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April 5, 2013

Dr. Joe May, President
Louisiana Community and Technical College System
265 South Foster Drive
Baton Rouge, LA 70806

Dear Dr. May:

Attached you will find the 2012-13 GRAD Act Report for River Parishes Community College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included with the report are the following documents:

- 2012-13 GRAD Act Report (narrative) including the reporting requirement
- A copy of the online data submission
- Attachment D
- Appendix #2 (IBC reporting requirements)

Ms. Allison Vicknair, Dean of Student Services and Enrollment Management, is the point of contact for the report. She may be reached at 225-675-8270 or avicknair@rpcc.edu.

Sincerely,

A handwritten signature in blue ink that reads "Joe Ben Welch".

Joe Ben Welch
Chancellor

River Parishes Community College



GRAD Act Annual Report 2012-2013

April 5, 2013

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1. STUDENT SUCCESS

Student success is central to the RPCC's Mission Statement and the strategic plan that drives College initiatives. Moreover, River Parishes Community College strives to improve student success on its campuses by applying system and institutional policies that reflect best practices among community colleges. The College also implements new initiatives when it becomes evident that such efforts are required to improve student success in individual courses, academic programs or in transferring to a university/becoming employed.

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 conversion, improvements were made for the spring cycle. The system has great potential and will, when it reaches maturity, provide RPCC students and staff with many tools that contribute to student success. For the first time in its history, RPCC students are able to register on line and add or drop classes 24/7. The new system will also assist students in program completion by generating electronic degree audits on demand. As each month passes, College staff members are better able to query and collect reliable student data that will assist the institution in advising students, tracking student performance in courses and program completion, and in improving communication between students and staff.

TRIO: Student Support Services

The TRIO Student Support Services program was first implemented at RPCC in 2010 and provides support for first generation, low income and/or disabled students remains central to the College's student support effort. RPCC continues to enroll a large number of first generation students and the number of students who qualify for Title IV funds represents a majority of the on campus student population (not including dual students and other off campus populations.) The TRIO program provides tutoring in math and English, personal finance counseling, supplemental academic advising, and also assistance in transferring to the university for 140 students (at minimum).

The March 2013 TRIO annual performance report to the U. S. Department of Education indicated that 100% of the 143 students served this fiscal year received assistance and advice in course selection. Education and counseling to improve financial and economic literacy was received by 98% of the TRIO population. Forty-four percent of the TRIO students were assisted in applying for or completing the Federal Student Aid process. Sixty-nine percent of the students were assisted in applying to a four-year institution and applying for financial aid. The TRIO program also exceeded its target for student persistence by 25% (the target was 60%) and assisting 95% of the students in achieving good academic standing (the target was 80%).

Curriculum Revisions

In an effort to improve student success in remedial education and to reduce the time required to complete a degree or program, the College revised its remedial math curriculum. Prior to the fall of 2012, the College had a three semester remedial math sequence (each course was three semester hours). The math faculty revised the curriculum into two four-credit hour courses. It is hoped that this change will shorten the time required for students to complete the sequence and move more quickly into credit math courses required for graduation. While end of spring term grades will provide some insight into the results of remedial math curriculum changes, long term analysis will be more substantive.

The College also attempted a pilot in remedial English classes whereby students were co-enrolled in the highest remedial class (ENGL 92) and also ENGL 1010, the first college credit class, during the same semester. RPCC implemented this pilot after spring registration was underway and was not successful in recruiting enough students to make the pilot feasible. The pilot will be attempted again in the fall 2013 and will be supported by a well-planned marketing strategy.

RPCC's Technical Education Center also conducted curricula reviews of several programs with the intent of reducing semester hour requirements for degree programs to 60 hours. By eliminating duplication and out dated courses, and restructuring the curriculum to meet industry requirements, the technical campus faculty is creating a shorter path to degree completion and employment.

Center for Teaching Excellence

RPCC believes that student success is enhanced through excellence in teaching. The College recognizes and rewards teaching excellence by selecting an Outstanding Faculty member 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.

This past year, RPCC faculty members established the Center for Teaching Excellence (CTE), a professional development organization established and managed by full time faculty. The CTE organizes workshops and arranges for guest speakers who present the newest ideas on teaching and learning to all RPCC faculty members—a best practice in supporting teaching excellence. 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 PTEC, Instrumentation, Nursing, Welding, Drafting and Automotive programs. In many cases, this was the first new equipment received by some of these programs in more than a decade. For technical students, success is often determined by job placement in the industry, and the college's Technical 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 support technical education programming and equipment.

Assessment and Tracking of Student Performance

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

As part of the College's ongoing effort in assessing student learning outcomes in general education, RPCC contracted with Educational Testing Services this past fall for standardized assessment of general education learning outcomes. In previous years, the college collected student work products and evaluated learning outcomes using faculty established rubrics. While this proved successful, it was a tedious and time consuming process. Future ETS reports should provide RPCC faculty with a systematic assessment of student learning and also give the College comparisons with similar students around the country. General education assessment results over time are intended to help the faculty in improving teaching and learning effectiveness.

RPCC also utilizes the SAILS test (Kent State University) in evaluating student learning related to Information Literacy. First time freshmen are assessed in the fall and students who complete thirty or more semester hours are tested in the spring. Once again, SAILS reports provide feedback on RPCC student performance and also compare RPCC students with similar students across the nation. This effort grew out of RPCC's Quality Enhancement Plan which was developed as part of the College's SACS Reaffirmation in 2009. It is part of a ten year project and RPCC prepares an annual report on student performance. Reports to date indicate that student performance on the Information Literacy standards improve dramatically as they progress through general education courses.

Both the TRIO Program and the Perkins Grant require annual reports to the funding agency. Reporting categories in each program require the College to meet performance indicators that include persistence, retention, good academic standing, and skill attainment. These reports are valuable to the College 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. RPCC has always had a thriving dual enrollment program and, even in a year when full Early Start funding was not available, RPCC increased its dual enrollment numbers significantly for the fall 2012. More than 1500 high school students from the river parishes were enrolled in the fall 2012 semester as compared to 571 in the fall 2011. New MOU's with school systems in Ascension, St. James, Assumption and St. John the Baptist parishes contributed to the increase. In addition, RPCC added technical education to its dual enrollment options and, for the first time, offered those classes at the high schools during the regular school day.

During the past year, SACS approved RPCC to offer an associate's degree at Lutchter, St. James, and the St. James Math and Science Academy. This year, RPCC is working with Ascension Parish to establish an Early College on the RPCC campus. A cohort of about sixty freshmen are being recruited for the first class, and the goal is to have them complete an associate's degree at the same time they receive their high school degree. Dual enrollment students, whether they complete an associate 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 and that is helpful in an environment where state appropriations are linked to student course completion.

General Policies to Enhance Student Success

Each year the College reviews 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. The College hopes to improve awareness of policies and procedures for Title IV recipients and also have appeal procedures transparent and fair.

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	Fall 2008	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012
# in Fall Cohort	187	231	323	291
# Retained	84	106	171	147
Retention Rate	44.9%	44.2%	52.9%	50.5%
Benchmarks	44.9%	45.9%	46%	46.3%

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
Term of Data	Fall 2005 Cohort through Summer 2008	Fall 2006 Cohort through Summer 2009	Fall 2007 Cohort through Summer 2010	Fall 2008 Cohort through Summer 2011
IPEDS Graduation Rate Total Revised Cohort	168	158	152	185
Number of Completers within 150% of Time	7	9	6	19
Calculated Rate	4.2%	5.7%	3.9%	10.3%
Benchmarks	4.2%	4.7%	5.2%	5.7%

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-12
# Certificates Awarded	33	146	171	231
# Diplomas Awarded	n/a	n/a	49	58
# Associate Degrees Awarded	40	78	108	133
# Total Awards	73	224	328	422
Annual Undergraduate FTE	786.03	1,038.83	1,629.16	1,674.50
Calculated Rate	-	-	-	0.252
Benchmarks	-	-	-	0.201

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-12
Certificates	33	146	166	223
% Change	-	342.4%	403.0%	575.8%
Benchmarks	-	342.4%	6.1%	9.1%
Associates	40	75	103	129
% Change	-	92.3%	164.1%	230.8%
Benchmarks	-	87.5%	5.0%	7.5%

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-12
Fall	162	166	565	571
Spring	163	230	459	496
Summer	4	3	6	6

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-12
Fall	789.0	718.0	2993.0	2727.0
Spring	793.0	953	2678.0	2485.0
Summer	13.0	19	24.0	30.0

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)*

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	AY 2008-2009	AY 2009-2010	AY 2010-2011	AY 2011-12
Fall	693.0	678.0	2802.0	2543.0
Spring	694.0	872.0	2512.0	2290.0
Summer	13.0	18	24	30

*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.

2. ARTICULATION AND TRANSFER

Continuation of Partnerships

RPCC attempts to articulate 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 Fletcher TCC/Nicholls. Since most RPCC students transfer to SLU, LSU, Nicholls, SU-Baton Rouge, or Our Lady of the Lake College, 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. The College has always provided academic advising to students using the catalog of the university or college to which they intended to transfer.

The College has established Cross Enrollment agreements with SLU and Nicholls State. 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 ultimate transfer to the upper-division easier. RPCC continues to serve as the general education provider for South Central Technical College students who are enrolled in Applied Science degrees.

Advising and Articulation

The Director of Counseling serves as the institution's Chief Articulation Officer and works closely with campus faculty and deans 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 on campus for university recruiters. This allows 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. The most thorough feedback report came from Nicholls State. Twenty-one RPCC students were enrolled at Nicholls as first time transfers in the fall of 2012. The report indicated that twenty of those students recorded at least a 2.0 cumulative grade point average. Seven students achieved a 3.0 or higher and four students scored 3.5 or above. The Nicholls report also indicated that RPCC transfer students were successful in passing English and Mathematics classes at both the lower and upper division levels.

Nicholls also indicated that eight students who did not meet the university's admission requirements enrolled at RPCC in the fall 2012. Unlike last year, Southeastern indicated that they would have no report for RPCC on student performance after transfer.

In the late winter, RPCC hosted representatives of LSU's Admission Office for a conversation regarding GRAD Act reporting requirements as related to articulation and transfer. That meeting was informative and LSU representatives indicated that they believed the university could provide RPCC with a report that would be helpful. (At this time, the college has yet to receive a report.)

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	2008-09	2009-10	2010-11	2011-12
AALT	0	0	15	24
ASLT	0	0	17	78
AST	10	0	27	18
Totals	10	16	59	120
Benchmarks	-	-	-	120

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.

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
Term of Data	2008-2009	2009-10	2010-11	2011-12
AALT	0	0	0	5
ASLT	0	0	1	3
AST	0	3	9	9
Totals	0	3	10	17

3. WORKFORCE AND ECONOMIC DEVELOPMENT

RPCC regularly reviews enrollment and student success in technical programs. While the College does not have an immediate need to eliminate a program this academic year, the Associate of Applied Science in Business- Office Technology (BOT) is being monitored closely. In recent years, that program has experienced a consistent decline in annual enrollment. The CTS in Medical Records/Billing Specialist has been a concentration in the AAS BOT program since 2010, but the college had difficulty locating instructors for that concentration until this year. That curriculum may help grow enrollment and degree completions.

In March 2013, the College received a Rapid Response grant of \$475,000 to establish an Industrial Maintenance program. This program need was identified through meetings between RPCC's Foundation and industry representatives as part of the capital campaign. Grant funds will provide essential equipment and program development. Regional industry partners will assist the college in identifying the most needed specialty fields within the Industrial Maintenance program.

Program Advisory Committees

Program advisory committees for technical programs have been effectively utilized this year in reviewing existing programs. The Dean of Technical Education and Workforce Development organizes program advisory board meetings, facilitates company and industry visits to campus and oversees program reviews. Technical program reviews have resulted in significant curriculum revisions especially in drafting. A new alignment should result in reducing the degree program to 60 semester hours, and almost all of the old "hand drawing" or "board work" courses have been eliminated. Instead, the program will feature more CAD and three dimensional programming. Welding is also under review and some modifications will be made to the curriculum before the end of the academic year. New welding equipment has been instrumental in the redesign and a new grant was obtained this April that will purchase two new virtual welding machines.

New Campus Construction

RPCC is in the process of building a new campus that will be completed in the spring of 2014. At that time, all the programs and staff housed on the campus where transfer degrees are offered will move to the new location. Plans to build a new Advanced Technology Center at the new campus site are also moving forward. Hopefully, funding for the ATC will be provided through state supported bond resources and a capital campaign being conducted by RPCC's Foundation Board of Directors. If that campaign is successful, all faculty, staff, and programs will be located in the second phase of the new campus.

In an effort to prepare for a new ATC, the college is conducting a program needs assessment with the assistance of Tom Yura, CEO at BASF, and Tim Johnson, a regional crafts industry consultant. When completed, their survey of industries in the river parishes will help determine what new credit and/or non-credit workforce training will be needed to meet the needs of an expanding petrochemical industry.

Distance Education

RPCC, approved by the Board of Regents and SACS to offer a degree through distance education, continues to enroll a large number of students in distance education courses. On line classes are offered by RPCC faculty within the semester schedule and also through the LCTCS on line. While distance education offers working students the opportunity to advance their education through convenient

means, most of RPCC's on line students continue to be on-campus students supplementing their semester schedule.

Workforce Partnerships

RPCC works closely with the region's primary employers—the petrochemical and related industries. The Chancellor works with WIA Boards, serves on the Greater Baton Rouge Chamber Board and also on the GNOE Inc. Board. The latter is a regional economic development council (greater New Orleans). Both organizations are involved in promoting workforce development in the river parishes—RPCC's primary service area. The Executive Vice Chancellor is a member of the Ascension Parish Community Advisory Panel which includes community members and industry representatives. The College provides area industries with computer testing facilities for prospective employees, and hosts career fairs as well.

RPCC relies heavily upon research and data collected by the Ascension Economic Development Corporation. That agency aggressively recruits industry and business to the parish and partners with RPCC in identifying workforce training needs of prospective companies. Recently, the Emerson Corporation, a Fortune 500 Company, decided to build a new corporate production facility in the parish and selected a site directly across from RPCC's new campus in the Edenborne Development. Emerson is a leading manufacturer of industrial automation and processing equipment, and their new plant will include a state of the art training space that will be available to RPCC for future needs.

Employment Data

The Louisiana Employment Outcomes Report tracks RPCC completers of certificate and associate degrees between 2006-07 and 2008-09.

In 2008-09, 63% of RPCC students with a certificate were employed and 59% of associate degree students were employed. Moreover, salaries for associate degree recipients were slightly higher than certificate recipients until 2008-09, the beginning of the recent recession. The percentage of students employed also began to decline in 2008-09 and that may also be linked to the recession.

In addition to the data provided by the 2011 Employment Outcomes Report, RPCC Student Services staff at the Technical Education Center conducted telephone surveys of students to determine employment status. The 2013 RPCC Carl Perkins Placement data indicates that 71% of the Career and Technical Education students were employed after graduation.

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3
	2008-2009	2009-2010	2010-2011	2012-2013
Summer	5	19	34	47
Fall	6	30	46	59
Spring	27	41	54	44
Totals	38	90	134	150

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 100% instruction through distance education (Targeted)

	BASELINE	YEAR 1	YEAR 2	YEAR 3
	2008-2009	2009-2010	2010-2011	2012-2013
Fall	88	443	499	539
Spring	197	495	529	418
Totals	285	938	1,028	957
Benchmarks	-	-	-	525

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	
	Feb.14, 2013	
Award Name	Associate	Certificate
Number of Programs	0	0
Totals by Award Level	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)

	Certificate		Associate	
Terms of Data	# Completers	% Employed	# Completers	% Employed
2006-2007	-	-	53	69.8%
2007-2008	1	-	52	63.5%
2008-2009	27	63%	39	59.0%

Source: 2011 BoR LA Employment Outcomes Report for River Parishes Community College

4. INSTITUTIONAL EFFECTIVENESS AND ACCOUNTABILITY

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 River Parishes Community College’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.

RPCC Plan to Increase Non-resident Tuition and Fees							
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 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-13
RPCC Total Tuition and Fees	\$4,860	\$5,334	\$5,400	\$6,024
SREB Peer Average	\$7,444*	\$7,750*	\$7,528*	\$7,904
Difference from Peer Amount	\$2,584	\$2,416	\$2,128	\$1,880
% Difference from SREB Average	-34.7%	-31.2%	-28.3%	-23.8%

*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
Undergraduate Headcount	3566
Budgeted FTE Undergraduate Students	1754.8

b. Number of instructional staff members

Term of Data	Fall 2012
Headcount	82
FTE	50.7

c. Average class student-to-instructor ratio

Term of Data	Fall 2012
Undergraduate Headcount	8713
Undergraduate Level Sections	566
Ratio	15.4

d. Average number of students per instructor

Term of Data	Fall 2012
Average # Students/Instructor	34.6

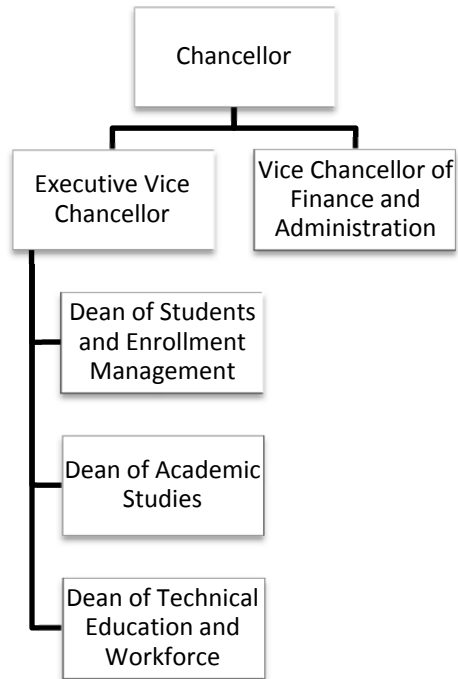
e. Number of non-instructional staff members in academic colleges and departments

Number of Non-instructional Staff Members (Fall 2012)	2
FTE Non-instructional Staff Members (Fall 2012)	2

f. Number of staff in administrative areas

Number of Executive/Administrative/Managerial Staff Members (Fall 2012)	5
FTE Executive/Administrative/Managerial Staff Members (Fall 2012)	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

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES 6/30/2008 Reported for Fall 2010	SALARY CHANGES 6/30/2010 Reported for Fall 2011	SALARY CHANGES 6/30/2011 Reported for Fall 2012
Chancellor	\$141,645 ¹	\$133,627 July 1, 2009 Merit increase		
Executive Vice Chancellor	\$117,191	\$108,511 July 1, 2009 Merit increase		
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
Dean of Students and Enrollment Management	\$68,659	\$65,943 July 1, 2009 Merit increase		
Dean of Academic Studies	\$71,686	\$67,321 July 1, 2009 Merit increase		
Dean of Technical Education and Workforce Development			\$74,970 Restructured position due to merger with LTC-Ascension; hire date 7/18/2011	

¹In 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

Expenditures by Function:	Amount	% of Total
Instruction	\$ 2,979,625	37.0%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 620,838	7.7%
Student Services	\$ 913,673	11.3%
Institutional Services	\$ 2,055,684	25.5%
Scholarships/Fellowships	\$ 751,368	9.3%
Plant Operations/Maintenance	\$ 740,106	9.2%
Total E&G Expenditures	\$ 8,061,293	100.0%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 8,061,293	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	\$2,803
Books and supplies	\$1,200
Off-campus room and board	\$8,326
Off-campus other expenses	\$3,435
Total	\$15,764

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

Average time to degree	4
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iv. Average cost per degree awarded in the most recent academic year

State dollars per FTE	\$1,738
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v. Average cost of non-completer in the most recent academic year

State dollars per FTE	\$1,738
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vi. All expenditures of the institution for that most recent academic year

Total expenditures	\$12,262,087
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Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution:

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
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association				
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)				
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				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2011 (January - December)	1	1	100%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				

Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: _____

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

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1

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

Calculated Passage Rate = # students to met standards for passge/# students who took exam

March 1, 2013

Louisiana Community and Technical College System

Institution: River Parishes Community College

February 2013

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

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target		
1. Student Success														
a. i.	Targeted	1st to 2nd Year Retention Rate	Fall 08 to Fall 09 <i>Actual Baseline Data: # in Fall 08 Cohort</i> <i># retained to Fall 09</i>	44.9%	45.9%	44.2%	46.0%	52.9%	46.3%	50.5%	46.6%	46.9%	47.2%	
				187		231		323		291				
				84		102		171		147				
	iv.	Targeted	Same Institution Graduation Rate	2008 Grad Rate Survey <i>Actual Baseline Data: Fall revised cohort (total)</i>	4.2%	4.7%	5.7%	5.2%	3.9%	5.7%	10.3%	6.2%	6.7%	7.2%
				168		158		152		185				
				7		9		6		19				
	vi.	Targeted	Award Productivity	2008-09 AY <i>Actual Baseline Data: 2008-09 undergrad FTE awards (duplicated)</i>						.201	.252	.252	.255	.257
										1674.5				
										422				
b. i.	Targeted	Percent Change in program completers Certificate - 1 yr	2008-09 AY		342.4%	342.4%	6.1%	403.0%	9.1%	575.8%	12.1%	15.2%	18.2%	
				33	146	146	35	166	36	223	37	38	39	
		Associate	2008-09 AY		87.5%	87.5%	5.0%	164.1%	7.5%	230.8%	10.0%	12.5%	15.0%	
				40	75	75	42	103	43	129	44	45	46	
2. Articulation & Transfer														
d. i.	Targeted	Number of students enrolled in a transfer degree program	2008-09 AY						120	120	250	275	300	
3. Workforce & Economic Development														
b. ii.	Targeted	Number of students enrolled in distance education courses												
		# enrolled in courses w/ 50% -99% distance ed	2008-09 AY						0	0	0	0	0	
		# enrolled in courses w/ 100% distance ed	2008-09 AY						525	957	550	550	550	
4. Institutional Efficiency & Accountability														
d. i.	Targeted	Percent of eligible programs that are discipline accredited	January 1, 2013 <i>Actual Baseline Data: # programs</i> <i># discipline accredited</i>						60.0%	77.8%	60.0%	70.0%	70.0%	
										9				
										7				
** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review														