



**Annual Report**

for the  
Louisiana Granting Resources and Autonomy for Diplomas Act  
(LA GRAD Act)

*Submitted to the  
Louisiana Community and Technical College System  
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**GRAD Act Annual Report  
Nunez Community College**

**GRAD ACT Performance Objectives  
Attachment B**

## **Student Success**

### **Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

The IPEDS cohort of first-time, full-time, degree-seeking students accounts for fewer than 10% of the students enrolled in LCTCS institutions. Nunez participated actively in the workgroup established by Dr. Monty Sullivan to develop a new framework of Two-Year College Student Success Measures. The framework has been approved by the LCTCS Board of Supervisors and will be presented to the Board of Regents in April 2011.

The framework not only broadens the definition of the cohort to include all students enrolled in a program but it expands the definition of student success to include not only completion of a post-secondary credential but also transfer from a two-year to a four-year university, completion of a recognized licensure or industry-based certification, and demonstration of gainful employment in a position paying a quality job wage.

Tracking almost all of our students based on their educational goals in each of these four categories will give us a much fuller and truer picture of student success at our institutions and will therefore allow us to continue to develop policies and practices that will improve not only graduation rates but student success in transfer, licensure, and job placement.

The number of completers at Nunez in recent years has been significantly impacted by the fact that Hurricane Katrina devastated the College in August 2005, one week after the start of Fall 2005 classes. As a result, Nunez had an estimated graduation rate of 8% for the baseline year of 2008-2009. Since the 2005-2006 academic year, enrollments and completions have risen steadily. For the baseline cohort, Nunez had 73 first-time, full-time degree-seeking students enrolled in Fall 2008. 31 of the students in this cohort were enrolled in Fall 2009, for a retention rate of 43.2%. For Fall 2009, the cohort of first-time, full-time students was 104, with 62 of them enrolled in Fall 2010, for a retention rate of 59.6%. In the baseline year of 2008-2009, the College had an FTE enrollment of 1048.70, and there were 212 completers (188 unduplicated). In the 2009-2010 academic year, the FTE enrollment was 1147.48, and there were 252 completers (213 unduplicated).

**a. Increase the percentage of program completers at all levels each year.**

Increased retention of all students will ultimately increase the percentage of program completers and the performance of students and the institution in all categories of the expanded framework for measuring student success. Retention was one of the College's three Institutional Goals for 2010-2011 and it is a key component of one of the College's two Institutional Goals for 2011-2012. As part of that focus on retention, the College created a Retention Committee, which identified eight objectives for improving retention at Nunez:

1. Revise the **advising** system to provide greater accuracy and consistency in advising.
2. Develop a system for **Reporting and Monitoring Attendance** that ensures that all faculty keep accurate attendance records, that they contact students who are not attending, and that they report attendance weekly.
3. Revive and expand the **Mentoring** program.
4. Revise **New Student Orientation** to include a session on classroom behavior, to include a career/interest inventory, and to connect students and mentors.
5. **Focus on all FTFF students in each Fall cohort** and implement strategies to address their retention.
6. Promote **Student Engagement** by encouraging participation in SGA, by offering more extracurricular activities and increasing student participation in them, and by providing more opportunities for community service and service-learning.
7. Promote and expand **Student Support Services** to ensure that the College offers a full range of appropriate services, including tutoring, counseling, transfer counseling, career counseling, and disabilities services, and that students make effective use of these services.
8. Address major issues related to **student enrollment and persistence in online courses**.

These initiatives should result in continued increases in the number and percentage of completers.

**b. Develop partnerships with high schools to prepare students for postsecondary education.**

The Dual Enrollment program at Nunez is our most important partnership with high schools, and its goal is to prepare students for postsecondary education by providing them with a college-level experience while they are in high school. As outlined in the Louisiana Board of Regents Academic Affairs policy 2.19, dual enrollment programs should:

1. Help students successfully transition from secondary to postsecondary education;
2. Reduce the necessity for remedial coursework;
3. Create opportunities for students to advance their educational goals more effectively and efficiently; and
4. Provide multiple and varied opportunities for educational advancement, while assuring appropriate levels of academic rigor.

In Fall 2009, Nunez served 537 dual enrolled students, representing 11 high schools in our service area. In Fall 2010, there were 879 dual enrolled students, a 64% increase, representing 23 high schools.

Several factors contributed to this enrollment growth:

- A Summer Dual Enrollment Workshop was offered to all stakeholders in August 2009 and 2010. The workshops included state-level experts on the program and offered over 40 participants the opportunity to ask pertinent questions that proved beneficial in coordinating the program on the high school campuses.
- The dual enrollment partnerships expanded beyond the high school campus level: Secondary school district supervisors served as “recruiters” for the program, strongly encouraging the non-participating schools in their district to do so.
- Awareness and promotion of the program at the state level increased.
- State funding became a dependable resource for the program.
- The College developed clear and concise policies and procedures to ensure consistency in carrying out the program at various high schools.

The academic progress of dual enrolled students is monitored closely to ensure that the participating students are actively engaged in the college course, leading to successful course completion. Administrative intervention at midterm provides the opportunity for staff at the high school and college levels to identify students who are not on track for completing the course successfully. Dual enrollment course evaluations are conducted and analyzed each semester to ensure that the integrity of the college course is maintained.

**c. Increase passage rates on licensure and certification exams and workforce foundational skills**

Currently, licensure and certification exams are required for four programs at Nunez: Practical Nursing, Nursing Assistant, Emergency Medical Technology, and the Associate of Science in Teaching.

Graduates of the Practical Nursing program must sit for the National Council Licensure Examination (NCLEX) for Practical Nurses. Nunez receives information directly from the Louisiana State Board of Practical Nurse Examiners regarding its graduates’ performance on the exam. We have just received notification that for the December 2010 graduating class, 94.74% (18 of 19) of the candidates passed the exam on the first attempt. The one student who did not pass will repeat the test shortly. The recent performance history for the program is as follows: for the July 2007 class, 16 of 16 (100%) passed the test on the first attempt; for December 2007, 10 of 10 (100%); for the July 2008 class, 17 of 17 (100%); for the December 2008 class, 18 of 18 (100%); for the July 2009 class, 26 of 27 (96.3%) and the other student successfully passed the retest; for the December 2009 class, 12 of 13 (92.3%), and the other student successfully passed the retest; for the July 2010, 22 of 23 (95.7%), and the other student successfully passed the retest.

During the 2010-2011 academic year, the new Director of the Practical Nursing program has led the revision of the standards and process for admission to the program. These revisions should significantly improve program completion rates while maintaining the high percentage of

students passing the NCLEX exam. She has also led a thorough revision of the curriculum to promote increased retention.

The new curriculum coordinates the Certified Nursing Assistant and Practical Nursing programs so that students who complete the CNA can apply those credits to the PN program, which has already led to increased enrollment in the CNA program.

Students in the CNA program must pass the final exam to complete the Technical Competency Area (TCA) and be eligible to be registered with the State of Louisiana as a Certified Nursing Assistant. The last five CNA classes (Summer 2009 through Fall 2010) have had a 100% passing rate on the final exam.

Practical Nursing students who complete Fundamentals of Nursing (lecture and clinical) with a grade of C or better also receive the CNA TCA and are eligible to be registered as a Certified Nursing Assistant. In the Spring 2009 class, there were 25 completers; in Fall 2009, 39; in Spring 2010, 33; and in Fall 2010, 40.

From June 2007 through November 2010, 23 of 47 EMT students have passed the Cognitive Exam at the Paramedic Level and are registered with the National Registry of EMT. For roughly the same period, 99 of 159 EMT students have passed the Cognitive Exam at the EMT-Basic Level and are registered with the National Registry of EMT. To improve performance, the program has identified a computer-based self-evaluation tool for program completers that provides self-remediation and has, when adopted at other schools, improved the pass rate on the NREMT exam. It has been implemented for the class of paramedic students that began in January 2011. The program has also adopted a number of measures to improve program retention and completion, and it is developing a tool for measurement of students' affective domain to promote improved performance at each level of the program.

| <b>Nunez Community College Passage of Required Licensure/Certification Exams</b> |  |                     |                       |
|--|--|---------------------|-----------------------|
| <b>Program of Study</b>  | <b>Exam</b>  | <b># Took Exams</b> | <b># Passed Exams</b> |
| Practical Nursing<br>2009/2010   | NCLEX  | 36                  | 36 (100%)             |
| Nursing Assistant<br>2009/2010   | final exam to complete the<br>Technical Competency<br>Area (TCA) | 72                  | 72 (100%)             |
| Emergency Medical<br>Technology (EMT) 2007-<br>2010                              | Cognitive Exam at the<br>Paramedic Level                         | 47                  | 23 (49%)              |
| Emergency Medical<br>Technology (EMT) 2007-<br>2010                              | Cognitive Exam at the<br>EMT-Basic Level                         | 159                 | 99 (62%)              |

Nunez had a 100% passing rate for Associate of Science in Teaching (AST) graduates in 2008-2009 and 2009-2010 on the Praxis I and Praxis II exams. The passage rates do not need

improvement at this time, but our goal is to increase the number of program completers. At present, the college has over 50 students enrolled in the AST program.

| <b>Nunez Community College Passage of Required Licensure/Certification Exams</b> |                 |                     |                       |
|--|-----------------|---------------------|-----------------------|
| <b>Program of Study</b>  | <b>Exam</b>     | <b># Took Exams</b> | <b># Passed Exams</b> |
| Teaching (AST)<br>2009/2010  | Praxis I and II | 2                   | 2 (100%)              |

The Food-Service Production and Management Associate of Applied Science degree program partners with the National Restaurant Association (NRA) to offer the ManageFirst Development Program. Four required courses in the program curriculum lead to NRA certificate examinations, which are not required for the program. The NRA Certificate in Sanitation satisfies the State of Louisiana requirements. In 1996, the program entered into an articulation agreement with the Chef John Folse Culinary Institute of Nicholls State University that enables graduates to enter Folse’s four-year baccalaureate program at the third-year level. Students in this program have a 100% employment rate.

In the last academic year, Nunez has begun working with students within the Welding program to prepare them for and encourage them to take the American Welding Society Certification exam. As a result, 48 students took the certification exam and 32 passed it, for a success rate of 67%. Forty-two students have completed the certification since Fall 2009.

| <b>Nunez Community College Passage of Optional Licensure/Certification Exams</b> |  |                     |                       |
|--|--|---------------------|-----------------------|
| <b>Program of Study</b>  | <b>Exam</b>                            | <b># Took Exams</b> | <b># Passed Exams</b> |
| Welding 2009/2010  | American Welding Society Certification | 48                  | 32 (67%)              |

In the PTEC (process technology) program (INDT), 54 students completed the ePilot (American Petroleum Institute modules) certification in the 2008-2009 and 2009-2010 academic years. Since 2009, 75 PTEC students have completed the OSHA Hazwoper 40-hour certification.

Also, to help increase workforce foundational skills, Nunez also has registered apprenticeship programs for its Welding program with Northrup Grumman and with Pipe Trades Local 60 and for its Electrical Construction program with IBEW Local 130.

**iii. Students assessed and earning WorkKeys certificates**

All potential dual enrollment students who wish to take a career class and do not have a qualifying ACT or PLAN score are assessed WorkKeys and must achieve a Bronze certificate or higher to receive Early Start funding. In 2009-2010, 191 Nunez Dual Enrollment students were assessed, and 164 (85.9%) received a certificate: 65 earned a Bronze certificate, 76 earned a Silver certificate, and 23 earned a Gold certificate.

In addition to the high school students enrolled in Dual Enrollment courses, Nunez administered the WorkKeys assessments to students from the Culinary Arts, Electrical Construction, Welding,

and EMT programs that were enrolled in a Rapid Response Course. Out of 85 students assessed, 71 (83.5%) earned a certificate. Twenty students earned a Bronze certificate, 36 earned a Silver certificate, and 15 earned a Gold certificate.

## **Articulation and Transfer**

### **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.**

Because the GRAD Act requires four-year schools to increase their admission standards so that, for instance, students who are not ready for college-level coursework and who must therefore take developmental classes will begin their college careers at community colleges, Nunez is already seeing increased enrollment of students who in the past would have begun their college careers at UNO and SUNO in particular. It is our goal to ensure that even the most underprepared students will be successful in achieving their educational goals.

Nunez participated actively in the LCTCS workgroup that developed a new framework of Two-Year College Student Success Measures. The framework has been approved by the LCTCS Board of Supervisors .

In Fall 2010, the Board of Regents revised Policy 2.18, Minimum Requirements for Placement into Entry-Level, College-Level Mathematics and English. Nunez subsequently revised its placement scores in accordance with the new policy. At the same time, the College tracks student performance in all developmental courses and evaluates the success rates of students taking one, two, or three developmental courses. While students successfully complete developmental courses at a lower rate than the College-wide rate, as is true nationally, the success rate of roughly 50% is higher than at comparable institutions.

Like all community colleges, Nunez is an open-admissions institution. However, selected programs have limited enrollment based on specific admissions criteria. In Fall 2010, to improve retention of students admitted to the program, the Practical Nursing program carried out a thorough revision of its curriculum and its admissions criteria and policies. These changes were partially implemented in Spring 2011 and will be fully operational by Fall 2011.

While the provisions of Section 2a apply primarily to four-year institutions, not community colleges, it is the goal of all two- and four-year institutions to increase student retention rates and graduation rates. As discussed in Section 1, Section 2d, and Section 3b and d, Nunez is pursuing a number of initiatives to improve its retention and graduation rate. As one strategy to improve the success of students who need to begin with developmental courses, the College piloted a Learning Community in Fall 2010 and again in Spring 2011 in which a cohort of students enrolled in Developmental Reading , a one-credit Success in College seminar, and an Introduction to Psychology course. Nunez plans to expand the number of sections of Success in College in 2011-2012 and to pair some of them with the introductory course in a student's



program. In addition, the Mathematics Department has expanded the use of technology in its developmental and introductory courses and has already seen improvements in student performance as a result.

In relation specifically to articulation and transfer, the establishment of the Louisiana transfer degrees (AA/LT and AS/LT) is already serving as a positive force in encouraging our students who intend to transfer to stay at Nunez to complete a full associate degree, knowing that if they meet the requirements of the respective degree, they are guaranteed successful transfer of all 60 credits to the four-year institution. As described in detail below, Nunez has fully complied with the terms of the Louisiana Transfer degree initiative. Therefore we anticipate increased retention and completion rates in these areas.

Nunez Community College is one of only a handful of LCTCS institutions that is participating in Project Win-Win, a national initiative to identify former students whose records qualify them for associate degrees but who were never awarded those degrees and to identify former students who are short of an associate degree by no more than nine credits and bring them back to complete the degree. This initiative will lead to increases in completion and graduation rates for participating institutions.

However, it is the goal of all two- and four-year institutions to increase student retention rates and graduation rates. As discussed in Section 1, Section 2d, and Section 3b and d, Nunez is pursuing a number of initiatives to improve those rates. In relation specifically to articulation and transfer, we feel that the establishment of the Louisiana transfer degrees (AA/LT and AS/LT) will be a positive force in encouraging community college students who intend to transfer to stay at Nunez to complete a full associate degree knowing that if they meet the requirements of the respective degree, they are guaranteed successful transfer of all 60 credits to the four-year institution. Therefore we anticipate increased retention and completion rates in these areas.

**a. Provide feedback to community college campuses on the performance of associate degree recipients enrolled at the institution.**

Historically, it has been extremely difficult to track the performance of our students who transfer to four-year institutions, either before or after the completion of an associate degree. However, the participation of all Louisiana public higher education institutions, which now seems a realistic goal, in the National Clearinghouse, will make it much easier to get feedback about the performance of community college students who transfer.

While Nunez has committed to participation in the National Clearinghouse, the limitations of our current student database system leave us unable to access the Clearinghouse resource at this time. As of April 2011, we are in the “testing” phase of implementation and have partnered our software designers with Clearinghouse representatives so that we may be able to participate more fully. The LCTCS decision to implement Banner wide as its student administrative software system will provide an important resource for all colleges in the system to collect and share data on the performance of their students. In particular, it will enable Nunez to provide and receive all information available through the National Clearinghouse. The College has been participating actively in the Banner implementation process.

Nunez intends to develop specific agreements with neighboring public four-year institutions, particularly UNO and SUNO, that will provide the College with performance data on its students who transfer. We have begun the process by providing SUNO with the list of this year’s graduates and will do the same thing with UNO.

In response primarily to the creation of the Louisiana Transfer degrees, Nunez designated a staff member as our Transfer Counselor, and he continues to strengthen the partnerships with 4-year colleges and universities in our service area, along with serving as the College’s representative at the state level during the implementation of the newly-created LA Transfer degrees.

The College created an LA Transfer Degree link on the front page of its website in Spring 2011 to communicate to all stakeholders, along with dissemination of state-produced materials regarding the new transfer degrees. The link includes information on the Transfer Degree Guarantee.

It is of course too soon to monitor the performance of our students who transfer to four-year institutions with the AA/LT and AS/LT degrees, as they have not yet reached the point of transfer (although three students are completing the degree requirements in Spring 2011). No feedback reports on transfer students have yet been received from the four-year institutions, but we intend to develop specific criteria for such reports in the coming year.

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

In 2005, Nunez Community College signed a Memorandum of Agreement with the University of New Orleans establishing the College Connection Partnership. This partnership provides seamless admission to Nunez for applicants to UNO who are not eligible for immediate admission to the University as well as pre-admission to the University upon attaining eligibility as a transfer student. As a result of the passage of the GRAD Act we plan to work with the public four-year colleges in our service area to develop referral agreements and establish a clear pipeline for students who do not initially meet admissions standards at the four-year institutions and will come to us to complete developmental course work and prepare for success at the transfer institution.

Nunez intends to revive and expand the College Connection Partnership with UNO and to establish a similar agreement with Southern University of New Orleans (SUNO) so that we have specific processes to identify and refer students from the four-year institutions to Nunez.

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

In response to the Nevers Bill and the recommendations of the Transfer Council, LCTCS and its individual community colleges established the Associate of Arts and Associate of Science Louisiana Transfer degrees. This important initiative provides a long-overdue mechanism to ensure a smooth transition from two-year to four-year public higher education institutions for Louisiana students. Nunez acted quickly to develop and adopt the AA/LT and AS/LT degrees in May 2010 and implement them for the Fall 2010 semester.

