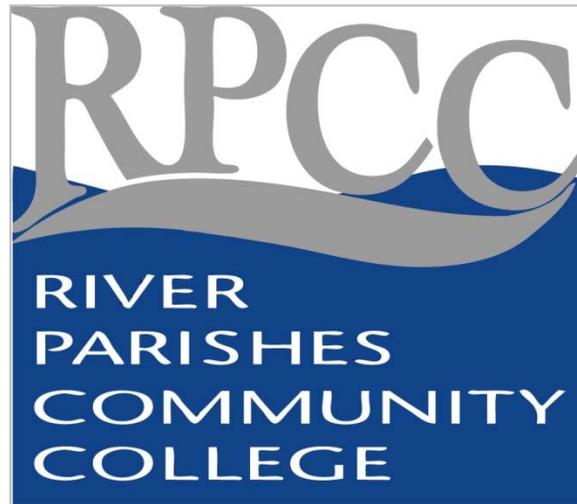


# River Parishes Community College



## GRAD Act Annual Report 2015-2016

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## 1. STUDENT SUCCESS

Student success is central to River Parishes Community College's (RPCC) mission statement and the strategic plan that directs college initiatives. Moreover, RPCC strives to improve student success on its campuses by applying community college and system best practices. RPCC also implements new initiatives when it becomes evident that such efforts are required to improve student success in individual courses, academic programs, transferring to a university or becoming employed.

### TRIO: Student Support Services

The 2014-2015 TRIO annual performance report to the U. S. Department of Education indicated that 70% of the 140 students served this fiscal year received assistance and advice in course selection. Sixty-two percent of TRIO population students received education and counseling to improve financial and economic literacy. Thirty-six percent of the TRIO students were assisted in applying for or completing the Federal Student Aid process. Fifty percent of the students were assisted in applying to a four-year institution. The TRIO program also exceeded its target for student persistence by 19% (the target was 60%) and assisted 90% of the students in achieving good academic standing (the target was 80%).

The end of the fourth year of the TRIO program at RPCC reflects the positive impact on participants. The students have excelled at high rates. The graduation and transfer rates far exceeded the objectives established in the grant proposal. Of the 140 TRIO participants who began participation in the TRIO program during the 2010-11 fiscal year, 56% (15% objective) graduated with an associate's degree or certificate within four (4) years. In addition, 55% (10% objective) of the 2010-11 participants both graduated with an associate's degree or received a certificate and transferred from a 2-year to a 4-year institution within four (4) years.

The TRIO five-year grant cycle ended on August 31, 2015. A new grant was awarded by the U.S. Department of Education through August 31, 2020 so the program will continue to be offered at RPCC

### Curriculum Revisions

In an effort to improve student success in developmental education and to reduce the time required to complete a degree or program, RPCC faculty revised its remedial math curriculum and is working to revise the developmental English curriculum, as well. The revised developmental mathematics program was implemented during 2015-16. The English faculty are currently working to reduce the number of hours in the developmental English program and anticipates revisions for 2017-18.

To expand course and program offerings, the faculty of River Parishes Community College implemented two new programs during 2015-16. These included the Associate of Arts, Louisiana Transfer Criminal Justice Track and the Certificate of Applied Science, Medical Coding Specialist. Both of these programs have solid initial enrollment. Additionally, the faculty plan to offer a new Certificate of Technical Studies (CTS), Medical Assistant, beginning in August of 2016.

Lastly, to better serve incoming students, a new first-year seminar class is being implemented beginning fall 2016. This course will be aimed at improving student success by using intensive faculty & staff advising to guide students through their college and career choices. Students will be connected with faculty advisors, who will serve as mentors for both college and career advice offering guidance that will assist them with selecting courses and career planning to maintain progress toward their respective goals.

### Center for Teaching Excellence

RPCC believes that student success is enhanced through excellence in teaching. RPCC recognizes and rewards teaching excellence by an Outstanding Faculty Member Award each year and has integrated teaching excellence benchmarks in its annual rank and promotion process. These initiatives have heightened the campus focus on the importance of improving student learning.

RPCC's Center for Teaching Excellence (CTE), a professional development organization established and managed by full time faculty, organizes workshops and arranges for guest speakers to present the best practices for teaching and learning to all RPCC faculty members. Perkins funding also provides many additional professional development opportunities for technical faculty members.

### Technology for Teaching and Learning

Faculty members who teach in technical programs are often in great need of the newest technology for teaching and training students for the workplace. With the support of generous grants and Perkins dollars, RPCC has been able to purchase new equipment for the Process Technology (PTEC), Instrumentation, Nursing, Welding and Drafting programs. For technical students, success is often determined by job placement in the industry, and the RPCC advisory panels indicate that being trained on up-to-date equipment gives students an advantage in seeking employment.

Since the fall 2010, RPCC has obtained more than \$1.3 million in grant funding to provide technology and training to improve teaching and learning. Most recently, RPCC was awarded a \$50,000 Board of Regents (BoR) two-year enhancement grant during 2015-16 to implement Quality Matters (QM). This nationally recognized program provides standardized requirements for distance learning. RPCC faculty have completed training, participated in the peer-review process for course approval, and are now implementing the QM standards in online courses.

### Assessment and Tracking of Student Performance

Institutions that are SACSCOC accredited are required to demonstrate in multiple ways how the institution improves student learning. RPCC assesses student learning outcomes for individual courses, general education and degree programs.

As part of RPCC ongoing effort in assessing student learning outcomes in general education, RPCC contracts with Educational Testing Services (ETS) for standardized assessment of general education learning outcomes. RPCC also collects student work products and evaluates learning outcomes using faculty established rubrics. The ETS reports and course-embedded assessments provide RPCC faculty with a systematic assessment of student learning. The ETS also gives the College comparisons with similar students around the country. General education assessment results are intended to help the faculty in improving teaching and learning effectiveness.

Both the TRIO Program and the Perkins Grant require annual reports to the funding agency. Reporting categories in each program require RPCC to meet performance indicators that include persistence, retention, good academic standing, and skill attainment. These reports are valuable to RPCC in tracking student performance for the populations served by the grants.

### Development and Enhancement of Dual Enrollment Partnerships

Dual enrollment provides high school students with early opportunities to be successful in college courses. Memorandum of Understandings (MOU) with school systems in Ascension, St. James, Assumption and St. John the Baptist parishes provide both academic and technical education enrollment opportunities. In 2015-2016 (summer, fall, spring), there were 880 high school students enrolled through dual enrollment.

RPCC is completing the third year of the Early College Option (ECO) on the RPCC campus. The initial cohort of about 25 students will complete their associate’s degree at the same time they receive their high school degree in 2017. The second cohort of 51 new students began the (ECO) in the fall semester of 2014. The third cohort of 103 new freshmen began in the fall 2015. Presently, the total early college enrollment is 177 students in the program. The number of ECO students is expected to grow to 400 students within the next two years, based on current anticipated growth projections. Dual enrollment students, whether they complete an associate’s degree or complete a few college credit courses, have a head start on student success as it is related to completing college more quickly. In addition, RPCC data indicates that dual enrollment students are more successful in completing courses than native students which is beneficial to RPCC in an environment where state appropriations are linked to student course completion.

General Policies to Enhance Student Success

Each year RPCC staff and faculty review policies and procedures related to student success including but not limited to repeat/delete, mid-term status, cross enrollment and the financial aid appeals process. This year, RPCC revised and clarified policies and procedures for Financial Aid Appeals. A large number of RPCC students qualify for Pell Grants and/or loans and many fail to meet or maintain the Satisfactory Academic Progress standards. RPCC hopes to improve awareness of policies and procedures for Title IV recipients and also have appeal procedures be transparent and fair.

Implementation of System-Wide Student Data System

In July 2012, the Louisiana Community and Technical College System installed a new student data system (Banner) system wide. While RPCC experienced many challenges with the fall 2012 conversion, improvements were made for the spring 2013 cycle and have continued to advance for the fall 2013 & spring 2014. The system has increased productivity and has expanded services for RPCC staff and students. RPCC students have become accustomed to online registration and access to add or drop classes 24/7. The new system has also assisted students in program completion by generating electronic degree audits and academic transcripts on demand. As each month passes, RPCC staff members are better able to query and collect reliable student data that assists in advising students, tracking student performance in courses and program completion, and in improving communication between students and staff.

**1.a.i.a. 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate--first-time, full-time, associate-degree-seeking students (Targeted)**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Term of Data</b>	<b>Fall 2008</b>	<b>Fall 2009 to Fall 2010</b>	<b>Fall 2010 to Fall 2011</b>	<b>Fall 2011 to Fall 2012</b>	<b>Fall 2012 to Fall 2013</b>	<b>Fall 2013 to Fall 2014</b>	<b>Fall 2014 to Fall 2015</b>
<b># in Fall Cohort</b>	187	231	323	291	299	206	274
<b># Retained</b>	84	106	171	147	136	107	144
<b>Retention Rate</b>	44.9%	44.2%	52.9%	50.5%	45.5%	51.9%	52.5%
<b>Benchmarks</b>	44.9%	45.9%	46%	46.3%	46.6%	46.9%	47.2%

1.a.iv. Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Term of Data</b>	<b>Fall 2005 Cohort - Summer 2008</b>	<b>Fall 2006 Cohort - Summer 2009</b>	<b>Fall 2007 Cohort - Summer 2010</b>	<b>Fall 2008 Cohort - Summer 2011</b>	<b>Fall 2009 Cohort - Summer 2012</b>	<b>Fall 2010 Cohort - Summer 2013</b>	<b>Fall 2011 Cohort - Summer 2014</b>
IPEDS Graduation Rate Total Revised Cohort	168	158	152	185	231	359	333
Number of Completers within 150% of Time	7	9	6	19	17	26	55
Calculated Rate	4.2%	5.7%	3.9%	10.3%	7.4%	7.2%	16.54%
Benchmarks	4.2%	4.7%	5.2%	5.7%	6.2%	6.7%	7.2%

1.a.vi. Award productivity (Targeted) *\*new targeted measure for Year 3\**

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-12</b>	<b>AY 2012-13</b>	<b>AY 2013-14</b>	<b>AY 2014 - 15</b>
# Certificates Awarded	33	146	171	231	74	219	282
# Diplomas Awarded	n/a	n/a	49	58	53	51	42
# Associate Degrees Awarded	40	78	108	133	143	162	199
# Total Awards	73	224	328	422	272	433	531
Annual Undergraduate FTE	786.03	1,038.83	1,629.16	1,674.50	1,826.5	1,529.90	1246.2
Calculated Rate	-	-	-	0.252	.149	.283	.426
Benchmarks	-	-	-	0.201	0.252	.255	.257

1.b.i. Number of undergraduate awards, per award level (Targeted)

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-12</b>	<b>AY 2012-13</b>	<b>AY 2013-14</b>	<b>AY 2014 - 15</b>
Certificates	33	146	166	223	74	219	282
% Change	-	342.4%	403.0%	575.8%	13.0%	563.6	28.7%
Benchmarks	-	342.4%	6.1%	9.1%	12.1%	15.2%	18.2%
Associates	40	75	103	129	143	162	199
% Change	-	92.3%	164.1%	230.8%	258.0%	305.0%	22.8%
Benchmarks	-	87.5%	5.0%	7.5%	10.0%	12.5%	15.0%

**1.c.i. Number of high school students enrolled during the reporting year at the postsecondary institution while still in high school (Descriptive)\***

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-12</b>	<b>AY 2012-13</b>	<b>AY 2013-14</b>	<b>AY 2014 - 15</b>
<b>Fall</b>	162	166	565	571	1647	1511	508
<b>Spring</b>	163	230	459	496	950	777	365
<b>Summer</b>	4	3	6	6	5	7	7

**1.c.ii. Number of semester credit hours in which the above high school students enroll by each semester/term (Descriptive)\***

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-12</b>	<b>AY 2012-13</b>	<b>AY 2013-14</b>	<b>AY 2014-15</b>
<b>Fall</b>	789.0	718.0	2993.0	2727.0	7508.0	6662.0	2229.0
<b>Spring</b>	793.0	953	2678.0	2485.0	4246.0	3344.0	1588
<b>Summer</b>	13.0	19	24.0	30.0	18	31	31

**1.c.iii. Number of semester credit hours completed by the above high school students with a grade of A, B, C, D, F, or P, by each semester/term (Descriptive)\***

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-12</b>	<b>AY 2012-13</b>	<b>AY 2013-14</b>	<b>AY 2014-15</b>
<b>Fall</b>	693.0	678.0	2802.0	2543.0	2345.0	6385.0	2183.0
<b>Spring</b>	694.0	872.0	2512.0	2290.0	1319.0	3338.0	1514.0
<b>Summer</b>	13.0	18	24	30	18	31	31

*\*Note: In previous GRAD Act reports (Years 1 and 2), RPCC reported data for the reporting year (summer through spring) rather than the academic year (fall through summer). That error has been corrected in the above tables. However, the summer data for Year 2 shown on the online submission form matches the data reported in last year's GRAD Act report and therefore does not match these tables.*

**Licensure & Certifications**

During the 14-15 year RPCC had two Practical Nursing students to retake the test for the Louisiana State Board of Practical Nursing Exam (NCLEX-PN). The two students did not pass the exam for a 100% failure rate. RPCC Practical Nursing students sit for the exam every other year. We anticipate the 17 students that completed RPCC's PN program December 2015 will be completed with testing by April 30, 2016.

**1.d.i. and 1.d.ii Passage rates on licensure/certification exams.**

<b>DISCIPLINE</b>	<b>EXAM</b>	<b># OF STUDENTS WHO TOOK EXAM</b>	<b># OF STUDENTS WHO FAILED</b>	<b>TOTAL CALCULATED PASSAGE RATE</b>
<b>Nursing (PN)</b>	NCLEX-PN	2	2	0%
<b>Nursing-CNA</b>	NA	0	0	NA
<b>Notary Public</b>	NA	0	0	NA
<b>Welding</b>	NA	0	0	NA

*\* Notary Public and Nursing-CNA programs were cancelled due to low enrollment.*

## 2. ARTICULATION AND TRANSFER

All LCTCS colleges are open admissions institutions. The General Admission Policy Statement for First Time Freshmen (Policy #1.004) does not place any additional admission standards upon applicants as long as the applicant has a high school diploma or GED or has the ability to benefit as demonstrated on the college's entrance exam, COMPASS, or through ACT scores. Student articulation and transfer processes are aided through the implementation of additional policies that can be accessed and view in their entirety at [www.lctcs.edu](http://www.lctcs.edu). River Parishes Admission and Transfer policies can be found at [www.rpcc.edu](http://www.rpcc.edu). In addition, LCTCS is in the process of changing to a common course numbering system which should help to ease the articulation and transfer process with four-year universities.

### Continuation of Partnerships

RPCC articulates courses and programs with Louisiana higher education institutions across systems. RPCC is one of the few community/technical colleges in the LCTCS that is not located within the same community as one state university, i.e., SLCC/ULL, Delta/ULM, and FTCC/Nicholls. Since most RPCC students transfer to SELU, LSU, Nicholls, SU-Baton Rouge, or OLOL, we have concentrated our efforts on establishing good relationships with those institutions. Transfer tables for each of those institutions are available for RPCC students on the College's website and in face-to-face advising sessions. RPCC has always provided academic advising to students using the catalog of the university or college to which they intended to transfer.

RPCC has established Cross Enrollment agreements with SELU, Nicholls, and SUNO. This mechanism allows RPCC students to take courses in their discipline at the four year institution they intend to transfer to while they are still enrolled at RPCC. This not only enables students to move more quickly through degree programs, the universities will often use every opportunity to assist the student in ways that make the transfer to the upper-division easier.

RPCC hosts an annual Transfer Day whereby public, private and proprietary institutions are invited on campus to meet with students to assist with the transfer process and to provide institution and program information to potential students transferring into their respective institutions. The most recent Transfer Day was a great success with 15 institutions of higher learning present. Additionally, RPCC hosts regular campus visits by SELU, LSU-BR, Nicholls and OLOL to assist in the transfer advising and admission process.

### Advising and Articulation

The Director of Counseling serves as RPCC's Chief Articulation Officer and works closely with campus faculty and administrators on issues related to the Board of Regents' Transfer Matrix. The Office of Counseling Services stays up to date on university transfer requirements by program and assists students in selecting the best program to enter at their chosen four-year school. The department also schedules two-year and four-year transfer days on campus and establishes a regular schedule for university recruiters. These schedules allow students many individual opportunities to speak directly to a representative of area universities. The TRIO program also provides valuable support to students who are seeking to transfer to other institutions. TRIO students receive supplemental academic advising and are also offered the opportunity to participate in field trips to nearby universities.

### Transfer Feedback Data

RPCC continues to receive limited feedback from universities on RPCC student performance after transfer. However, we did receive information from LSU and SELU to include in this year's report. LSU reported 137 students transferred from RPCC earning an average of 14.5 semester hours with a grade-point average of 2.57.

Southeastern reported a total number of 58 transfers during the 2013-2014 year with a 78.7% fall to fall retention rate and an average grade-point average of 2.718.

RPCC does not currently have any referral agreements in place with 4-year institutions. RPCC did not receive information from any 4-year institution on the number of students who were referred to the university as a result of not meeting the institution’s admission requirements.

**2.d.i. Number of students enrolled in a transfer degree program, AALT, ASLT, or AST (Targeted)**

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Term of Data	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Totals</b>	10	16	59	120	320	299	381
<b>Benchmarks</b>	-	-	-	120	250	275	300

Note: There is a discrepancy between the Year 2 data shown in the above table and the online submission form. The preloaded Year 2 data in the online submission form shows the data submitted last year when the baseline for this measure was 2009-10 and included summer. This year, the baseline has been changed to 2008-09 and does not include summer. The above table is based upon these revised reporting specifications.

**2.d.ii. Number of students completing a transfer degree, AALT, ASLT, or AST (Descriptive)**

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Term of Data	2008-2009	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>AALT</b>	0	0	0	5	9	16	14
<b>ASLT</b>	0	0	1	3	5	10	7
<b>AST</b>	0	3	9	9	4	4	8
<b>Totals</b>	0	3	10	17	18	30	29

**3. WORKFORCE AND ECONOMIC DEVELOPMENT**

Program Review

RPCC regularly reviews enrollment and student success in technical programs. Effective May 2014, RPCC eliminated the Automotive Technology program due to low enrollment, cost to operate the program and difficulty in maintaining qualified instructors. RPCC also re-structured the Welding Technology program to eliminate five certificate of technical studies awards to better align the program with NCCER standards. The Welding Technology Program now consists of the Technical Diploma in Welding Technology and the Certificates of Technical Studies in Entry Welder (SMAW) and Welding processes (GMAW, GTAW, FCAW). The Business programs were also re-structured to eliminate low enrolled certificate programs and to better align the program with workforce needs. In total, RPCC eliminated four different awards related to Business/Accounting during the 2014 academic year. RPCC now has an Associate of Applied Science (AAS) in Business Office Administration, Technical Diploma (TD) in Business Office Technology and a Certificate of Technical Studies (CTS) in Office Assistant Specialist. Although RPCC re-structured several programs, the only “full” program to be eliminated was the Automotive Technology Program.

RPCC has received approval from the LCTCS and Louisiana Board of Regents to add the Certificate of Applied Science (CAS) in Medical Coding Specialist and the CTS in Medical Assistant to its active curriculum inventory. However, RPCC is awaiting approval from SACSCOC and US Department of Education before students will be allowed to enroll into these programs.

RPCC prides itself in working closely with advisory boards and regional industries in aligning program curricula to meet industry needs. RPCC believes that all 22 active programs in its CRIN (including transfer programs) are aligned with workforce development needs. Students who have completed the Certificate of General Studies or an AALT/ASLT degree have critical thinking, communication, and computational skills that prepare them well for the workforce.

**a.i., ii., iii. Eliminate academic programs that have low completion rates or are not aligned with workforce**

# of programs eliminated	# of programs modified or added	# of programs aligned with workforce	% of programs aligned with workforce
0	0	22	100%

Meeting Workforce Needs

RPCC has leveraged Rapid Response funds to increase workforce training offerings to serve our industry workforce needs. All non-credit programs are offered in an accelerated format and delivered on evening and weekends to help participants achieve industry-based credentials in Welding, Millwright, Industrial Instrumentation, Industrial Electrical, Non-Destructive Testing, and Carpentry. Satellite sites have been established to deliver training at East Ascension High School in Gonzales and the St. James Career and Technology Center in Litcher. These programs were created to respond to the Louisiana Workforce Commission (LWC), Craft Workforce Development Task Force of the Louisiana Workforce Investment Council’s projections of skilled craft workers needed to fill new jobs and vacancies anticipated due to attrition as Louisiana continues to build and expand petrochemical plant facilities along the I-10 corridor and the Mississippi River. RPCC is listed as a training provider on the Workforce Innovation Opportunity Act (WIOA) website where all programs are listed as approved training and education programs. RPCC works closely with the surrounding parish LWC Career Solutions Centers that administer the WIOA funding including: Ascension, St. James, East Baton Rouge, and Assumption. The LWC Career Solutions Centers refer students to our programs and assist their clients with accessing these opportunities to obtain the knowledge and skills required to secure sustainable employment. RPCC has partnered with the St. James Parish Youth Build program to customize the NCCER training process to help participants build success by earning the NCCER CORE Curriculum industry-based credential. Of the above mentioned programs, Welding and Non-Destructive Testing (NDT) have proven to be the most successful with over 180 welding students served across the three sites and NDT graduating 68 since the program was established in 2014.

RPCC has partnered with Baton Rouge Community College (BRCC) and the Industry Scaffolding Committee (ISC) to design, develop and deliver an 80 hour, customized industrial scaffold builder training program that culminates in participants’ earning a Louisiana Workforce Investment Council approved industry-based certification entitled, “Basic Access Scaffold Builder.” Over 123 scaffold builders were trained and certified with this program since its inception in 2015. The program is currently experiencing 92% certification pass rate. The training design is based on job performance expectations and includes significant hands-on practice with four types of industrial scaffolding systems. This program has engaged a consortium of business and industry partners (Excel Modular, Brock, Safway, Brand, Turner, United Rentals and others) to contribute their expertise, time, scaffold systems, tools and supplies, as well as employment of graduates. RPCC has also formatted the training process to serve graduating seniors and students at-risk of dropping out of high school.

RPCC has partnered with Lift Tech to establish a Mobile Crane Operator training program that differentiates itself from other mobile crane training courses by achieving at least 40 hours of individual “seat time” within a four week period (160 hours total). This fact is accomplished by maintaining a low operator to crane ratio of 3

to 1. Participants are trained and hone their skills with real-life lift scenarios and are fully prepared to earn their NCCCO (National Commission on Certifying Crane Operators) Mobile Crane Operator certification. RPCC/Lift Tech is currently experiencing a 100% pass rate (31/31) and a 100% employment placement rate (31/31) with this program. Plans are to expand the program to offer NCCCO Rigging and Signal Person training/certification in 2016.

#### Program Advisory Committee

Full-time faculty members organize program advisory board meetings and involve business and industry partners in their programs through conducting program audits and reviews and through guest speaking opportunities, vendor demonstrations and project internships. The Vice Chancellor of Workforce Development facilitates business and industry visits to the Technical Education Center based on recommendations from industry partners to respond to local workforce demands. As a result, RPCC will be adding pipefitting to non-credit bearing accelerated program offerings.

RPCC hosts and participates in a weekly Industrial Scaffolding Committee meeting which is designed to ensure a sustainable training process for its members as well as support other initiatives for advanced training and other workforce needs related to the industrial scaffolding and insulation contractor industry.

#### Technology & Distance Education

During the 2015-2016 year, RPCC offered non-credit workforce training courses delivered in a blended or hybrid format using the newly developed NCCER Connect System. NCCER Core, Electrical I, Electrical II, and Welding were offered in this format reducing the costs to students and accelerating the time-cycle for program completion, industry-based credentialing and subsequent employment. This strategy will also accelerate industry-based credentialing and subsequent employment. This strategy was unsuccessful for a variety of reasons, namely: the target audience's lack of comfort with navigating computer systems, accessibility to computers for personal use, and the quality of computer-based instructional design for the NCCER Connect System.

Additionally, credit bearing online classes are offered by RPCC instructors within the semester schedule and also through the LCTCS online system. While online education offers working students the opportunity to advance their education through convenient means, most of RPCC's online students enroll in courses delivered in the traditional in person format and supplement their semester schedule with online courses.

#### Workforce Partnerships & Solutions

RPCC works closely with the region's primary employers, the petrochemical and related industries. The Chancellor and Vice Chancellors are involved in various industry associations and groups including the East Ascension Rotary, Ascension Chamber of Commerce, River Region Chamber of Commerce, Baton Rouge Area Chamber, Greater Baton Rouge Industry Alliance, Louisiana Chemical Association, Louisiana Chemical Industry Alliance, Alliance Safety Council, Greater New Orleans Economic Development, Ascension Parish Community Advisory Panel, Next 25, Associated Builders and Contractors, St. James Business and Industry Development Group and others. Many petrochemical companies host internships for RPCC students, especially in the Process Technology and Instrumentation programs.

RPCC relies on research and data collected by the Ascension Economic Development Corporation. The Ascension Economic Development Corporation aggressively recruits business and industry to the parish and partners with RPCC to identify workforce training needs of prospective companies. The RPCC Workforce Solutions Team follows-up on all referrals from AEDC, new businesses and existing businesses, and explores opportunities to serve their workforce development needs. RPCC is now primarily focused on custom workforce

training solutions that result in high-wage, high demand employment or advancement in ones' current employment. Several projects were initiated and completed during the reporting year. While other projects are still in progress. The scaffolding training program mentioned above is one such program. Other projects include: Methanex Management Team Development, TWA Erectors Rigging and Signal Person Training and Certification, Supervisory Leadership Training for Supervisor with Almatris Inc, Customized Scaffolding Certification Onboarding process for Excel Scaffolding, CB&I TIG Welder Training, Certified Advanced Process Operator Program for BASF and other industry partners, Deck Hand Boot Camp for Carline Inc and other industry partners, Customized Process Operator Training for Abermerle Corp. and Cost Control Administrator Training for Excel Scaffolding and other industry partners. The RPCC Workforce Solutions Team is constantly seeking opportunities to serve the specific needs of our business and industry constituents.

**New Campus Construction**

Through the ACT 360 funding signed into law by the governor during the 2013 legislative session, RPCC is in the process of building a new Technical Training Center at the Edenborne Campus site. The RPCC Foundation Board of Directors conducted a successful capital campaign to raise the 12% matching funds and construction has started. The RPCC team, with the support of the Chancellor and Vice Chancellors are expanding current technical programs and adding new non-credit bearing, accelerated training programs to serve a larger population than ever before. RPCC has continued to involve key business and industry leaders to guide the needs assessment process as the project comes to fruition. The RPCC Technical Training Center is designed to address these needs with a vision of responsible growth and flexibility to serve industry needs over the long term. The Technical Training Center will house a fully operational Process Equipment Training Unit (PET Unit), donated by BASF. This equipment will be used to conduct real life, hands-on process operation and control exercises. RPCC is also in the process of creating a Virtual Control Room to simulate multiple process operation scenarios for Process Technicians currently employed and PTEC students in the Process Technology Associates Degree program.

**3.b.i. Number of course sections taught with 50% and 100% instruction through distance education (Tracked)**

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>50%</b>	0	0	0	0	0	0	0
<b>100%</b>	38	90	134	150	107	115	115

*Note: Year 2 data as it appears on the online submission form differs from the Year 2 data shown above. Last year, Year 3 data was inadvertently entered as Year 2 data on the submission form.*

**3.b.ii. Number of students enrolled in courses taught with 50% and 100% instruction through distance education (Targeted)**

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>50%</b>	0	0	0	0	0	0	0
<b>100%</b>	285	938	1,028	957	1123	1349	1538
<b>Benchmarks</b>	-	-	-	525	550	550	550

*Note: The baseline for this measure was changed from Year 2 to Year 3 and now excludes summer. Year 2 data above and the pre-populated Year 2 data on the online submission will not match because the online submission form shows the data submitted last year, which included summer.*

**3.b. iii. # of programs offered through 100% distance education (Tracked)**

	BASELINE—YEAR 3		YEAR 4		YEAR 5		YEAR 6	
	Feb.14, 2013		2013-2014		2014-2015		2015-2016	
Award Name	Associate	Certificate	Associate	Certificate	Associate	Certificate	Associate	Certificate
Number of Programs	0	0	0	0	4	1	0	0
Totals by Award Level	0	0	0	0	4	1	0	0

Note: This measure has become a tracked measure for Year 3. For this measure in Years 1 and 2, RPCC reported the number of programs that it was authorized by the Southern Association of Colleges and Schools to offer through 100% distance education. With Year 3, the data reported reflects the number of programs in the BoR CRIN that are noted as 100% distance education.

**3.d.i. Employment Rate by Degree Level 18 Months after Award Completion (Tracked)**

Terms of Data	Diploma		Certificate		Associate	
	# Completers	% Employed	# Completers	% Employed	# Completers	% Employed
2006-2007	-	-	-	-	53	69.8%
2007-2008	-	-	1	-	52	63.5%
2008-2009	-	-	27	63%	39	59.0%
2009-2010	27	85.2%	116	67.2%	110	60.0%
2010-2011	33	72.7%	128	67.2%	103	75.7%
2011-2012	42	72.2%	181	90.5%	130	67.4%
2012-2013	53	57%	74	52.0%	143	48.0%
2013-2014	37	91.9%	130	65.4%	163	70.6%

Source: Placement data provided from LCTCS - LWC as of November 2014

**4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY**

RPCC set the year five benchmark for Institutional Efficiency and Accountability to reach a 70% target. RPCC currently has a total of 10 programs offered between the two campus sites. Of the 10 programs 5 programs are eligible to obtain program accreditation. At this time, 4 out of the 5 have sought and have been approved for program accreditation. Four out of the five programs eligible to obtain program accreditation have approved status; RPCC achieved this target at 80%.

**d.i. Percent of programs with either mandatory or recommended status that are currently discipline accredited.**

Program Accreditation			
Degree Program	BOR Policy	Current Status	Accredited
1. Industrial Instrumentation Technology	Mandated	Approved	Yes
2. Process Technology	Mandated	Approved	Yes
3. Drafting & Design Technology	Mandated	Approved	Yes
4. Practical Nursing	Recommended	Approved	Yes
5. Business Office Administration	Recommended	Not Sought	No

Currently, RPCC does not does not have a Center of Excellence.

The GRAD Act, passed by the legislature in 2010, allows tuition and fee increases for non-resident students annually until reaching the average tuition and mandatory fee amounts of SREB peers. The chart below represents RPCC’s proposed annual plan for increasing non-resident tuition and fee amounts in accordance with a recommendation approved by the LCTCS Board of Supervisors on February 9, 2011. As the objective is for LCTCS institutions to reach the 2008-2009 SREB average of \$7,444 for non-resident tuition and fees by FY2015-2016, it is this figure that has been reported on the GRAD Act online submission form.

Term of Data	AY 09-10 (baseline)	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fee	\$4,860	\$5,414	\$5,770	\$6,149	\$6,554	\$6,985	\$7,444
Peer Non-resident tuition/fee	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444
Calculated % difference from peers	34%	27%	22%	17%	12%	6%	0%

The LCTCS’s proposed plan to increase non-resident tuition and fees notes that the SREB average will be adjusted to reflect updated SREB data. How exactly colleges will manage to meet an ever-changing figure is uncertain. The chart below shows actual tuition and fee data for the most recent four academic years.

**Actual Tuition Increases and Difference from SREB Peers**

Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
RPCC Total Tuition and Fees	\$4,860	\$5,334	\$5,400	\$6,024	\$6,915	\$7,284	8,122
SREB Peer Average	\$7,444*	\$7,750*	\$7,528*	\$7,904	\$7,695	\$7,695	\$7,710
Difference from Peer Amount	\$2,584	\$2,416	\$2,128	\$1,880	\$780	\$411	\$412
% Difference from SREB Average	-34.7%	-31.2%	-28.3%	-23.8%	-10.1%	-5.3%	-5.3%

*\*The SREB data provided for each academic year is in fact the SREB data for the preceding year because that is the most current data available at the time that the GRAD Act Report is being prepared.*

Historically, RPCC has had few non-resident students. As community colleges typically attract students who live relatively nearby and RPCC is not located near another state, it is unlikely that RPCC will see an increase in its non-resident enrollment. Given the small number of students paying non-resident tuition and fees each semester it is unlikely that the increased tuition and fees for non-residents will have an impact on either enrollment or revenue.

**5. REPORTING REQUIREMENT**

**a. Number of students by classification**

Term of Data	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Undergraduate Headcount	3566	3238	1992	1957
Budgeted FTE Undergraduate Students	1754.8	1680.7	1335.5	1228.3

**b. Number of instructional staff members**

Term of Data	Fall 2012	Fall 2013	Fall 2014	FALL 2015
Headcount	82	79	71	75
FTE	50.7	49.4	45.29	47.5

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

Term of Data	Fall 2012	Fall 2013	Fall 2014	FALL 2015
Undergraduate Headcount	8713	7701	6159	5864
Undergraduate Level Sections	566	563	379	321
Ratio	15.4	13.7	16.3	18.3

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

Term of Data	Fall 2012	Fall 2013	Fall 2014	FALL 2015
Average # Students/Instructor	34.6	34.0	29.5	31

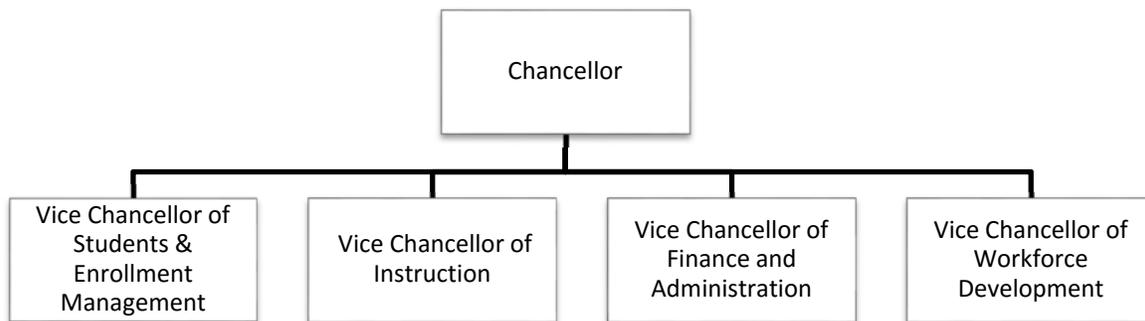
**e. Number of non-instructional staff members in academic colleges and departments**

Term of Data	Fall 2012	Fall 2014	Fall 2015
Number of Non-instructional Staff Members	2	2	2
FTE Non-instructional Staff Members	2	2	2

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

Term of Data	Fall 2012	Fall 2014	Fall 2015
Number of Executive/Administrative/Managerial Staff Members	5	4	5

**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) above and the date, amount, and type of all increases in salary received since June 30, 2008**

<b>POSITION</b>	<b>TOTAL BASE SALARY Reported for Fall 2009</b>	<b>SALARY CHANGES 6/30/2008 Reported for Fall 2010</b>	<b>SALARY CHANGES 6/30/2010 Reported for Fall 2011</b>	<b>SALARY CHANGES 6/30/2011 Reported for Fall 2012</b>	<b>SALARY CHANGES 6/30/2012 Reported for Fall 2013</b>	<b>SALARY CHANGES 6/30/2013 Reported for Fall 2015</b>
Chancellor	\$141,645 <sup>1</sup>	\$133,627 July 1, 2009 Merit increase			11/1/13 \$143,000 New Hire	\$150,150
Executive Vice Chancellor	\$117,191	\$108,511 July 1, 2009 Merit increase			Position dissolved	No change
Vice Chancellor of Finance and Administration	\$86,920	\$82,000 July 1, 2009 Merit increase		\$90,000 Salary increased with hire of new employee on 8/15/2012	\$84,000 01/06/14 New hire	\$88,200
Dean of Students and Enrollment Management	\$68,659	\$65,943 July 1, 2009 Merit increase			\$82,000 9/2/13 Salary and title change Vice Chancellor of Student and Enrollment Management	\$86,100
Dean of Academic Studies	\$71,686	\$67,321 July 1, 2009 Merit increase			\$85,000 09/2/13 Salary and title change Vice Chancellor of Instruction	\$89,250
Dean of Technical Education and Workforce Development			\$74,970 Restructured position due to merger with LTC-Ascension; hire date 7/18/2011		\$89,000 1/6/14 Position restructured Vice Chancellor Workforce Development	\$93,450

<sup>1</sup>In the Year 1 annual report, the salary listed for this position, \$144,144, was incorrect. That figure was the sum of the Operating Budget Salary and the Supplemental Salary for that position. The figure was corrected with the Year 2 report and remains unchanged.

**i. A cost performance analysis**

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

<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$ 2,832,959	39.7%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support	\$ 768,474	10.8%
Student Services	\$ 739,542	10.4%
Institutional Services	\$ 1,299,077	18.2%
Scholarships/Fellowships	\$ 699,756	9.8%
Plant Operations/Maintenance	\$ 683,281	9.6%
Total E&G Expenditures	\$ 7,023,089	98.3%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 120,558	3.2%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 7,143,647	100.0%

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

In-state tuition and fees	\$3,911
Books and supplies	\$1,220
Off-campus room and board	\$9,073
Off-campus other expenses	\$3,919
Total	\$18,123

**iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges**

Average time to degree	3.6
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**iv. Average cost per degree awarded in the most recent academic year**

State dollars per FTE	\$2,734
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**v. Average cost of non-completer in the most recent academic year**

State dollars per FTE	\$2,734
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**vi. All expenditures of the institution for that most recent academic year**

Total expenditures	\$11,881,679
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