</b>
Assistant Coordinator of computer Services					1
College and Career Transitions Coordinator					1
Computer Services Coordinator					1
Director of Sponsored Programs					1
Director of Workforce Development					1
Public Information Officer					1
<b>Institutional Effectiveness</b>					<b>1</b>
Institutional Researcher					1
<b>Student Affairs</b>					<b>6</b>
Career Services/ADA Coordinator					1
Counselor					1
Dual Enrollment Coordinator					1
Financial aid director					1
Records Coordinator					1
Registrar					1



f. Number of staff in administrative areas	Note this indicator will require some manual manipulations of the EMSAL data file				
	2007-08	2008-09	2009-10	2010-11	2011-12
Total Headcount executive/administrative staff (EEO Category = "1")	7	7	6	5	5
<b>Business Affairs</b>					<b>2</b>
Chief Financial Officer					1
Director of Human Resources					1
<b>Chancellor's Office</b>					<b>2</b>
Chancellor					1
Dean of Planning & Institutional Effectiveness					1
<b>Institutional Advancement</b>					<b>1</b>
Executive Director of Institutional Advancement					1
Total FTE executive/administrative staff	11	11	10.5	7	7

g. Organizational Chart

Nunez Community College Organization Chart  
2011-2012



h. Salaries

Position	FA11 Salary Database	Salary changes from June 30, 2008 to Year 3.
Vice Chancellor for Academic Affairs and Student Affairs	100,000	Merit increase 7/1/2008 from 91,000 to 93,000.
		Dr. Berrien hired 3/2/2009 at 90,000. Hired to replace vacancy left by Curtis Manning's return to 9 mth faculty.
		Reorganization of Student & Academic Affairs consolidated two departments eliminated VC of SA and created (VCASA). Increase due to reorganization of Student and Academic Affairs 11/16/2009 to 100,000
Vice Chancellor for Student Affairs		Merit increase 7/1/2008 from 90,000 to 92,000.
		Donna Clark retired 11/16/09.
Director of Admissions	75,000	Created 11/16/2009 with reorganization of Student and Academic Affairs; Director of Admissions promoted to (Dean of Student Affairs). Promotion salary increase from 62,000 to 72,000 11/16/2009
		Additional duties increase from 72,000 to 75,000 on 8/16/2010.
Dean of H&NS/ Professor		Merit increase 7/1/2008 from 67,000 to 72,000
		8/16/2010 removed as Dean put back into 9mth faculty, salary decrease to 64,900.
Dean of IR/IE	67,000	Merit increase 7/1/2008 from 65,000 to 67,000.
CFO	75,000	Merit increase 7/1/2008 from 84,000 to 86,000.
		Sylvest resigned 6/13/10.
		Interim replacement hired 5/10/10 at 83,000.
		Regular replacement hired 8/23/2010 at 75,000.
Ex Dir IA/Assistant to Chancellor	87,000	Merit increase 7/1/2008 from 84,240 to 87,000.
		Title changed to Ex Dir IA/Special Assistant to the Chancellor; no salary change.
Chancellor	142,990	Merit increase 7/1/2008 from 134,896 to 136,896.
		Increase 9/8/2008 to 142,990.
Director of PLC		Merit increase 7/1/2008 from 29,200 to 30,200.
		8/16/10 hours reduced to 12 hours per week; hourly salary remains at 29.04 hr.
		Position ended 8/17/2010. Position no longer needed and duties are now part of HS Dual-Enrollment Program.
Director of HR	73,000	Corrective pay 7/1/2008 from 68,000 to 69,000.
		8/16/10, Added Executive Assistant to the Chancellor duties, salary increased to 73,000.
Dean of B&T/Assistant Professor	71,000	Promotion and merit pay 7/1/2008 from 60,000 to 71,000.
		Title change to Program Director; no salary change.
Dean of A&H/Associate Professor		Merit increase 7/1/2008 from 68,000 to 69,000.
		8/16/2010 removed as Dean, put back into 9mth faculty, salary decrease to 59,465.