Nunez has responded quickly to all Board of Regents directives regarding the Louisiana Transfer degrees. The College's website has a front-page link to up-to-date information about the degrees, including FAQs, curriculum information, the Advisor's Guide, and contact information. The College designated a Transfer Counselor, supported by senior faculty in the areas of both degrees, to ensure that students have accurate information about these transfer degrees and other transfer possibilities.

In the first year of this initiative, we already have 38 students enrolled in the AA/LT degree program and 42 in the AS/LT.

The AST program allows community college students to complete the first two years of a B.S. in Elementary Education and Teacher certification at a community college without loss of credit at transfer to any public College of Education in Louisiana. This program has been recognized by the National Association for Community Colleges in Teacher Education. This degree allows effective transfer of students into colleges of education because of supported matriculation and carefully developed program requirements and experiences. The coursework in this degree is aligned with k-12 content standards, NCATE requirements, Blue Ribbon Commission mandates, and certification testing requirements. The AST was developed with input from Louisiana's K-12 school systems, Louisiana DOE, Louisiana's Colleges of Education, and the LCTCS and its institutions. This program underwent the same rigorous review process as other Louisiana teacher education redesigned programs at four-year schools, including the out-of-state evaluation process, twice.

The AST program was developed system wide and approved in February 2007, so it is only in its fourth year. There were four completers in 2009 and two in 2010; we anticipate 12 completers this year. Enrollment in the AST has been between 50-60 students since Fall 09. Graduates of the program have successfully transferred to the College of Education at the University of New Orleans and to Our Lady of Holy Cross College.

- Nunez also benefits from a number of transfer and articulation agreements that have been negotiated by LCTCS at the system level. 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, Nunez this year has developed specific articulation agreements with other four-year institutions in its service area, including Upper Iowa University, which has a campus in Jackson Barracks, and Herzing University, which has a campus in Kenner.

To improve the transfer environment in Louisiana, LCTCS amended Policy #1.025—Articulation. As approved by the Board of Supervisors in May 2011, the amendments “strongly encourage institutions to create a transfer environment among LCTCS institutions that is student-friendly and supports the workforce needs of the state.” One of the key provisions to accomplish this is to develop a common course numbering system among all public higher education institutions in the state. It mandates that General Education courses move toward common course outlines/syllabi, course descriptions, and course numbering for courses that are not already listed and approved with the Board of Regents General Education Matrix. It also mandates common course numbering across all technical education courses offered at LCTCS institutions. Nunez Community College is participating actively in this initiative.

## **Workforce and Economic Development**

### **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**

In recent years, decisions at Nunez about the viability of academic programs have been dominated by the College's rebuilding process after Hurricane Katrina. A number of programs were either eliminated or suspended because the facilities required to offer them were no longer available. Similarly, many programs could not be offered because of the enormous drop in enrollment in 2005-2006 as a result of the storm. However, as enrollment numbers have returned to and have now surpassed pre-Katrina levels, and as College facilities are slowly restored (although there are still key buildings that are unavailable), the College not only looks at appropriate workforce indicators, but it also gets valuable industry input from its Advisory Boards, and it works with LCTCS and the Board of Regents to determine the viability of programs.

During the 2009-2010 academic year, the College eliminated or revised the following programs due to low enrollments and lack of workforce demand:

- Health Services Office Management: Associate of Applied Science. While there was not sufficient enrollment to maintain a stand-alone associate degree in this area, it became a concentration within the Business Technology Associate of Applied Science in order to continue to meet workforce needs
- Heating, Ventilation, and Air Conditioning: the Associate of Applied Science degree was eliminated, and the Certificate of Applied Science was changed to a Certificate of Technical Studies to produce more completers
- Computer Technology: the Certificate of Applied Science was eliminated both because of low enrollment numbers and because it was not a sufficient credential to meet workforce needs

While it is not a workforce program, the Associate of Science in General Science was eliminated and replaced by the new A.S. Louisiana Transfer degree.

In addition to the Louisiana Transfer degrees, Nunez developed the following new programs, effective Fall 2010, to meet workforce demand and industry requirements:

- Industrial Maintenance: Certificate of Technical Studies [pending state approval]
- Industrial Maintenance Technical Competency Area
- Industrial Technology Technical Competency Area [for Dual Enrollment Students]
- Metal Fabrication Technical Competency Area
- Paramedic: Associate of Applied Science [pending state approval]
- Petrochemical Technical Competency Area

To meet industry and employment needs, the Industrial Technology Associate of Applied Science was revised to incorporate an INDT Concentration for students planning to work in the refineries as operators and a General Concentration for employment in related industries.

**a. Increase use of technology for distance learning to expand educational offerings**

Over the last three years, Nunez has steadily increased, both through participation in LCTCSOnline and through its own offerings, the number of courses delivered fully online and as hybrid (at least half online) courses. In 2007-2008, 51 online courses were delivered, with an enrollment of 1141 students, plus 11 students in two hybrid courses. In 2009-2010, Nunez delivered 65 of its own online courses and 23 LCTCSOnline courses, with an enrollment of 1294 students. It also delivered 37 hybrid courses with an enrollment of 522 students.

At the same time as the College has expanded its educational offerings by distance learning, it has worked to ensure student success in these courses. While the LCTCSOnline system recently migrated to Moodle (Joule) as its course platform, Nunez so far has stayed with Blackboard, because faculty and students have become increasingly comfortable with its capabilities and its reliability as a platform.

Success (as measured in a final grade of A,B,or C) in online and hybrid courses is slightly lower than for all courses at the College, but Nunez has implemented a number of strategies to improve performance. In the Spring 2009 semester, the success rate for all courses was 72.0%; for online and hybrid courses, it was 65.2%. By Fall 2010, the success rate for all courses was 72.6%, a 0.6% increase, and for online and hybrid courses, it was 68.2%, a 3.0% increase. The College has publicized and enforced student eligibility to register for online courses, and it has modified the list of student responsibilities and the contract that students must sign to enroll in an online course to ensure that students who do register for online courses are prepared to succeed in them. Similarly, the College has incorporated this information and this contract into the materials that faculty members receive as they advise students during registration. The College has also clarified the requirements and responsibilities for faculty who wish to teach online, and it has improved its processes for populating online courses and ensuring that there is contact between instructor and student as early in the semester as possible(now by the end of the first week of classes instead of the second week) to ensure that students are actively participating in their online courses from the beginning.

**b.**

Increase Use of Technology for distance learning to expand educational offering:

Measured Track:

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

|                    | 2008-09 |
|--------------------|---------|
| <b>15% to 100%</b> | 71      |
| <b>100%</b>        | 71      |

ii. Number of students enrolled in courses with 50% and with 100% instruction through distance learning:

|                    | 2008-09 |
|--------------------|---------|
| <b>15% to 100%</b> | 1321    |
| <b>100%</b>        | 1321    |

Number of program offered through 100% distance education: by award level:

|                    | 2008-09 |
|--------------------|---------|
| <b>Certificate</b> | 0       |
| <b>Associate</b>   | 0       |

**c. 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**

It is notoriously difficult to gather comprehensive data on the job placement of our students, and we look forward to new sources of information from the state. But Nunez does survey its graduates annually. In 2008, out of 76 respondents (a 78% response rate), 79% of them were employed, with 66% being employed in their program field. In 2009, out of 92 respondents (a 44% response rate), 83% were employed and 70% were employed in their program field. In 2010, out of 120 respondents (a 57% response rate), 82% were employed and 63% were employed in their program field. The College is working with its Department Chairs and Program Managers to capture fuller information regarding its graduates and to improve their rate of employment.

As discussed in Sections 2.b and 2.d, Nunez anticipates being able to increase the number of students who transfer to four-year institutions and to track their performance as the provisions of the Nevers Bill and the GRAD Act take effect, as more colleges participate in the National Clearinghouse, and as the Board of Regents provides more reports and information back to the individual colleges.



## **Institutional Efficiency and Accountability**

**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.**

Annual Plan for Increasing Non-resident Tuition Amounts: On December 20, 2010, the LCTCS requested Nunez Community College to present a plan to increase our 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%). They provided a worksheet form for us to complete and return indicating the increased annual full-time tuition and mandatory fees for nonresidents for each intervening year. Attached is the worksheet form that was returned to them that same afternoon.

Impact on Enrollment and Revenue: During 2009-2010 Nunez Community College collected \$34,485 of total tuition and fees paid by non-residents. Of this, approximately \$20,000 was the additional non-resident fees paid only by those applicable students. This amount would represent about 15 students. Thus far in 2010-2011, we have collected approximately \$17,000 in these same fees. This amount would represent about 12 students. Because our annual enrollment is well over 4,000 students, and because we collect approximately \$2.9 million in self generated revenues, most of which represents tuition and fees, increasing this relatively insignificant component of total annual tuition and fees by 50% would have a minimal impact on both enrollment and revenue.

### **a. Designate centers of excellence as defined by the Board of Regents.**

The Board of Regents has not yet established the definition and the process for identifying individual programs as Centers of Excellence. However, Nunez is confident that its Process Technology (Industrial Technology Associate of Applied Science) degree program will earn that designation. This program has received strong and broad support from a number of industry partners, who not only provide important resources (e.g., salaries, scholarships, equipment) to the program but serve actively on its Advisory Board and continually make recommendations that the College adopts to ensure that the program curriculum and training align with industry needs.

Of 45 students who completed the PTEC program last year (2009-2010), 44 are employed in the industry. One refinery hired 15 operators: Out of 750 applicants nationwide, 10 of the positions went to graduates of Nunez's PTEC program. That same refinery estimates that hiring Nunez

graduates saves it \$750,000 in training costs because of the skills and knowledge our program graduates have.

The PTEC program also provides training for employees of its industry partners, including training of incumbent workers, basic operators, and engineers. Folger's now contracts with Nunez to provide training in mechanical maintenance.

The PTEC program also partners with other educational institutions. It is part of a grant with Tulane University and Xavier University through which the College has created to full-scale hands-on training units. These units are used for training not only for Nunez students but for Tulane Chemical Engineering students and for refinery employees.

## **Section 5:**

**Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data ... (see next few pages)**

# **Organizational Data**

**Submitted to  
The Louisiana Board of Regents  
In Partial fulfillment of the requirements of Act 741  
Louisiana GRAD Act**

**Nunez Community College  
Louisiana Community and Technical College System**

**May 1, 2011**

**a. Number of students by classification**

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

|                         |       |
|-------------------------|-------|
| Undergraduate headcount | 2,415 |
|-------------------------|-------|

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

|                   |         |
|-------------------|---------|
| Undergraduate FTE | 1,286.7 |
|-------------------|---------|

**Number of instructional staff members**

- **Number and FTE instructional faculty**

|                         |      |
|-------------------------|------|
| Total Headcount Faculty | 81   |
| FTE Faculty             | 57.3 |

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

- **Average undergraduate class size at the institution**

|                                  |      |
|----------------------------------|------|
| Average undergraduate class size | 18.5 |
|----------------------------------|------|

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

- **Ratio of FTE students to FTE instructional faculty**

|   |      |
|---|------|
| Average number of students per instructor | 22.5 |
|---|------|

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

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

| Number of non-instructional staff | FTE non-instructional staff |
|-----------------------------------|-----------------------------|
| 30                                | 29.25                       |

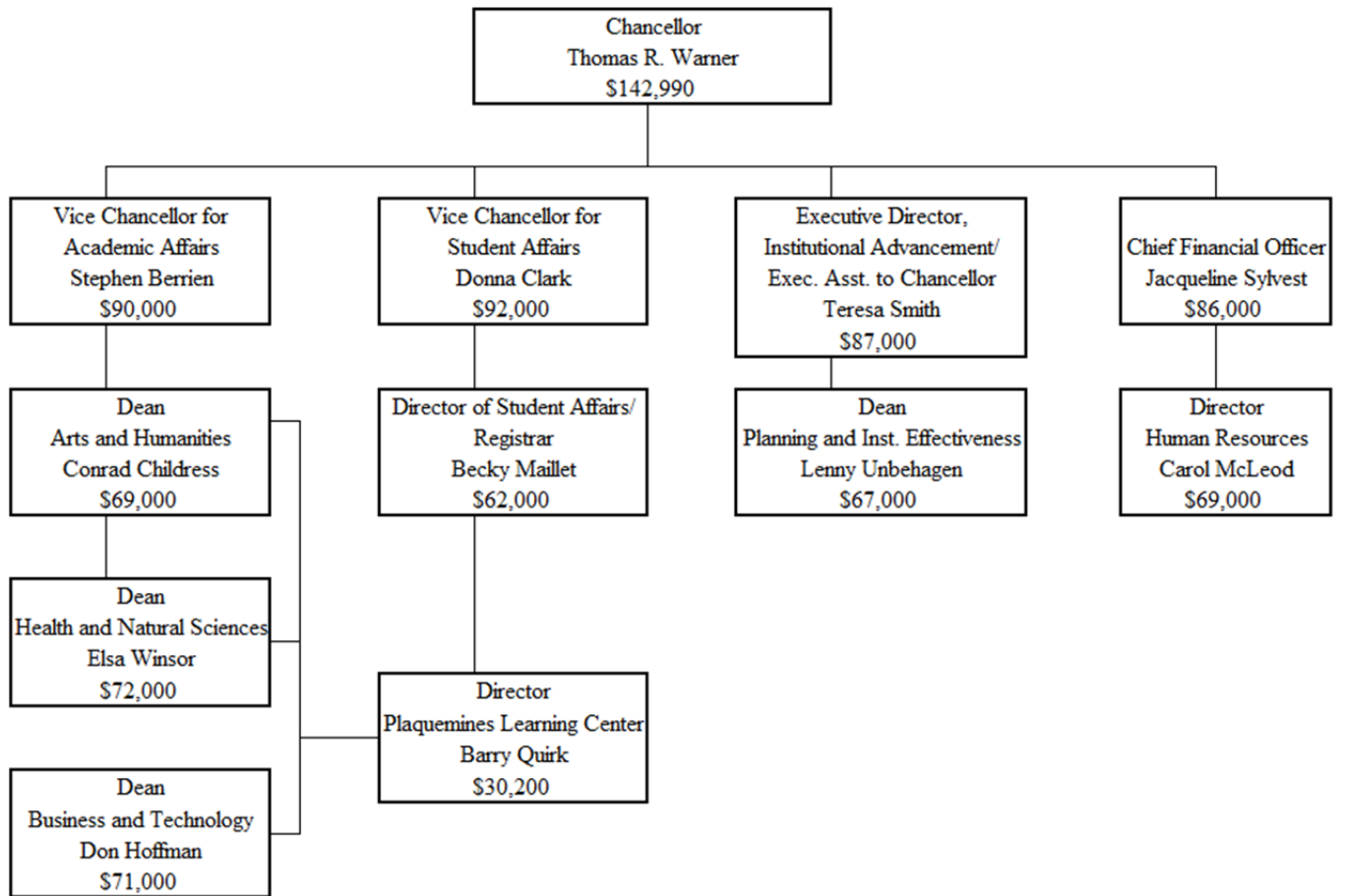
**f. Number and FTE of staff in administrative areas**

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

| Number of staff | FTE staff |
|-----------------|-----------|
| 10.5            | 6         |

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2009)

### Nunez Community College Organization Chart 2009 -2010



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

- **A chart listing the title, fall 2009 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.**

| <b>Position</b>                      | <b>FA09 Salary Database</b> | <b>Salary changes from June 30, 2008 to present.</b>  |
|--------------------------------------|-----------------------------|---|
| Vice Chancellor for Academic Affairs | 90,000                      | 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  | 92,000                      | Merit increase 7/1/2008 from 90,000 to 92,000.  |
|                                      |                             | Donna Clark retired 11/16/09.   |
| Director of Admissions               | 72,000                      | 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              | 72,000                      | 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                               | 86,000  | 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                   | 30,200  | 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.           |
|                                   |         |  |
| Director of HR                    | 69,000  | 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   | 69,000  | 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.        |

## Attachment A

|                            | GRAD Act Performance Objectives/Elements/Measures  | Measure Category*  | Institution Level          | Target   | Actual |        |
|----------------------------|--|--|----------------------------|----------|--------|--------|
|                            |  |  | Nunez CC<br>2-Year College |          |        |        |
| <b>Student Success (1)</b> | 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. |                            | √        |        |        |
|                            | i.   | 1st to 2nd year retention rate.  | Targeted                   | √        | 43.2%  | 59.6%  |
|                            | ii.  | 1st to 3rd year retention rate.  | Targeted                   | n/a      |        |        |
|                            | iii.   | Fall to spring retention rate.   | Targeted                   | n/a      | 57.5%  | 58.0%  |
|                            | iv.  | Same institution graduation rate.  | Targeted                   | √        | 8.3%   | 21.0%  |
|                            | v.   | Graduation productivity.   | Targeted                   | optional | 8.3%   | 21.1%  |
|                            | vi.  | Award productivity.  | Targeted                   | optional | 8.3%   | 21.1%  |
|                            | vii.   | Statewide graduation rate.   | Targeted                   | optional | 8.3%   | 21.1%  |
|                            | viii.  | Percent of freshmen admitted by exception.   | Descriptive                | n/a      |        |        |
|                            | ix.  | Median professional school entrance exam score.  | Targeted                   | n/a      |        |        |
|                            | b  | Increase the percentage of program completers at all levels each year.   |                            | √        |        |        |
|                            | i.   | Percent change in program completers.  | Targeted                   | √        | 3.8%   | 13.3%  |
|                            | c  | Develop partnerships with high schools to prepare students for postsecondary education.  |                            | √        |        |        |
|                            | i.   | Number of high school students enrolled.   | Descriptive                | √        |        | 537    |
|                            | ii.  | Number of semester credit hours in which high school students enroll.  | Descriptive                | √        |        | 1978   |
|                            | iii.   | Number of semester credit hours completed by high school students.   | Descriptive                | √        |        | 1808   |
|                            | d  | Increase passage rates on licensure and certification exams and workforce foundational skills.   |                            | √        |        |        |
|                            | i.   | Passage rates on licensure/certification exams.  | Tracked                    | √        |        | 65.6%  |
|                            |  | Education  | Tracked                    | √        |        | 100.0% |
|                            |  | Emergency Medical Technician   | Tracked                    | √        |        | 59.2%  |
|                            |  | Nursing (PN)   | Tracked                    | √        |        | 100.0% |
|                            | ii.  | Number of students receiving certifications. (Welding)   | Tracked                    | √        |        | 67.0%  |
|                            | iii.   | Number of students assessed and receiving WorkKeys certificates.   | Tracked                    | √        |        | 84.9%  |
| iv.                        | Other assessments and outcome measures for workforce foundational skills to be determined. | Tracked  | √                          | n/a      | n/a    |        |

## Attachment A

|                                      | GRAD Act Performance Objectives/Elements/Measures   | Measure Category*   | Institution Level       | Target | Actual |     |
|--------------------------------------|---|---|-------------------------|--------|--------|-----|
|                                      |   |   | Nunez CC 2-Year College |        |        |     |
| <b>Articulation and Transfer (2)</b> | 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. |                         | √      |        |     |
|                                      |   | i. 1st to 2nd year retention rate of transfer students.   | Tracked                 | n/a    |        | n/a |
|                                      |   | ii. Number of baccalaureate completers that began as a transfer student.  | Descriptive             | n/a    |        | n/a |
|                                      |   | iii. Percent of transfer students admitted by exception.  | Descriptive             | n/a    |        | n/a |
|                                      | b   | Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.                |                         | √      |        |     |
|                                      |   | i. 1st to 2nd year retention rate of those who transfer with associate degree.  | Descriptive             | n/a    |        | n/a |
|                                      |   | ii. Number of baccalaureate completers that began as a transfer student with an associate degree.   | Descriptive             | n/a    |        | n/a |
|                                      | c   | Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.     |                         | √      |        |     |
|                                      |   | i. Number of students referred.   | Descriptive             | n/a    |        | 1   |
|                                      |   | ii. Number of students enrolled.  | Descriptive             | √      |        | 1   |
|                                      | d   | Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.   |                         | √      |        |     |
|                                      |   | i. Number of students enrolled in a transfer degree program.  | Descriptive             | √      |        | 53  |
|                                      |   | ii. Number of students completing a transfer degree.  | Descriptive             | √      |        | 6   |
|                                      |   | iii. 1st to 2nd year retention rate of those who transfer with transfer degree.   | Descriptive             | n/a    |        | n/a |
|                                      | iv. Number of baccalaureate completers that began as a transfer student with a transfer associate degree. | Descriptive   | n/a                     |        | n/a    |     |

## Attachment A

|  | GRAD Act Performance Objectives/Elements/Measures | Measure Category*  | Institution Level          | Target                     | Actual |       |
|--|---|--|----------------------------|----------------------------|--------|-------|
|  |   |  | Nunez CC<br>2-Year College |                            |        |       |
| Workforce and Economic Development (3) | a   | Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.                                     |                            | √                          |        |       |
|  | i.  | Number of programs eliminated.   | Descriptive                | √                          |        | 3     |
|  | ii.   | Number of programs modified or added.  | Descriptive                | √                          |        | 5     |
|  | iii.  | Percent of programs aligned with workforce and economic development needs.   | Descriptive                | √                          |        | 83.3% |
|  | b   | Increase use of technology for distance learning to expand educational offerings.  |                            | √                          |        |       |
|  | i.  | Number of course sections with 50% and with 100% instruction through distance education.   | Tracked                    | √                          |        | 125   |
|  | ii.   | Number of students enrolled in courses with 50% and with 100% instruction through distance education.  | Tracked                    | √                          |        | 1816  |
|  | iii.  | Number of programs offered through 100% distance education.  | Tracked                    | √                          |        | 0     |
|  | c   | Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.  |                            | n/a                        |        | n/a   |
|  | i.  | Percent of research/instructional faculty holding active research and development grants/contracts.  | Tracked                    | n/a                        |        | n/a   |
|  | ii.   | Percent of research/instructional faculty holding active research and development grants/contracts in Louisiana's key economic development industries.   | Tracked                    | n/a                        |        | n/a   |
|  | iii.  | Dollar amount of research and development expenditures.  | Tracked                    | n/a                        |        | n/a   |
|  | iv.   | Dollar amount of research and development expenditures in Louisiana's key economic development industries.   | Tracked                    | n/a                        |        | n/a   |
|  | v.  | Number of intellectual property measures which are the result of research productivity and technology transfer efforts.  | Tracked                    | n/a                        |        | n/a   |
|  | d   | To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher. |                            | √                          |        |       |
|  | i.  | Percent of completers found employed.  | Tracked                    | √                          |        | 82.0% |
|  | ii.   | Increasing the performance of associate degree recipients who transfer.  | see elements 2.b. and 2.d. | see elements 2.b. and 2.d. |        | 6     |
|  | iii.  | Placement rate of graduates.   | Targeted                   | n/a                        |        | n/a   |
|  | iv.   | Placement of graduates in postgraduate training.   | Targeted                   | n/a                        |        | n/a   |

## Attachment A

|   | GRAD Act Performance Objectives/Elements/Measures                     | Measure Category*  | Institution Level       | Target | Actual |              |
|---|---|--|-------------------------|--------|--------|--------------|
|   |   |  | Nunez CC 2-Year College |        |        |              |
| Institutional Efficiency and Accountability (4) | a   | Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.   |                         | n/a    |        | n/a          |
|   |   | i. Number of developmental/remedial course sections offered.   | Tracked                 | n/a    |        | n/a          |
|   |   | ii. Number of students enrolled in developmental/remedial courses.   | Tracked                 | n/a    |        | n/a          |
|   | b   | Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.  |                         | n/a    |        | n/a          |
|   |   | i. Number of active associate degree programs offered.   | Tracked                 | n/a    |        | n/a          |
|   |   | ii. Number of students enrolled in active associate degree programs.   | Tracked                 | n/a    |        | n/a          |
|   | 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. |                         | √      |        |              |
|   |   | i. Total tuition and fees charged to non-resident students.  | Tracked                 | √      |        | \$34,485     |
|   | d   | Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment form the Board of Regents and have demonstrated substantial progress toward meeting the following goals:  |                         | √      |        | PTEC Program |
|   |   | Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.  | TBD                     | √      |        | PTEC Program |
|   |   | Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.   | TBD                     | √      |        | PTEC Program |
|   |   | Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.  | TBD                     | √      |        | PTEC Program |
|   |   | Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.  | TBD                     | √      |        | PTEC Program |
|   | Having a high level of research productivity and technology transfer. | TBD  | √                       |        | TBD    |              |

## Attachment A

|                           | GRAD Act Performance Objectives/Elements/Measures   | Measure Category* | Institution Level          | Target | Actual       |        |
|---------------------------|---|-------------------|----------------------------|--------|--------------|--------|
|                           |   |                   | Nunez CC<br>2-Year College |        |              |        |
| Reporting Requirement (5) | Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:               |                   | √                          |        | see attached | FTE    |
|                           | a. Number of students by classification.  | Descriptive       | √                          |        | 1837         | 1147.5 |
|                           | b. Number of instructional staff members.   | Descriptive       | √                          |        | 67           | 50     |
|                           | c. Average class student-to-instructor ratio.   | Descriptive       | √                          |        | 14.0         |        |
|                           | d. Average number of students per instructor.   | Descriptive       | √                          |        |              | 23     |
|                           | e. Number of non-instructional staff members in academic colleges and departments.  | Descriptive       | √                          |        | 25           |        |
|                           | f. Number of staff in administrative areas.   | Descriptive       | √                          |        | 6            | 10.6   |
|                           | g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position. | Descriptive       | √                          |        | see attached |        |
|                           | h. Salaries of all personnel identified in Subparagraph (g) of this Paragraph and the date, amount, and type of all increases in salary received since June 30, 2008.                   | Descriptive       | √                          |        | see attached |        |

Louisiana Community and Technical College System

Institution: Nunez Community College

Date: 4/1/2011

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

| Element Reference         | Measure        | Baseline Year/Term<br>Data to include                        | Baseline<br>data      | Year 1<br>Benchmark | Year 1 *<br>Actual | Year 2<br>Benchmark | Year 3<br>Benchmark | Year 4<br>Benchmark | Year 5<br>Benchmark | Year 6<br>Target |       |
|---------------------------|----------------|--|-----------------------|---------------------|--------------------|---------------------|---------------------|---------------------|---------------------|------------------|-------|
| <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%               | 43.8%               | 44.1%               | 44.4%            | 44.7% |
|                           |                | <i>Actual Baseline Data: # in Fall 08 Cohort</i>             | 73                    |                     | 104                |                     |                     |                     |                     |                  |       |
|                           |                | <i># retained to Fall 09</i>                                 | 31                    |                     | 62                 |                     |                     |                     |                     |                  |       |
| ii.                       | Targeted       | 1st to 3rd Year Retention Rate(+/-)**                        | Fall 07 cohort        | na                  |                    |                     |                     |                     |                     |                  |       |
|                           | 4-Yr only      | <i>Actual Baseline Data: # in Fall 07 Cohort</i>             |                       |                     |                    |                     |                     |                     |                     |                  |       |
|                           |                | <i># retained to Fall 09</i>                                 |                       |                     |                    |                     |                     |                     |                     |                  |       |
| iii.                      | Targeted       | Fall to Spring Retention Rate(+/-)**                         | Fall 08 to Spring 09  | na                  |                    |                     |                     |                     |                     |                  |       |
|                           | Tech Coll Only | <i>Actual Baseline Data: # in Fall 08 Cohort</i>             |                       |                     |                    |                     |                     |                     |                     |                  |       |
|                           |                | <i># retained to Spring</i>                                  |                       |                     |                    |                     |                     |                     |                     |                  |       |
| iv.                       | Targeted       | Same Institution Graduation Rate(+/-)**                      | 2008 Grad Rate Survey | 8.0%                | 8.3%               | 21.1%               | 8.6%                | 8.9%                | 9.2%                | 9.5%             | 9.8%  |
|                           |                | <i>Actual Baseline Data: Fall revised cohort (total) ***</i> | 150                   |                     | 57                 |                     |                     |                     |                     |                  |       |
|                           |                | <i>completers &lt;=150% of time</i>                          | 12                    |                     | 12                 |                     |                     |                     |                     |                  |       |
| v.                        | Targeted       | Graduation Productivity (+/-)**                              | 2008-09 AY            | na                  |                    |                     |                     |                     |                     |                  |       |
|                           | optional       | <i>Actual Baseline Data: 2008-09 undergrad FTE</i>           |                       |                     |                    |                     |                     |                     |                     |                  |       |
|                           |                | <i>completers (undergrad)</i>                                |                       |                     |                    |                     |                     |                     |                     |                  |       |
| vi.                       | Targeted       | Award Productivity (+/-)**                                   | 2008-09 AY            | na                  |                    |                     |                     |                     |                     |                  |       |
|                           | optional       | <i>Actual Baseline Data: 2008-09 undergrad FTE</i>           |                       |                     |                    |                     |                     |                     |                     |                  |       |
|                           |                | <i>awards (duplicated)</i>                                   |                       |                     |                    |                     |                     |                     |                     |                  |       |
| vii.                      | Targeted       | Statewide Graduation Rate(+/-)**                             | Fall 2002 Cohort      | na                  |                    |                     |                     |                     |                     |                  |       |
|                           | optional       | <i>Actual Baseline Data: # of Fall 02 FTF (cohort)</i>       |                       |                     |                    |                     |                     |                     |                     |                  |       |
|                           |                | <i>completers &lt;=150% of time</i>                          |                       |                     |                    |                     |                     |                     |                     |                  |       |
| b. i.                     | Targeted ***   | Percent Change in program completers(+/-)**                  |                       |                     |                    |                     |                     |                     |                     |                  |       |
|                           |                | Certificate - 1 yr (Award level 1)                           |                       | 2.0%                | 63.3%              | 4.1%                | 6.1%                | 8.2%                | 10.2%               | 12.2%            |       |
|                           |                |  | 2008-09 AY            | 49                  | 50                 | 80                  | 51                  | 52                  | 53                  | 54               | 55    |
|                           |                | Diploma (Award level 2)                                      |                       | 2.8%                | 16.7%              | 5.6%                | 8.3%                | 11.1%               | 13.9%               | 16.7%            |       |
|                           |                |  | 2008-09 AY            | 36                  | 37                 | 42                  | 38                  | 39                  | 40                  | 41               | 42    |
|                           |                | Associate (Award level 3)                                    |                       | 0.8%                | 5.7%               | 1.6%                | 2.4%                | 3.3%                | 4.1%                | 4.9%             |       |
|                           |                |  | 2008-09 AY            | 123                 | 124                | 130                 | 125                 | 126                 | 127                 | 128              | 129   |

\* Report data in all cells highlighted in BLUE

\*\* A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

Institution Notes: