

CHANCELLOR'S OFFICE

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April 1, 2015

Dr. Monty Sullivan, President
Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, Louisiana 70806

Dear Dr. Sullivan,

Attached you will find copies of the 2015 GRAD Act report for Delgado Community College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included in this submission are the following documents:

- 2015 Annual Report (Narrative for each Performance Objective and Organizational Data)
- Appendix #2 (Licensure and Certification Passage Rates)
- Appendix N1, N3-N4 (supporting data for narrative)

The college point of contact for this information is Vice Chancellor for Academic Affairs, Dr. Kathleen Curphy. She can be reached at (504)671-5420 or via email at kcurph@dcc.edu.

Sincerely,



Joan Y. Davis
Chancellor

Delgado Community College



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

2015 Annual Report

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Performance Objective: Student Success (1)

Student success policies/programs/initiatives implemented/continued during the reporting year

New initiatives Delgado Community College implemented during the last academic year include,

- Financial Aid:
 - Revised our Scholarship department to function through the Financial Aid Office; each Spring semester, we will review all student applications with the scholarship committee and award students for Fall/Spring semesters
 - Revised our Satisfactory Academic Processing Policy to review SAP for a student in the Spring (annually), unless the student is on an academic plan
 - The DCC mobile app was designed with a financial aid link allowing students to accept their awards. It was enhanced for students to manually upload what they would like to borrow. As we continue to educate and teach financial literacy to borrow responsibly and only borrow what you need, we hope this will have a positive impact on the reduction of our cohort default rate as well.
 - Improved the overall student experience by eliminating the front desk process. Students can now meet with their respective financial aid counselor on a personalized one-on-one basis.
 - Implemented a college wide Ally campaign-an Ally is someone who is not a part of the LGBT community directly, but shares the beliefs. Our DCC financial aid office prides itself in being a department that students trust; therefore we will have certified Safe Zone representatives for students who choose to come and have someone listen with an open mind and willing to talk to them without judging them.
 - Implemented new policy -Effective Spring 2015 Semester, Delgado Community College is a non-attendance taking institution for the purposes of Return of Title IV Funds regulations; therefore, each student is responsible for dropping classes or withdrawing from College if he/she is unable to complete the course
- Office of Advising and Testing (OAT):
 - First-Time Freshman Advising and Registration Sessions: OAT began offering structured advising and registration sessions for first-time freshmen on the City Park Campus. Sessions include a group presentation on course sequencing and course selection, individual advising for students' first semester based on ACT or Compass Scores, and LoLA registration tutorial and assistance. Students are also walked through the process of checking for outstanding financial aid requirements and/or are sent to admissions for a first-time freshman tuition deferment when applicable. By coordinating first-time freshman advising and registration dates with testing dates, students can test, get advised, and register for classes all in one visit to campus.
 - Video Seminar Series: In an effort to address lagging attendance at the fall and spring semester's face to face seminar series, the Office of Advising and Testing created a series of professionally produced video seminars for students to address academic, career and life success. Students can now access these seminars any time of the day on any internet enabled computer or smart phone. Topics include:
 - From Campus to Career – Job Searching 101
 - Goal Setting
 - Navigating Through Your First Year at Delgado Community College
 - Nursing at Delgado
 - Rights of Students with Disabilities
 - Technical and Trade Education

- Test Taking Tips
- Transfer Degree
- Using Your Veterans Benefits at Delgado Community College

Initiatives continued throughout the year include,

- Financial Aid:
 - Enhanced the financial aid processing to a 100% electronic process for verification of files. Students can email, scan and link, even take pictures to provide and upload for verification.
 - Enhanced the Financial Aid/Student Appreciation Week- each semester we advertise to the students and allow them to play games for prizes, scavenger hunt for answers within other departments...one gift they love is a voucher used to skip the answer center line and go straight to financial aid.
 - Enhanced communication efforts by sending out email notifications targeted specifically to address student needs in a proactive manner with a software system called Target X
- Student Support Services Program (TRIO SSS): a federally funded TRIO program that is designed to increase the retention and graduation rates of eligible students.
- Veterans Advising and Registration Assistance Days: In an attempt to aid students who are military Veterans, the Office of Veterans Affairs held Veterans Advising Day. Veterans were invited to attend a session during which academic advisors were made available to assist these students with scheduling classes and address any potential registration problems.
- College and Career Success Skills: an intrusive, ongoing advising method for those enrolled in developmental education classes. Students who are required to take developmental English and/or Reading are strongly encouraged to take CCSS 107, College and Career Success Skills, their first semester of enrollment at Delgado Community College. Through these classes advisors in the Office of Advising and Testing have a conduit to this population of students and use it in several ways:
 - Visits to the class early in the semester to introduce themselves as a point of contact and to provide important information to start the semester
 - Email follow up regarding mid-term grades and video seminar series (City Park)
 - Classroom visits to the OAT within the first two weeks of registration period to register for the next semester (City Park)

Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

- Student Support Services Program (TRIO SSS): Students in the program receive assistance with basic study skills, such as how to take notes, study for exams, and manage time effectively. Other program services are: Student Grant Aid, personal counseling, career counseling, financial literacy, academic advising, and tutorial services in math and English. Student Support Services students participate in group activities, Student Support Services Ambassadors Organization, workshops, events, and academic award receptions designed to enhance their educational experience.

Persistence, good academic standing, graduation and transfer are major objectives for the program. In the 2013-2014 Annual Performance Report submitted to the U.S. Department of Education, 145 (103%) students were served by the project in which 74% of the students served persisted from Fall 2013 to Fall 2014; and 96% of the students were in good academic standing. Additionally, 24% of the students from cohort year 2010-11 earned an associate's

degree or certificate and 54% earned a degree or certificate AND transferred to a 4-year institution.