i. A Cost Performance Analysis

i. Total Operating Budget

	Nunez Community College	
<b>Expenditures by Function:</b>	Amount	% of Total
Instruction	\$ 2,944,743	39.0%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 582,880	7.7%
Student Services	\$ 680,015	9.0%
Institutional Services	\$ 1,847,571	24.4%
Scholarships/Fellowships	\$ -	0.0%
Plant Operations/Maintenance	\$ 1,373,553	18.2%
<b>Total E&amp;G Expenditures</b>	<b>\$ 7,428,762</b>	<b>98.3%</b>
Hospital	\$ -	0.0%
Transfers out of agency	\$ 128,008	1.7%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$ 7,556,770</b>	<b>100.0%</b>

ii. Average Yearly Cost of Attendance

The average yearly cost of attendance for the 2011-2012 academic year was \$15,540.

iii. Average Time to Degree for Completion of Academic Programs

As reported for 2011-2012, the average time to associate degree completion of academic programs at Nunez Community College was 4.1 years.

iv. Average Cost Per Degree Awarded

The average cost per degree awarded for the 2011-2012 academic year was \$2,580.

v. Average Cost Per Non-Completer

The average cost per degree awarded for the 2011-2012 academic year was \$2,580.

vi. All Expenditures

All expenditures for the 2011-2012 academic year was \$16,407,871.

Louisiana Community and Technical College System

Institution: Nunez Community College

February 2013

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference			Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Bench mark	Year 1 Actual	Year 2 Bench mark	Year 2 Actual	Year 3 Bench mark	Year 3 Actual
<b>1. Student Success</b>											
a.	i	Targeted	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	42.5 %	43.2 %	59.6 %	43.5 %	49.6 %	43.8 %	50.0 %
			Actual Baseline Data:	# in Fall 08 Cohort	73		104		113		124
				# retained to Fall 09	31		62		56		62
	iv	Targeted	Same Institution Graduation Rate	2008 Grad Rate Survey	8.0%	8.3 %	21.1 %	8.6 %	12.8 %	8.9 %	6.7 %
			Actual Baseline Data:	Fall revised cohort (total)	150		57		109		105
				completers <=150% of time	12		12		14		7
b.	i	Targeted	Percent Change in program completers								
			Certificate - 1 yr			2.0 %	63.3 %	4.1 %	93.9 %	6.1 %	144.9 %
				2008-09 AY	49	50	80	51	95	52	120
			Diploma			2.8 %	16.7 %	5.6 %	25.0 %	8.3 %	0.0 %
				2008-09 AY	36	37	42	38	45	39	36
			Associate			0.8 %	4.9 %	1.6 %	-3.3 %	2.4 %	28.5 %
				2008-09 AY	123	124	129	125	119	126	158

d.	i . c .	Targeted	Passage rate on licensure exam in Nursing (PN)	2008 Calendar YR			89.0 %	97.4 %
			Actual Baseline Data:	# of students taking NCLEX				38
				# who met standards for passage				37
<b>2. Articulation &amp; Transfer</b>								
d.	i .	Targeted	Number of students enrolled in a transfer degree program	2008-09 AY			188	296
<b>3. Workforce &amp; Economic Development</b>								
b.	i . i .	Targeted	Number of students enrolled in distance education courses					
			# enrolled in courses w/ 50% -99% distance ed	2008-09 AY			725	827
			# enrolled in courses w/ 100% distance ed	2008-09 AY			850	196 1
<b>4. Institutional Efficiency &amp; Accountability</b>								
d.	i .	Targeted	Percent of eligible programs that are discipline accredited	January 1, 2013			11.0 %	14.3 %
			Actual Baseline Data:	# programs				7
				# discipline accredited				1
<b>** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review</b>								

**Appendix #2 to Attachment B**

**Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.**

**4-year Universities and 2-year Colleges**

**Institution: Nunez Community College**

<b>DISCIPLINE</b>	<b>EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT</b>	<b>ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)</b>	<b>BASELINE YEAR</b>	<b># Students who took exam</b>	<b># Students who met standards for passage</b>	<b>Calculated Passage Rate</b>
<b>Athletic Training</b>	Board of Certification Exam (BOC)	Board of Certification (BOC)				
<b>Clinical Laboratory Sciences/Medical Laboratory Technology</b>	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
<b>Dental Hygiene</b>	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
<b>Diagnostic Medical Sonography</b>	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
<b>Dietetics Technician</b>	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
<b>Dietician</b>	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				



<b>Education</b>	All 3 PRAXIS exams	Louisiana State Department of Education	2011-2012	4	4	100%
<b>Emergency Medical Technician (all 3 levels)</b>	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2011-2012	26	17	65%
<b>Funeral Service Education</b>	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
<b>Health Information Technology</b>	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
<b>Massage Therapy</b>	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
<b>Nuclear Medical Technology</b>	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
<b>Nursing (APRN) (include all specializations)</b>	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				

<b>Nursing (PN)</b>	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2011-2012	38	37	97%
<b>Nursing (RN)</b>	NCLEX-RN	Louisiana State Board of Nursing				
<b>Occupational Therapy</b>	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
<b>Occupational Therapy Assisting</b>	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
<b>Pharmacy</b>	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
<b>Pharmacy Technician</b>	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
<b>Physical Therapy Assistant</b>	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
<b>Radiation Therapy</b>	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
<b>Radiologic Technology</b>	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
<b>Respiratory Therapy</b>	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)				
<b>Surgical Technology</b>	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
<b>Veterinary Assistant</b>	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				

Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				
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*Institutions are to provide institution name and report data in cells shaded in **BLUE** for those disciplines marked with √ on Appendix #1*

*Baseline Year = most recent year data published by entity that grants licensure/certification*

*Calculated Passage Rate = # students to meet standards for passage/# students who took exam*

**Southeastern 2010-2011 Transfer Feedback Report**  
**Nunez Community College**  
 Chalmette, LA

<b>1st to 2nd Year Retention at Southeastern (Fall 10 to Fall 11)</b>	50.0% (4)
<b>Average Semester GPA first semester at Southeastern</b>	1.978
<b>Cumulative GPA End of 2010-2011 Academic Year</b>	3.242
<b>Cumulative GPA End of 2011-2012 Academic Year</b>	3.144
<b>Total Baccalaureate Recipients Through Spring 2012</b>	0
<b>Transfers with Associate of Arts/Louisiana Transfer Degree</b>	0
<b>Transfers with Associate of Science/Louisiana Transfer Degree</b>	0
<b>Total 2010-2011 Transfers with Associate Degree</b>	2
Summer 2010	0
Fall 2010	2
Spring 2011	0
<b>Total 2010-2011 Transfers</b>	8
Summer 2010 Transfers	0
Fall 2010 Transfers	4
Spring 2011 Transfers	4
<b>Admitted to Southeastern as an Exception</b>	0.0% (0)
<b>Grade in First Attempt at ENGL 101</b>	0
A	(0)
B	(0)
C	(0)
D	(0)
F	(0)
W	(0)
P	(0)
<b>Grade in First Attempt at ENGL 102</b>	2
A	0.0% (0)
B	0.0% (0)
C	50.0% (1)
D	0.0% (0)
F	50.0% (1)
W	0.0% (0)
<b>Grade in First Attempt at MATH 155</b>	1
A	0.0% (0)
B	0.0% (0)
C	0.0% (0)
D	0.0% (0)
F	100.0% (1)

**Southeastern 2010-2011 Transfer Feedback Report**  
**Nunez Community College**  
 Chalmette, LA

W 0.0% (0)

**Southeastern 2010-2011 Transfer Feedback Report**  
**Nunez Community College**  
Chalmette, LA

<b>Grade in First Attempt at MATH 161</b>	1
A	(0)
B	(1)
C	(0)
D	(0)
F	(0)
W	(0)
<b>Grade in First Attempt at MATH 162</b>	1
A	0.0% (0)
B	0.0% (0)
C	0.0% (0)
D	0.0% (0)
F	100.0% (1)
W	0.0% (0)
<b>Grade in First Attempt at MATH 241</b>	0
A	(0)
B	(0)
C	(0)
D	(0)
F	(0)
W	(0)