- First-Time Freshman Advising and Registration Sessions: 2,941 first-time freshman students were advised in the OAT at the City Park Campus for Summer and Fall 2014 and Spring 2015. A majority of these students went through the structured advising and registration sessions. A survey of student satisfaction and perceived level of knowledge/comfort gained from the A&R Sessions was administered to a sample of 100 students. The results are as follows:
 - I understand my English, Math, and Reading class placement based on ACT and/or Compass Scores (93% of students agreed or strongly agreed)
 - The advisors suggested course(s) for me in addition to English, Math, and Reading (88% of students agreed or strongly agreed)
 - I understand that Accelerated Developmental Courses are a way for me to complete developmental course requirements quicker than normal (92% of students agreed or strongly agreed)
 - I feel I am able to log into LoLA on my own (92% of students agreed or strongly agreed)
 - I feel more comfortable registering myself for classes in LoLA (83% of students agreed or strongly agreed)
 - The advisors were courteous and friendly (94% of students agreed or strongly agreed)
- The Office of Advising and Testing Video Seminar Series: Since their inception the Video Seminar series has generated 249 total views.
- Veterans Advising Days: The College hosted two sessions each semester, one at the City Park Campus and the other at the West Bank Campus. We had 125 attendees at both locations in 2014-15 (note: City Park event for the spring 2015 semester is up-coming).
- College and Career Success Skills: 80 Sections of CCSS 107 at the City Park Campus, the West Bank Campus, and the Slidell Site for the fall 2014 and spring 2015 semesters were visited at least once by an academic advisor from the Office of Advising and Testing. In all, 586 students were advised during the first two weeks of registration at the City Park Campus through this initiative.

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting having met or improved for the reporting year.

- 1st to 2nd Year Retention Rate – Delgado’s retention rate for Year 5 is 48.8%. Nevertheless, the retention rate benchmark was not met for this reporting year. The tracking program Delgado began 2 years ago is still in place, and has been tremendous student outreach effort during the months of July and August. However, the College’s plan is to begin monitoring the freshmen cohort in June rather than July, and advise students as need. The reason for the earlier tracking start date is to assist students with financial aid options as well as securing classes for their second year on campus.
- Plan of Action for Increasing Retention Rate – The College has engaged the services of Ruffalo Noel-Levitz, higher educational consultants with a proven track record. The firm offers a coordinated solution to institutions with a focus on recruitment and retention. Specifically, Delgado will focus on developing a comprehensive retention program that engages the campus community by
 - Gathering and analyzing data to set retention priorities & create initiatives with the greatest impact on persistence and student success
 - The use of a 3-step process: Assessment, Planning, Implementation

- Passage Rate on Licensure Exam in Practical Nursing (PN) – Passage Rate on the PN licensure exam equaled 79.03% this year, below the Year 5 benchmark. In 2013, the national standards increased for practical nursing causing a decrease in Delgado’s PN passage rates for this year’s report. When you compare Delgado’s passage rates to the National passage rates of [2013](#) and [2014](#), the college rates remain above the national rates by 1.38 percentage points.

Delgado Community College vs. National Passage Rate Comparison

See Appendix N1 for National Passage Rate Table

	Oct–Dec 2013*	Oct–Dec 2014*
Delgado PN Rates	89.87%	79.03%
National PN Rates	81.14%	77.65%

*Notes: Delgado students complete the program and exam in December only; therefore the national rates in the table reflect the same time period for comparison purposes.

Source: NCLEX Statistics from NCSBN 2013 and 2014 (Oct –Dec testing period)

- Plan of Action for Increasing PN Passage Rate - The faculty have made the following changes:
 - In addition to meeting the basic entrance requirements mandated by the LSBPNE, all applicants must take a standardized pre-nursing admission exam and meet the required score to be considered for admittance.
 - Standardized testing and remediation is now incorporated into each course of the curriculum.
 - Students are required to complete assignments in an NCLEX preparation software in each course.
 - Strengthened curriculum and classroom methodologies
- 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	48.8%
• No. of first-time, full-time, associate degree seeking students enrolled in Fall 2013	1,657
• No. of the above retained at the same institution the following fall semester (Fall 2014)	809

iv. Same institution graduation rate	10.0%
• No. of entering first-time, full-time students in Fall 2010	2,559
• No. of completers within 150% of time	256

vi. Award Productivity	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Productivity Rate	0.111	0.109	0.105	0.147	0.155	0.241
Diploma	44	51	71	112	77	100
Certificate	207	250	240	744	639	1,437
Associate Degree	881	1020	1,116	1,253	1,242	1,368
Post-Associate Certificate	0	0	25	18	25	23
Undergraduate FTE	10179.43	12161.26	13840.86	14507.96	12805.40	12139.30

b) Increase the percentage of program completers at all levels each year.

i. Percent change in program completers	2013-2014 Completers	% change from baseline
• Certificate	1,417	521.5%
• Diploma	100	66.7%
• Associate Degree	1,357	55.3%

c) Develop partnerships with high schools to prepare students for postsecondary education.

	Fall 2013	Spring 2014
i. No. of High School Students Enrolled	220	246
ii. No. of semester credit hours in which high school students enrolled	1,408	1,195
iii. No. of semester credit hours completed by high school students by grade	1,130	1,090

d) Increase passage rates on licensure/certification exams and workforce foundational skills.

i. Passage rates on licensure/certification exams: See data in Appendix 2 Part 1

	Year 5 Benchmark Passage Rate	# of students taking NCLEX	# who met standards for passage	Year 5 Actual Passage Rate
c. Nursing (PN)	84.30%	62	49	79.03%
d. Nursing (RN)	89.90%	225	209	92.89%

ii. Number of students receiving certifications: This year the total number of certifications received by Delgado Community College students is 1,065. See Appendix 2 Part 2 for a complete breakdown by certification.

iii. Number of students assessed and earning WorkKeys certifications: During the 2014 calendar year, the WorkKeys assessment was offered 17 times at the Office of Testing & Assessment in the Student Services Center on the City Park Campus. In addition, the assessment was offered at all campuses/sites throughout the year. Even though the assessment is available to all students at all campuses, there were no students who took the assessment last year.

iv. Other assessment & outcome measures: Pending identification of other assessment and outcomes, institutions are not required to report on this measure.

Performance Objective: Articulation and Transfer (2)

Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree program

- The College's [Articulation Agreements with Other Institutions \(AA-1438.1\)](#) and the policy on [Evaluation of Transfer Credit \(AA1442.3\)](#) are among the policies facilitating transfer to four-year institutions. The collection of policies and procedures in the [Academic Procedures Resource Guide](#) and other [Delgado Policies Related to Student Success](#) reinforce student achievement.

New policies implemented in the last academic year

- [Industry-Based Certification Credit](#): In accordance with the College's Credit for Prior Learning (Non-Traditional Credit) policy, the College may award college credit for knowledge gained through industry-based certifications.

Any Delgado student who believes he/she is qualified for college credit due to completion of industry-based certifications should contact the Division Dean of the student's major. These credits are typically referred to as credits for prior learning (non-traditional credits) and specific procedures relevant to awarding credit for an industry-based certification are required.

- [Credit for Prior Learning](#): Delgado Community College may award college credit for knowledge gained through private study and/or work experience. These credits are typically referred to as prior learning (non-traditional) credits and also include the award of credit for non-credit coursework.
 - The types of prior learning (non-traditional) credit available at Delgado are Advanced Placement, College Board Advanced Placement Credit, College Level Examination Program (CLEP), Credit Examinations, Life Experience Assessment Program (LEAP), Industry-Based Certification Credit, Military Credits, Technical College Credit, Correspondence Credits, Credit for Non-Credit Coursework (through LEAP and/or Credit Examinations), and Prior Learning (Non-Traditional) Credits from Other Institutions.

As part of the effort for two policies above, a [Prior Learning Assessment Matrix \(Crosswalk\)](#) was developed as well as a new initiative. We've also developed a helpful [Credit for Prior Learning webpage](#).

Continued policies

- Delgado Community College ensures compliance with [LCTCS Policies Relating to Student Success](#) within its published institutional policies, and continues to monitor any changes in system policy that may impact institutional policy on student success.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues

- Delgado has participated in a collaborative [Processes to Remedy Transfer and Articulation Issues](#) in accordance with Louisiana Revised Statute 17:3161-3169.

Development/use of agreements/external feedback reports during the year

- [Privateer Bound](#): Is a partnership between Delgado and the University of New Orleans. It is designed for first-time freshmen students who do not meet the University of New Orleans admission requirements, but plan to transfer to UNO after meeting the transfer admission requirements. Program participants enroll in Delgado Community College but have the unique opportunity to complete all necessary Delgado coursework on the University of New Orleans' campus.
- Referral agreements have been established with the [University of New Orleans \(UNO\)](#) and [Southeastern Louisiana University \(SELU\)](#) to admit and track students referred those institutions.
- External Feedback Reports from 4-year institutions
 - [Southeastern](#)

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

	Fall 2013	Spring 2014
ii. Number of students enrolled at 2-year colleges and technical colleges during the reporting year.	90	12

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, AALT, ASLT, or AST, at any time during the reporting year (Fall and/or Spring semesters).**

	2013-2014
AALT Enrollment	277
ASLT Enrollment	376
AST Enrollment	372
Total Transfer Degree Enrollment	1,025

- ii. Number of students completing a transfer degree, AALT, ASLT, or AST, at any time during the most recent reporting year.**

	2013-2014
AALT Completers	9
ASLT Completers	16
AST Completers	15
Total Transfer Degree Completers	40

Performance Objective: Workforce and Economic Development (3)

Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.

- Annual Completion Rate Review - On an annual basis, the Director of Curriculum and Program Development reviews completion rates as published by the Louisiana Board of Regents, and compares them to recent year completion rates to identify trends and, if necessary, develops intervention strategies to assist programmatic faculty review and revise instructional offerings to best meet identified workforce needs.
- The Program and Discipline Review Task Force is comprised of a small group of faculty, staff, and deans to review all programs. This task force reports any unique, questionable, or interesting findings to the Chancellor.

Other means of tracking students into the workforce outside of the Employment Outcomes Report.

- The College holds a 'Grad Fest' at the end of each semester. Grad Fest is a one stop center to take care of all the student's needs prior to graduation, for those who will graduate that semester. During Grad Fest, students complete the Grad Fest Survey. A series of questions are asked about the student's experience at Delgado as well as their future plans i.e. entering the workforce or continuing education. The survey provides the College with student contact information as well as some job placement data.

Improved technology/expanded distance learning offerings during the reporting year.

- The College's distance learning courses are a complete extension of the curriculum offered on campus and are consistent with the educational mission.
- During the last academic year, we increased our online (100%) course sections by 2%, and our hybrid (50-99%) course sections by 3%.
- The College maintains a host of tools to facilitate its learning-centered mission to support and compliment distance learning. Those tools include:
 - Blackboard Learning Management and Community Systems through summer 2015. Moving Aug 1 to Canvas LMS (transition and migrating now)
 - Elluminate (now Blackboard Collaborate) Online Databases – Delgado libraries
 - ShareStream
 - Softchalk™
 - Tegrity
 - NBC Learn
 - NetTutor
- Delgado is now at your fingertips! The college introduced a mobile app for Apple or Android smartphones or tablets. The app offers students the ability to view the college catalog, pay tuition, view semester course schedule, register for courses, social activities, and more. From August 2014 to March 2015, 5,336 apps have been downloaded. And, total visits to the app equal 52,984.

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.

Measures

i.	No. of programs eliminated	5
	<ul style="list-style-type: none"> • C.T.S in Production Line Welder • C.T.S in Production Line Welder: Shipbuilding • C.T.S in Machine Tool Technology: Lathe Operator • C.T.S in Machine Tool Technology: Mill Operator • C.T.S in Machine Tool Technology: CNC Operator 	
ii.	No. of programs modified or added	11
	The following eight (8) instructional programs were modified significantly during the last year:	
	<ul style="list-style-type: none"> • C.T.S. in Culinary Arts: Line Cook • C.T.S. in Culinary Management • A.A.S. in Culinary Arts • C.T.S. in Welding: Gas Tungsten Arc Welding (GTAW) • C.T.S. in Welding: Flux Cored Arc Welding and Gas Metal Arc Welding (FCAW & GMAW) • C.T.S. in Welding: Shielded Metal Arc Welding (SMAW) • C.T.S. in Precision Machining • C.T.S. in Massage Therapy 	
	The following three (3) instructional programs were added during the last year:	
	<ul style="list-style-type: none"> • A.A.S. in Science Laboratory Technology • C.T.S. in Precision Machine • C.T.S. in Industrial Maintenance Technology 	
iii.	No. of program offerings	79
	No. of programs aligned with workforce and economic development needs	62
	Calculated percent	78.48%

b) Increase use of technology for distance learning to expand educational offerings.

Measures

i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
100% online courses	722	710	812	893	941	662
50% - 99% online courses	175	221	287	316	405	0

ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
100% online course	14,543	17,300	18,833	20,159	17,729	16,696
50 – 99% online courses	2,555	3,341	4,344	4,999	5,004	0

iii. Number of programs offered during the reporting year through 100% distance education by award level

Program	Degree	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Accounting	AAS	✓	✓	✓	✓	✓	✓
Business Administration	AS	✓	✓	✓	✓	✓	✓
Criminal Justice	AA		✓	✓	✓	✓	✓
General Studies	AGS	✓	✓	✓	✓	✓	✓
Business & Management	AAS	Spring 09	✓	✓	✓	✓	✓
General Studies	CGS		✓	✓	✓	✓	✓

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.

Employment Rate by Degree Level Six Months after Graduation For All Completers

Degree Level	Number of Completers							Percent Employed						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Diploma	33	40	44	78	71	106	77	90.9%	85.0%	84.1%	69.2%	83.1%	66.0%	74.0%
Certificate	108	147	181	236	199	181	639	79.6%	85.0%	76.2%	73.4%	77.4%	71.8%	54.9%
Associate	930	832	876	1,013	1,107	1,242	1,242	82.5%	80.4%	76.3%	76.6%	71.2%	68.1%	66.8%

Source: Louisiana Workforce Commission - Employment Outcomes Report 2013 (2006-07 to 2011-12), La Workforce Commission-Placement Data and La Board of Regents-Completers Data (2012-13)

Performance Objective: Institutional Efficiency and Accountability (4)

Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue

- Delgado Community College has shown progress toward increasing the non-resident tuition as compared to the SREB averages since the approval of the six year plan by the LCTCS board in 2010. In 2009, our non-resident tuition for full-time students equaled \$5,082. Today, our non-resident tuition equals \$7,686 for full-time students. This is only 9.89% below the SREB average.
- Currently, the non-resident tuition and fee average of the SREB peer institutions is \$8,446.
- Non-resident tuition at Delgado has surpassed the internal projected dollar amounts for both the 2014-15 and 2015-16 academic years. However, non-resident tuition and fees still fall below the SREB average by comparison.
- In the fall semester of the baseline year (AY0910) the college’s international student enrollment was 632. In fall 2014, international student enrollment totaled 288. This is a 54.4% decrease in enrollment since the baseline year. It is possible the recent increases in non-resident tuition and fees have affected the college’s international student enrollment.

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.

Baseline, Actual and Projected Increases for Non-Resident Tuition								
	2009-10 (Baseline)	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Projected	2014-15 Actual	2015-16 Projected
Tuition	\$5,082	\$5,892	\$6,190	\$6,366	\$6,993	\$7,173	\$7,686	\$7,531
% Inc.	n/a	15.9%	5.1%	2.8%	9.8%	2.6%	9.9%	-----

Measure

i. Total tuition and fees charged to non-resident students				
Academic Year	Non-resident Tuition/Fee Amount	SREB Peer Non-Resident Tuition/Fee Amount*	Difference from Peer Amount	Percent Difference from Peer Amount
2009-2010 (Baseline)	\$5,082	\$7,444	-\$2,362	-46.48%
2010-2011	\$5,892	\$7,444	-\$1,552	-26.34%
2011-2012	\$6,190	\$7,528	-\$1,338	-21.62%
2012-2013	\$6,366	\$7,904	-\$1,538	-24.16%
2013-2014	\$6,993	\$8,271	-\$1,278	-18.28%
2014-2015	\$7,686	\$8,446	-\$760	-9.89%

*Source: 2008-2009 SREB Data Exchange Table 101 and 2012-13 SREB Data Exchange Table 136
See Appendix N4 for SREB Table 101 and SREB Table 136

d) Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.
- Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.
- 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.
- 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.
- Having a high level of research productivity and technology transfer.

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

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

Measure - See Attachment D for baseline, benchmark, and target data

	2013-14
# Mandatory or Recommended Programs	37
# of Programs Discipline Accredited	35
Calculated Rate	94.6%

Performance Objective: Reporting Requirements (5)

a) Number of students by classification

Undergraduate Headcount (Fall 2014)	17,152
Undergraduate Budgeted FTE (2014-15)	11,515.93

b) Number of instructional staff members

Headcount (Fall 2014)	818
FTE (Fall 2014)	519.81

c) Average class student-to-instructor ratio

Average undergraduate class size (Fall 2014)	17.67
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d) Average number of students per instructor

Ratio of FTE students to FTE instructional faculty (Fall 2014)	22.15
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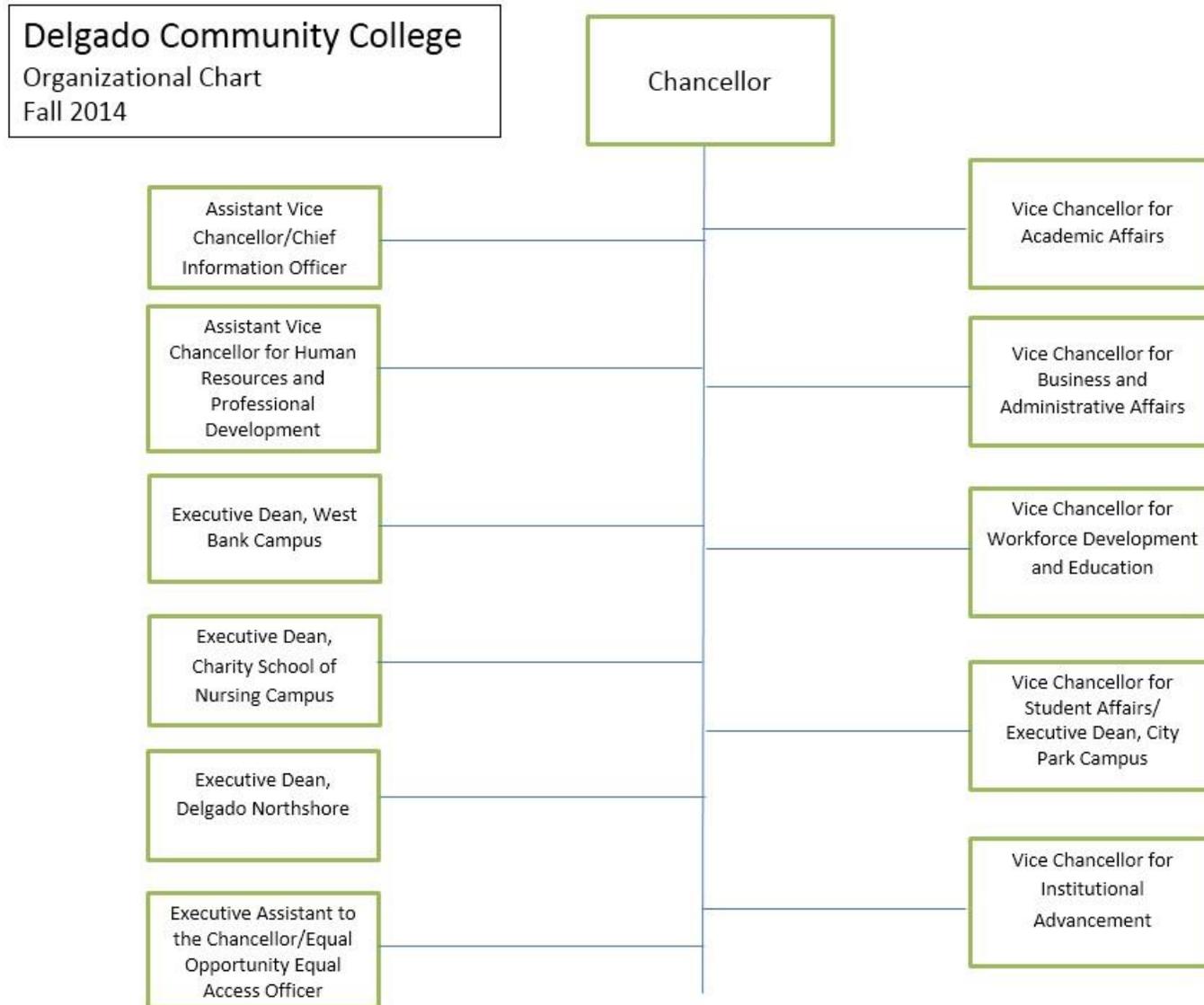
e) Number of non-instructional staff members in academic colleges and departments

Department	No.	FTE
Academic Affairs	1	1
Allied Health	1	1
Arts and Humanities	2	2
Business and Administrative Affairs	2	2
Communication	1	1
Delgado Northshore Sites	1	1
Delgado Sidney Collier	1	1
Delgado Westbank Campus	1	1
Distance Learning & Instructional Technology	1	1
Library Services	1	1
Math & Science	1	1
School of Nursing	3	3
Student Affairs	1	1
Workforce Development and Education	2	2
TOTAL	19	19

f) Number of staff in administrative areas

Department	No.	FTE
Accounts Receivable	1	1
Building Services	1	1
Chancellor's Office	2	2
Controller's Office	2	2
Dean's Office	1	1
Facilities & Planning	3	3
Finance	1	1
Human Resources	4	4
Information Technology	2	2
Institutional Advancement	1	1
Maintenance	1	1
Payroll	1	1
TOTAL	20	20

g) Organization chart



h)

Position	Total Base Salary Reported for Fall 2009	Salary Changes Since 6/30/2008 Reported for Fall 2010	Salary Changes Since 6/30/2010 Reported for Fall 2011	Salary Changes Since 6/30/2011 Reported for Fall 2012	Salary Changes Since 6/30/2012 Reported for Fall 2013	Salary Changes Since 6/30/2013 Reported for Fall 2014
Chancellor	\$185,000.00		\$170,000 Interim Chancellor appointed; therefore decrease in salary of \$15,000.	\$185,000 Chancellor hired in Summer 2012		
Vice Chancellor Business & Administrative Affairs	\$138,562.84			\$145,491 Merit Increase	\$120,000 Previous VC retired & new VC hired at lesser salary	
Vice Chancellor Workforce Development & Education	\$124,643.48			\$130,875 Merit Increase	\$121,500 Previous VC retired & new VC hired at lesser salary	
Vice Chancellor Academic Affairs	\$128,068.00		\$125,000 Interim VC appointed; therefore decrease in salary of \$3,068	\$134,472 merit increase and change in personnel.		
Asst Vice Chancellor/Chief Information Officer/Executive Dean, Sidney Collier	\$116,341.68			\$122,159 Merit Increase		Added duties no salary increase
Vice Chancellor Student Affairs	\$118,078.22			\$123,982 Merit Increase		
Vice Chancellor Institutional Advancement					\$115,000 New Position	
Executive Dean, West Bank					\$108,000 Started reporting to the Chancellor	
Executive Dean, Charity School of Nursing					\$115,000 Started reporting to the Chancellor	
Executive Dean, Northshore					\$87,984 Started reporting to the Chancellor	
Asst Vice Chancellor, Human Resources						\$108,000 Started reporting to the Chancellor

i) A cost performance analysis

i. Total operating budget by function, amount, and percent of total

Expenditures by Function:	Amount	% of Total
Instruction	\$37,256,399	47.1%
Research		
Public Service		
Academic Support	\$9,914,125	12.5%
Student Services	\$5,540,424	7.0%
Institutional Services	\$12,935,586	16.4%
Scholarships/Fellowships	\$1,361,956	1.7%
Plant Operations/Maintenance	\$9,579,317	12.1%
Total E&G Expenditures	\$76,587,807	96.8%
Hospital		
Transfers out of agency	\$1,447,875	1.8%
Athletics	\$709,702	0.9%
Other	\$351,712	0.4%
Total Expenditures	\$79,095,095	100.0%

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

Section 1: Part F
Part F – Net Price Calculation for Group 3
The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

	YOUR PRIOR YEAR DATA 2011-12	YOUR PRIOR YEAR DATA 2012-13	2013-14
Components of cost of attendance			
01 Published <u>tuition</u> and <u>required fees</u> (lower of in-district or in-state)	3,330	2,991	3,302
02 <u>Books and supplies</u>	1,200	1,200	1,200
03 <u>Room and board and other expenses by living arrangement</u>			
03b <u>Off-campus (with family)</u>	3,435	3,075	3,626
03c <u>Off-campus (not with family)</u>	11,761	11,717	12,415
04 <u>Number of Group 3 students by living arrangement</u>			
04b <u>Off-campus (with family)</u>	755	647	668
04c <u>Off-campus (not with family)</u>	1,167	943	819
04d <u>Unknown</u>	80	1	0
05 <u>Weighted average for room and board and other expenses by living arrangement (excluding unknown values)</u> See instructions for the formula for this calculation	8,490	8,200	8,467
06 <u>Total cost of attendance</u> This value is calculated using the following formula: [F01+F02+F05]	13,020	12,391	12,969
07 <u>Average amount of grant or scholarship aid awarded to Group 3 students from the following sources: the federal government, state/local government, and the institution</u>	5,644	5,545	5,376
08 <u>Average institutional net price for Group 3 students</u> This value is calculated using the following formula: [F06-F07]	7,376	6,846	7,593

As required by the Higher Education Opportunity Act of 2008, these amounts will be posted on the U.S. Department of Education's College Navigator website and used in the U.S. Department of Education's College Affordability and Transparency Lists.

Section 1: Part G

Part G – Net Price Calculation for Group 4

The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

	YOUR PRIOR YEAR DATA 2011-12	YOUR PRIOR YEAR DATA 2012-13	2013-14
Components of cost of attendance			
01 Published <u>tuition</u> and <u>required fees</u> (lower of in-district or in-state)	3,330	2,991	3,302
02 <u>Books and supplies</u>	1,200	1,200	1,200
03 <u>Room and board and other expenses by living arrangement</u>			
03b <u>Off-campus (with family)</u>	3,435	3,075	3,826
03c <u>Off-campus (not with family)</u>	11,761	11,717	12,415
04 <u>Number of Group 4 students by living arrangement</u>			
04b <u>Off-campus (with family)</u>	792	666	667
04c <u>Off-campus (not with family)</u>	1,216	945	825
04d <u>Unknown</u>	78	0	0
05 <u>Weighted average for room and board and other expenses by living arrangement (excluding unknown values)</u> See instructions for the formula for this calculation	8,477	8,144	8,486
06 <u>Total cost of attendance by income level</u> This value is calculated using the following formula: [G01+G02+G05]	13,007	12,335	12,988
07 <u>Average amount of grant or scholarship aid awarded to Group 4 students from the following sources: the federal government, state/local government, and the institution</u>	5,349	5,383	5,201
07a <u>\$0-30,000</u>	6,057	5,999	5,838
07b <u>\$30,001-48,000</u>	4,913	4,866	4,835
07c <u>\$48,001-75,000</u>	2,090	2,231	2,156
07d <u>\$75,001-110,000</u>	622	773	727
07e <u>\$110,001 and more</u>	788	798	909
08 <u>Average institutional net price for Group 4 students</u> This value is calculated using the following formula: [G06-G07]			
08a <u>\$0-30,000</u>	6,950	6,336	7,150
08b <u>\$30,001-48,000</u>	8,094	7,469	8,153
08c <u>\$48,001-75,000</u>	10,917	10,104	10,832
08d <u>\$75,001-110,000</u>	12,385	11,562	12,261
08e <u>\$110,001 and more</u>	12,219	11,537	12,019

As required by the Higher Education Opportunity Act of 2008, these amounts will be posted on the U.S. Department of Education's College Navigator website.

iii. Average time to degree for completion of academic programs	6.4
iv. Average cost per degree awarded	\$2,212
v. Average cost per non-completer	\$2,212
vi. All expenditures of the institution	\$139,016,731

Appendix 2 – Part 1 Licensure/Certification Exams

Appendix 2 - Part 1 Licensure/Certification Exams
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.

Institution: Delgado Community College

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2014	7	7	100.0%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	Fall 2014	11	10	100.0% 100.0% 100.0%
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association	2013-14	5	3	60.0%
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2013-14	4	4	100.0%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2013-14	18	8	44.4%
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors	2014	Arts = 13 Science = 13	Arts = 6 Science = 7	46.2% 54.0%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	Spring 2014	3	2	66.7%
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)	2014	9	9	100.0%
Medical Coding	American Health Information Management Association (AHIMA) Certified Coding Association (CCA)	Certified Coding Association	Fall 2014	2	2	100.0%
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners	Summer 2014	6	6	100.0%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2013	225	209	92.9%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	Fall 2013	18	18	100.0%
Ophthalmic Medical Assisting	Joint Commission on Allied Health Personnel in Ophthalmology	Joint Commission on Allied Health Personnel in Ophthalmology	Spring 2014	7	7	100.0%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	Spring 2014: Fall 2014:	Spring 2014: 7 Fall 2014: 21	Spring 2014: 7 Fall 2014: 19	100% 90.5%
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)	Fall 2014	23	21	91.3%
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners	Spring 2014	5	5	100.0%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	Fall 2014	29	29	100.0%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)	Summer 2014: Fall 2014:	Summer 2014: 14 Fall 2014: 5	Summer 2014: 14 Fall 2014: 5	100% 100%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	Fall 2014	13	13	100.0%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	Fall 2014	15	10	66.7%

April 1, 2015

Appendix 2 – Part 2 Certifications

Appendix #2 to Attachment B

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

2-year Colleges and Technical Colleges

Institution: Delgado Community College

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR ¹⁻⁸	# Students receiving certifications
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence	2013-14	22
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2013-14	5
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2014-15	1
Child Development -- 190709		La Pathways Assn	2014-15	0
Certified Clinical Medical Assistant			2014-15	0
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology	2013-14	8
Culinary -- 120503	Certified Culinarian	American Culinary Federation	2013-14	16
Drafting -- 15.1301	CD	American Design Drafting Assn.	2012-13	0
Electrician -- 46.0302	State License	Louisiana State Licensing Board for Contractors	2013-14	0
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry	2014	11
ETC 1 Emergency Telecommunicator (Emergency 911 Dispatcher)			2013-14	0
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd	2012-13	0
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute	2014-15	31
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)	2014-15	0
Horticulture	Lands Horticulture	Louisiana Ag & Forestry	2012-13	15
National Restaurant Association	Servsafe	National Restaurant Association	2012-13	81
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2013-14	359
Nursing - PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2013-14	49
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospi	2014	393
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	2013-14	6
Real Estate	Salesperson	Louisiana Real Estate Commission	2013-14	9
		AWS Sense		27
Welding		NCCER	2012-13	32
WorkKeys (all areas, levels)	workkeys	ACT	2013-14	0
<i>Baseline Year = most recent year data published by entity that grants licensure/certification</i>				

Notes:

¹ Automotive: While we prepare the students to take the exams, the certifications are voluntary. No state or local laws require them. ASE will not release the data to us due to privacy laws; therefore there may be more students who have received this certification

² Child Development: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

³ Drafting: It is the program's intent to start a process next academic year to encourage the CADD students to attempt the certification. It is not required at this time.

⁴ Electrician: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

⁵ Graphic Arts Education and Research Foundation: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

⁶ ETC: The Telecommunicator courses are no longer offered, so there will not be any current or future completers

⁷ Welding: students receive AWS certification or NCCER certification. Those receiving the NCCER certification are not included in the NCCER certification total above.

⁸ WorkKeys: No workkeys assessments were done at the college during the last reporting year.

Updated by DCC on 4/1/2015

Appendix N1
Narrative 1 – Student Success

d.i.c. Passage Rate on Licensure Exam in Nursing (PN)



2013

Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

RN	Jan-Mar 2013 ³		Apr-Jun 2013 ⁵		Jul-Sep 2013		Oct-Dec 2013		Year to Date Total	
	# ¹	% ²	#	%	#	%	#	%	#	%
First Time, US Educated										
<i>Diploma</i>	741	89.74%	478	80.13%	1,354	84.05%	267	68.54%	2,840	83.42%
<i>Baccalaureate Degree</i>	16,565	91.75%	20,248	85.82%	23,712	82.07%	4,881	75.31%	65,406	85.18%
<i>Associate Degree</i>	23,630	89.44%	27,081	80.95%	28,655	79.56%	7,406	64.88%	86,772	81.43%
<i>Invalid or Special Program Codes</i>	43	60.47%	11	63.64%	14	85.71%	12	58.33%	80	65.00%
Total First Time, US Educated	40,979	90.35%	47,818	83.00%	53,735	80.78%	12,566	69.00%	155,098	83.04%
Repeat, US Educated	5,232	48.59%	5,817	29.91%	12,653	57.05%	11,424	45.12%	35,126	47.42%
First Time, Internationally Educated	1,930	35.23%	1,915	29.66%	1,959	28.33%	2,099	29.35%	7,903	30.61%
Repeat, Internationally Educated	2,950	19.29%	3,008	12.17%	3,103	12.67%	3,362	16.36%	12,423	15.12%
All Candidates	51,091	79.89%	58,558	72.34%	71,450	72.18%	29,451	50.90%	210,550	71.12%

PN	Jan-Mar 2013 ⁴		Apr-Jun 2013		Jul-Sep 2013		Oct-Dec 2013		Year to Date Total	
	#	%	#	%	#	%	#	%	#	%
First Time, US Educated	13,650	84.15%	12,208	83.18%	20,696	87.83%	12,028	81.14%	58,574	84.63%
Repeat, US Educated	3,514	36.80%	3,953	34.68%	3,642	34.93%	3,842	38.02%	14,951	35.58%
First Time, Internationally Educated	208	52.40%	252	46.43%	277	43.68%	218	53.21%	955	48.48%
Repeat, Internationally Educated	193	15.54%	199	15.08%	209	15.79%	199	21.11%	800	16.88%
All Candidates	17,565	73.55%	16,612	70.27%	24,824	78.97%	16,279	69.38%	75,280	73.71%

¹ The # symbol denotes the number of candidates who took the exam.
² The % symbol denotes the percentage of candidates that passed the exam.
³ The RN Passing Standard is -0.16 logits.
⁴ The PN Passing Standard was -0.27 logits.
⁵ The RN Passing Standard was 0.00 logits.



1/21/2014

2014

Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

RN	Jan-Mar 2014 ³		Apr-Jun 2014		Jul-Sep 2014		Oct-Dec 2014		Year to Date Total	
	# ¹	% ²	#	%	#	%	#	%	#	%
First Time, US Educated										
<i>Diploma</i>	594	87.88%	415	81.93%	1,491	83.43%	287	74.91%	2,787	83.28%
<i>Baccalaureate Degree</i>	16,370	87.96%	21,975	89.32%	23,971	80.37%	5,859	78.67%	68,175	84.93%
<i>Associate Degree</i>	21,304	82.09%	28,355	83.84%	28,517	76.57%	8,201	65.42%	86,377	79.26%
<i>Invalid or Special Program Codes</i>	7	71.43%	12	41.67%	9	44.44%	5	80.00%	33	54.54%
Total First Time, US Educated	38,275	84.69%	50,757	86.19%	53,988	78.44%	14,352	71.02%	157,372	81.78%
Repeat, US Educated	8,309	47.26%	10,304	43.78%	13,445	49.12%	13,846	45.05%	45,904	46.36%
First Time, Internationally Educated	1,737	30.51%	1,970	29.65%	2,046	27.47%	2,037	28.18%	7,790	28.88%
Repeat, Internationally Educated	2,799	18.86%	3,353	16.82%	3,302	17.81%	3,608	17.52%	13,062	17.70%
All Candidates	51,120	73.16%	66,384	74.42%	72,781	68.84%	33,843	52.11%	224,128	68.95%

PN	Jan-Mar 2014 ⁴		Apr-Jun 2014 ⁵		Jul-Sep 2014		Oct-Dec 2014		Year to Date Total	
	#	%	#	%	#	%	#	%	#	%
First Time, US Educated	14,096	83.80%	11,190	81.06%	19,230	84.16%	10,973	77.65%	45,489	82.16%
Repeat, US Educated	3,530	34.39%	4,026	28.27%	3,853	28.55%	4,271	33.93%	15,680	31.26%
First Time, Internationally Educated	214	53.74%	350	51.71%	558	50.90%	501	45.91%	1,623	49.91%
Repeat, Internationally Educated	190	18.42%	233	14.16%	240	14.58%	276	18.84%	939	16.51%
All Candidates	18,030	73.08%	15,799	65.97%	23,881	73.71%	16,021	63.99%	73,731	69.79%

¹ The # symbol denotes the number of candidates who took the exam.
² The % symbol denotes the percentage of candidates that passed the exam.
³ The RN Passing Standard is 0.00 logits.
⁴ The PN Passing Standard was -0.27 logits.
⁵ The PN Passing Standard was -0.21 logits.

Appendix N4
Narrative 4 – Institutional Efficiency and Accountability

2008-09 SREB Data Exchange Table 101 and 2012-13 SREB Data Exchange Table 136

Table 101									
Median Annual Tuition and Required Fees									
Full-Time Out-of-State Undergraduate Students									
Public Two-Year Colleges and Technical Institutes or Colleges, 2008-09									
	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	size unknown	All
SREB states	\$8,322	\$7,530	\$7,526	\$6,330	7,444	\$2,847	\$2,475	\$1,395	\$2,250
Alabama		5,085	4,830	4,830	4,830	4,830	4,875		4,830
Arkansas		4,190	4,502	4,240	4,250				
Delaware			6,194	6,194	6,194				
Florida	8,213	8,438	8,522	8,357	8,436				
Georgia	8,322	7,824	8,080	7,581	7,826	2,838	2,835	2,835	2,835
Kentucky		11,700	11,700	11,700	11,700	11,700		11,700	11,700
Louisiana	5,984	4,982	4,662	4,086	4,520	2,842	2,872	1,395	1,395
Maryland		8,443	7,170	7,034	7,380				
Mississippi		3,700	3,587	4,600	3,650				
North Carolina		7,553	7,545	7,536	7,547				
Oklahoma	9,143	7,047	7,394	6,243	6,551	3,600	2,250		2,250
South Carolina	14,576	6,912	5,372	9,731	6,912				
Tennessee		10,297	10,267	10,277	10,275				
Texas		3,685	3,450	3,120	3,450				
Virginia*		7,839	7,839	7,839	7,839				
West Virginia	6,766		8,110	6,912	6,912				

*In Virginia community colleges, mandatory fees for 2008-09 vary from no fee up to \$551 per academic year, and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply. In Technical Institutes and Colleges in Georgia, degree program students are charged slightly higher fees than those shown above that reflect charges to students in certificate or diploma programs.

December 2009

Table 136

**Median Annual Tuition and Required Fees
Full-Time Out-of-State Undergraduate Students
Public Two-Year Colleges and Technical Institutes or Colleges, 2013-14**

	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	Size Unknown	All
SREB states	\$11,487	\$8,150	\$8,446	\$7,695	8,446	\$5,604	\$7,530		\$5,606
Alabama		7,500	7,530	7,560	7,530	7,440	7,530		7,500
Arkansas		5,696	4,765	5,160	5,160				
Delaware		7,910	7,910		7,910				
Florida	11,608	11,399	11,773	12,526	11,716				
Georgia	11,850	10,840	10,754		10,846	5,597			5,597
Kentucky		15,120	15,120	15,120	15,120	15,120		15,120	15,120
Louisiana		6,993	6,144	7,436	6,841	5,855			5,855
Maryland		10,285	8,310	8,430	8,446				
Mississippi		4,425	4,572	5,250	4,572				
North Carolina		8,564	8,508	8,506	8,509				
Oklahoma	9,757	8,807	6,569	7,579	7,983				
South Carolina		7,209	7,950	12,090	8,050				
Tennessee		18,285	18,248		18,249				
Texas	4,725	5,035	4,920	4,830	4,830				
Virginia*		9,738	9,738	9,738	9,738				
West Virginia	9,466		8,686	7,658	8,500				

*In Virginia community colleges, mandatory fees vary and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply.