



# NUNEZ COMMUNITY COLLEGE

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CHANCELLOR'S OFFICE

April 23, 2012

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

Dear Dr. May,

Attached you will find copies of the 2012 GRAD Act report for Nunez Community College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Include in this submission are the following documents:

- Student Success Narrative
- The Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- A copy of the online data submission
- Attachment D
- IBC reporting requirements

The college point of contact for this information is Lenny Unbehagen. He can be reached at (504) 278-6438 or via email at [lunbehagen@nunez.edu](mailto:lunbehagen@nunez.edu).

Sincerely,

Thomas R. Warner, Ed. D.



## **Annual Report**

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

*Submitted to the  
Louisiana Community and Technical College System  
May 1, 2012*

Elaine P. Nunez Community College  
3710 Paris Road  
Chalmette, LA 70043-1306

# **Nunez Community College**



## **GRAD Act Performance Objectives Student Success**

**2012 Annual Report  
May 1, 2012**

## Table of Contents

<b>An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year. ....</b>	<b>3</b>
<b>Student success policies/programs/initiatives implemented/continued during the reporting year. ....</b>	<b>3</b>
<b>Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year. ....</b>	<b>5</b>
<b>Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year. ....</b>	<b>5</b>
<b>Development/use of external feedback reports during the reporting year. ....</b>	<b>6</b>
a) Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers. ....	7
b) Increase the percentage of program completers at all levels each year. ....	7
c) Develop partnerships with high schools to prepare students for postsecondary education. ....	7
d) Increase passage rates on licensure and certification exams and workforce foundational skills.....	7

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

Nunez met the benchmark goals established for Year 2 of the GRAD Act.

- The Fall 2010 to Fall 2011 1<sup>st</sup>-to-2<sup>nd</sup>-year retention rate was benchmarked at 43.5%, however Nunez achieved an actual rate of 50.5%; retaining 56 of 111 students enrolled.
- The benchmark for the 150% graduation rate of the Fall 2007 cohort of first-time, full-time degree-seeking students was 8.6%. Nunez achieved an actual rate of 12.8%, with 14 out of 109 students in the cohort earning awards.
- The 2010-2011 target for program completers was 214, an increase of 2.9%; the actual number of completers was 260, an increase of 25.0%. The target for Certificate awards was an increase of 4.1%; the actual Certificates awarded were an increase of 93.9%. The target for Diploma awards was an increase of 5.6%; the actual Diplomas awarded were an increase of 25%. The target for Associate Degree awards was an increase of 1.6%; the actual Associate Degrees awarded were a decrease of 2.4% (the Board of Regents' GRAD Act Annual Report Transaction Summary site is incorrect stating a decrease of 2.2%). Although Nunez did not meet the specific goal for Associate Degrees awarded within the allowable tolerance of two percentage points, Nunez did show progress in the measure when comparing the most recent two-year average of 125 awards to the prior three-year average of 124 awards.

Optional reporting data:

<b>Fall to Spring Retention</b>				
Comparison Semesters	<b>Fall 2008 Spring 2009</b>	<b>Fall 2009 Spring 2010</b>	<b>Fall 2010 Spring 2011</b>	<b>Fall 2011 Spring 2012</b>
First-Time, Full-Time, Degree-Seeking Students	105	149	167	188
Students Returning the following Spring	51	111	113	135
<b>% Retained</b>	<b>48.5%</b>	<b>74.4%</b>	<b>67.6%</b>	<b>71.8%</b>
Initial Fall Students	1664	1834	2413	2416
Students Returning the following Spring	996	1061	1367	1433
<b>% Retained</b>	<b>60%</b>	<b>58%</b>	<b>57%</b>	<b>59%</b>

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Graduation Productivity</b>	146	188	214	212
<b>Award Productivity</b>	178	212	252	260

<b>Statewide Graduation Rate</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Nunez Community College</b>	2.1%	N/A*	21.1%	12.8%
<b>Louisiana</b>	7.6%	8.3%	9.2%	8.9%

\* No 2005 Cohort due to Hurricane Katrina

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

The biggest obstacle to student success at community colleges is the number of students coming to us who are not prepared for college-level work in one or more academic areas. The long-term solution to the problem depends on increased collaboration between K-12 and higher education to align expectations and curricula. In the shorter term, community colleges must develop new policies, programs, and strategies to improve the success rates of students

needing developmental coursework. Both long- and short-term solutions have been addressed during this reporting cycle.

As part of its efforts to improve student success, Nunez continually reviews its policies and procedures. In the past year, for example, it has revised the content of its mandatory New Student Orientation before the start of each semester to address issues such as the course schedule, the syllabus, classroom expectations, and college knowledge, a key component of college readiness.

In fall 2011, the College initiated a new process for early registration, which occurs while classes are in session and therefore can lead to frustration when students are seeking to register while faculty advisors are teaching classes. Faculty members now identify specific hours during the week when they will be available for advising, and students can sign up in advance to ensure that they can meet with their advisor at an appropriate time.

In spring 2011, Nunez implemented biweekly attendance monitoring. In addition to reporting attendance for the Official 14-th Day Rosters, faculty periodically turn in rosters indicating student attendance during the previous two weeks. The results are used to contact students who have not been attending regularly in order to prevent them from getting so far behind that they cannot succeed in the course or to ensure their withdrawal if they are not going to be able to return to class, thus avoid a failure and a reduction of their GPA.

Before the start of each semester, all faculty members receive a Faculty Timeline for Promoting Student Success, which indicates their responsibilities for the semester and explains how each one impacts student success.

The College provides a number of professional development opportunities for faculty in order to develop new teaching and learning strategies and thereby promote student success. For example, during a two-day Faculty Institute in May 2011, Nunez brought in two nationally-recognized educators to conduct workshops on course design, teaching and learning with technology, and effective best teaching practices for adult and developmental learners. In November 2011, the College hosted the ACT Regional Director for Client Outreach, who demonstrated to faculty how we can make more use of the diagnostic features built into ACT and therefore improve our students' readiness for and performance on diagnostic tests.

Because a significant number of courses are taught by adjunct faculty, the College makes substantial efforts to ensure that they are fully integrated into the life of the College, that they are familiar with all academic and student policies, and that they can participate in all professional development activities. Nunez holds an adjunct orientation before each semester and distributes to all adjunct faculty an Adjunct Faculty Handbook, which is updated every semester.

In addition, Nunez has implemented a number of new measures and approaches in 2010-2011 and in 2011-2012 to address the issue of student success in developmental courses. In fall 2010, the College piloted a Learning Community in which a cohort of students who placed into Developmental Reading were required to take together Developmental Reading II, Success in College, and Introduction to Psychology. Instructors in these three courses worked together to coordinate course assignments and activities. Initial findings about the program are inconclusive, however, the College has continued this pilot program, and student performance has improved over time as the instructors have been able to anticipate the obstacles that students will encounter.

Success for developmental students also depends on the support services available to them outside of class. The College has also greatly expanded its tutoring resources. In the spring 2011 semester, the College hired a Mathematics tutor who held a regular schedule of hours. Similarly, the College recognized a need for academic support services for students in Developmental Reading and English. In fall 2011, adjunct faculty was hired to provide a regular schedule of tutoring in English and Developmental Reading. For the spring 2012 semester, the College hired a full-time English and Developmental Reading specialist who provided tutoring and other academic support.

Student mastery of desired learning outcomes is not measured just by individual instructor grades. Students in developmental mathematics courses must pass a proficiency exam at the end of the semester to receive credit for the course. In Developmental English courses, portfolios of student writing are reviewed by a committee of English and Developmental Studies faculty. Students whose portfolios are not approved do not receive a passing grade in the course, regardless of the grade provided by the individual instructor.

When students are not successful in a developmental course, the data suggest that simply telling them to retake the course does not greatly improve success rates. The College is moving more and more to the approach of giving students



a grade of “I” (Incomplete) rather than a failing grade and having a Learning Specialist or faculty member work with them to remediate their deficiencies until they achieve an acceptable level of mastery of the desired learning outcomes.

**Nunez Comparable Dual Enrollment Statistics**

Semester	Number of Dual Enrollees	Student Success Rate in Dual Enrollment Courses	Number of High Schools Represented
Fall 2010	878	88%	18
Fall 2011	785	92%	18

The Dual Enrollment program at Nunez is our most important partnership with high schools, and its goal is to prepare students for postsecondary education by providing them with a college-level experience while they are in high school. The total number of students served in fall 2011 was lower than in fall 2010 because the state tightened the guidelines and requirements for participation, which meant that fewer students were eligible to participate. At the same time, however, the new requirements contributed to a greater student success rate in all dual enrollment courses over fall 2010. The program has also been strengthened in a number of ways. In summer 2011, the College hired a full-time Dual Enrollment Coordinator. This position has led to much better communication between the high schools and the College. There have also been increased sharing of syllabi and textbooks and more frequent visits to the high schools.

In addition, the Career Coach position, developed in 2010-11 and expanded in 2011-12, is another important partnership between the College and selected high schools in our service area. This position affords Nunez the opportunity to provide services to high school students who are interested in transitioning to higher education. The Career Coach is responsible for increasing the number of applications and FAFSA applications submitted to the College and for increasing awareness of college programs in the service area.

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

In the past three years, Nunez has gathered data on student success at Nunez in all courses. Student success rates are identified for each instructor, each section, each course, each academic discipline, each division, and each course type. College wide, the success rates are identified for all courses. This is especially important in developmental courses, where Nunez identifies the success rate of students in developmental courses by type of course, by instructor, and by individual course section. We also look at how many students are enrolled in developmental courses; how many are taking one, two, or three developmental courses; how many students are taking the same developmental course for the second, third, or fourth (or more) time, and what the success rate is for each of those situations. This data has helped us to form a much clearer picture of the student experience and to develop strategies to decrease the number of failures and repetitions.

This information and its analysis have allowed the College to focus on areas where student success is below average and to develop strategies to improve success rates in those areas. For example, the Online Workgroup, consisting of faculty, staff, and administrators involved with online courses, has modified the requirements, contracts, and expectations for students and faculty participating in online courses to ensure that only students with appropriate resources and previous academic performance enroll in online courses and that faculty who teach online courses have the skills and support to teach them effectively. Similarly, academic administrators and department chairs work with Instructors identified as having completion and success rates significantly below average in their courses.

**Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**

Nunez has devoted enormous energy this year to the implementation of Banner as our new administrative software. The process has led to actual and anticipated reengineering of many of the College’s policies, procedures, and practices. LCTCS system offices have asked leaders in each functional area to try to standardize those policies and procedures as much as possible and to develop new practices that will allow us to make full use of Banner’s capabilities. Virtually every function of the College—for example, student admission and registration processes—has to be rethought. By the time Banner goes live for the 2012-2013 academic year, we should see a whole new campus environment that should

greatly increase student services. The system will also allow us to track, monitor, and report student success measures in a vastly more efficient and comprehensive manner.

### Development/use of external feedback reports during the reporting year.

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

Graduates of the Practical Nursing program must sit for the National Council Licensure Examination (NCLEX) for Practical Nurses. Nunez receives information directly from the Louisiana State Board of Practical Nurse Examiners (BPNE) regarding its graduates' performance on the exam. For the reporting year, Nunez's pass rate is 100% on this exam (see chart below for numbers and percentages for all programs referenced).

The major revision of the curriculum, standards, and procedures by the Practical Nursing program during the 2010-2011 academic year, while accompanied by some growing pains as prospective students adjusted to the new requirements, has greatly strengthened the program and has been welcomed by the State BPNE. Not only do we anticipate continued student success on the NCLEX, but we also expected to reduce attrition in the program over time.

The new curriculum also coordinates the Certified Nursing Assistant and Practical Nursing programs so that students who complete the CNA can apply those credits to the PN program, a strategy that has continued to increase enrollment in the CNA program. Students in the CNA program must pass the final exam to complete the Technical Competency Area (TCA) and be eligible to be registered with the State of Louisiana as a Certified Nursing Assistant. The last three CNA classes have had a 100% passing rate on the final exam. Practical Nursing students who complete Fundamentals of Nursing (lecture and clinical) with a grade of C or better also receive the CNA TCA and are eligible to be registered as a Certified Nursing Assistant. In the spring 2011 class, there were 25 completers, and in fall 2011 there were 40 completers.

For 2010-2011, the numbers of EMT students passing both the Paramedic Level and EMT-Basic Level Exams and, therefore, having been registered with the National Registry, represent a significant improvement in performance compared to the 2007-2009 period, attributable to the program changes described in last year's report.

For 2010-2011, Nunez had an 89% passing rate on the Praxis I and Praxis II exams for Associate of Science in Teaching (AST) graduates. While this is a slight decrease in percentage from 2008-2009 and 2009-2010, it represents a significant increase the number of program completers.

In the last academic year, Nunez has continued to work with students within the Welding program to prepare them for and encourage them to take the American Welding Society Certification exam. As a result, since fall 2010, there has been an increase in the number of students who have taken the certification exam. Nunez also has registered apprenticeship programs for its Welding program with Northrup Grumman and with Pipe Trades Local 60 and for its Electrical Construction program with IBEW Local 130.

In the PTEC (process technology) program (INDT), though not a requirement of the program, several students have completed the ePilot (American Petroleum Institute modules) certification in the 2010-2011 academic year. Additionally, students have completed the OSHA Hazwoper, another certification that helps to prepare them for immediate employment within industry.

#### Industry or Program Standards Testing Outcomes 2010-2011

Program	Exam	# of Students Taking Exam	# of Students Passing Exam	Pass Rate
Practical Nursing	NCLEX	32	32	100%
Nursing Assistant	State of Louisiana Certified Nursing Assistant	49	49	100%
EMT	Cognitive Exam/Paramedic Level	7	6	86%
EMT	Cognitive Exam/EMT-Basic Level	48	39	81%
EMT	National Registry	55	45	82%
Teaching (AST)	Praxis I & Praxis II	9	8	89%



Welding	American Welding Society Certification Exam	27	18	67%
PTEC (Process Technology/ Industrial Technology)	ePilot (American Petroleum Institute) Certification	59	59	100%
PTEC (Process Technology/ Industrial Technology)	OSHA Hazwoper	84	84	100%
Total Overall		370	340	92%

**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.**

In 2011-2012, LCTCS implemented a strategy that encourages all LCTCS institutions to review annually their rankings for retention and graduation rates among their Southern Regional Education Board (SREB) peers. The LCTCS Office of Institutional Research and Planning provides each college with a detailed summary of its retention and other student success indicators relative to its SREB peers. LCTCS is currently looking at systems that can be put in place as the colleges and the system go live with Banner, the new student administrative software, to improve the rankings of LCTCS colleges' student success indicators and other key measures in relation to their SREB peers.

GRAD Act data is distributed to all college stakeholders each semester. All are encouraged to meet with cohort participants and to offer additional resources and services that support their educational goals. These include academic tutoring, counseling, graduation/completer tracking, etc. Fall cohort data will continue to guide the school improvement strategies we employ each year, as supported by the annual goals submitted by our college.

Banner will become the system of record for LCTCS as of July 1, 2012, and the implementation process has already encouraged member institutions to review and standardize policies and procedures. Simultaneously, Banner is building a separate catalog (in addition to the 16 catalogs for individual member institutions) for the system that includes common course numbers, course descriptions, and course objectives.

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

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

Nunez along with other LCTCS colleges have are embarking on a callback program to identify students who left the college with a significant number of hours and only requires few hours to complete a certificate or degree. See data submitted in Attachment D for awards tracking.

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

Nunez work with high schools in the area and is working to develop a strong relationship that will help promote a pathway for these students to enter programs that fit their interest. This is an area in which Nunez is expected to experience growth in the future.

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

See Appendix B, Attachment 2 for a detail summary of Nunez's licensure and certifications.

**Nunez Community College**



**GRAD Act Performance Objectives  
Articulation and Transfer**

**2012 Annual Report Template  
May 1, 2012**

**Table of Contents**

**Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs. .... 3**

**Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year..... 3**

**Development/use of agreements/external feedback reports during the reporting year..... 4**

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

The Board of Regents has brought together Louisiana public colleges to articulate course offerings in a number of disciplines. The goal is to arrive at shared course offerings, course numbers, course titles, course descriptions, and course credits for core courses. Nunez has participated actively in this process, which so far has focused on common course offerings in English, mathematics, and biology.

As the LA Transfer Degree initiative has grown, Nunez has implemented (and contributed modifications to) the individual concentrations as they have been developed. The College has two faculty members and one staff member serving as transfer advisors, and it continually updates the information in the LA Transfer Degree section of the College website.

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

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

The St. Bernard Parish Adult Education Center is housed on the Nunez campus. Under the umbrella of Work Ready U, adult education in Louisiana became a part of the LCTCS system in 2011. This partnership has provided the opportunity for adult students to ease the transition into college life. The goal is for students to earn a GED and a Work Ready Certificate.

The Adult Education Center at Nunez is one of the sites that received a pilot grant and Work Ready U funding. Through the grant, the Center hired two Transition Teachers. Nunez faculty and Student Affairs staff also provide regular instruction at the Center. The partnership created career pathways in Nursing and in Industrial Technology. In Fall 2011, 113 students were cross enrolled at the Adult Education Center and at Nunez.

In Summer 2011, Nunez formed a College Connection Partnership with Southern University of New Orleans. The partnership provides seamless admission to Nunez for SUNO applicants who are not eligible for immediate admission to the University. It also provides pre-admission to SUNO for students as soon as they attain eligibility as a transfer student. SUNO referred five students to Nunez and two of those five students enrolled at Nunez during 2011-2012.

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

The Louisiana Transfer degrees are still so new that only recently have any students been eligible to complete their requirements and graduate. By Spring 2011, one student had graduated with the Associate of Arts/Louisiana Transfer (AALT) degree, and two with the Associate of Science/Louisiana Transfer (ASLT) degree.

In Fall 2011, 76 students were enrolled in AALT concentrations and 93 in ASLT concentrations, so in future years we will have a significant cohort of graduates who transfer to four-year universities for whom we can provide data.

Associate of Arts/Louisiana Transfer (AALT)	Associate of Science/Louisiana Transfer (ASLT)	Total
76	93	169

At the same time, providing that data will be hugely facilitated by the implementation of Banner for the 2012-2013. Not only will Banner automate the sharing of information among all colleges in the LCTCS system, but it will also

make it possible and practical to share information with four-year institutions. Historically, it has been extremely difficult to track the performance of our students who transfer to four-year institutions, either before or after the completion of an associate degree. However, the anticipated participation of all Louisiana public higher education institutions in the National Clearinghouse will make it much easier to get feedback about the performance of community college students who transfer. While Nunez has long been committed to participation in the National Clearinghouse, we have not been able to participate fully because our current student database system, FX Scholar, does not have the capacity to provide the National Clearinghouse with the data it needs, and therefore we have been unable to receive information from the Clearinghouse about our students who transfer.

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

As indicated above, the College’s focus during 2011-2012 has been on the building of Banner as the system’s new administrative software. Because Banner has not yet gone live, the tracking, monitoring, and reporting mechanisms that are being built have not yet been implemented. Again, the new system, coupled with our ability to participate fully in the National Clearinghouse, will give us greatly expanded ability to follow and report on the experience of our students as they transfer.

**Development/use of agreements/external feedback reports during the reporting year.**

Nunez is an active participant in the Louisiana Alliance for Minority Participation (LAMP). The 2010-2011 LS-LAMP External Review Panel Campus Report and Recommendations provided a very positive assessment of the growth of the program at the College. The report identified the following strengths:

- The campus leadership has taken steps to implement our recommendations from the prior review cycle. As a result, there is a greater programmatic focus on students who have high potential to transfer into STEM programs at B.S. degree granting institutions. An example of this would be the Fall and Spring Orientations... The students receive a certificate for their participation.
- Minority STEM enrollments continue to increase dramatically, reaching a peak of 85 students during the 2009-2010 academic year.
- In 2010 and 2011, 12 minority STEM students transferred to 4-year schools..., of whom five were LAMP scholars. During our previous review, there was only one such student.
- Overall, there is now a greater awareness of LAMP, as evidenced by the increased foot traffic into the LAMP office and the increase in the academic quality of the students who inquire.
- Nunez has established a connection with Dr. Puri, an instructor of the UNO’s Physics Department and director of UNO’s LS-LAMP (Louis Stokes Louisiana Alliance for Minority Participation) program. Furthermore, Nunez is applying for a grant with Tulane focused on the wetlands.

Each semester, the Nunez LAMP program sponsors and provides transportation for two transfer workshops, one at UNO and one at SUNO.

	STEM	Minority participation in STEM
Fall 2010-Summer 2011	376	155
Fall 2011-Spring 2012	447	163

Nunez has formed a partnership with Tulane University to address coastal restoration issues. Nunez and the Center for Public Service at Tulane signed an Experiential Education Agreement in July 2011. In Fall 2011, students in Tulane’s course on Environmental Media Issues and Solutions, offered through the School of Public Health &

Tropical Medicine, and students in Nunez's Louisiana Wetlands Ecology course worked together on a coastal restoration project. Since Nunez is actively involved in the region's Coastal Restoration Task Force and is developing a coastal restoration curriculum, we anticipate that this partnership will continue and grow.

The long-standing partnership between the Industrial Technology program at Nunez and the Chemical and Bioengineering Department at Tulane University bore fruit once again with the design, delivery, and commission of a distillation unit as part of the facilities available to Process Technology students at Nunez and chemical engineering students at Tulane. This unit, like the Hands On Training (H.O.T.) Unit commissioned several years earlier, was made possible through grant funding resulting from the partnership. The new distillation unit, formally commissioned in February 2012, is one of the best such units in the country and provides invaluable practical experience for students entering process technology and related fields.



# **Nunez Community College**



## **GRAD Act Performance Objectives Workforce and Economic Development**

**2012 Annual Report Template  
May 1, 2012**

## Contents

<b>An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year. ....</b>	<b>3</b>
<b>Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs. ....</b>	<b>3</b>
<b>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. ....</b>	<b>3</b>
<b>Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report. ....</b>	<b>4</b>
<b>Improved technology/expanded distance learning offerings during the reporting year.....</b>	<b>5</b>
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 and Louisiana Economic Development. ....	5
b) Increase use of technology for distance learning to expand educational offerings. ....	6
c) Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers .....	6
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. ....	6

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

There are no targeted measures in this objective that Nunez has not met.

**Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

In Spring 2011, the Board of Regents conducted a review of Low Completer programs at all public colleges and universities in Louisiana. They initially recommended five associate degree programs at Nunez for termination: Computer Information Systems, Food Service Production and Management, Teaching (Grades 1-5), Paralegal Studies, and General Science.

Nunez had already eliminated General Science once the Associate of Science Louisiana Transfer degree was developed and approved in 2009-2010. The College requested that the other four programs be maintained. The previous year, the Board of Regents had eliminated the College's Certificate of Applied Science because, in addition to low enrollments, it was not a sufficient credential to meet workforce needs.

The Board of Regents did not approve our request to maintain the Computer Information Systems degree, and we are looking at alternatives that would provide training and credentials for this important workforce area. For the other three programs in question, the Board approved Conditional Maintenance, which means that the programs continue but are on probation and will be reevaluated in 2012-2013. In 2010-2011, three students graduated with an A.A.S. in Food Service Production and Management. In Fall 2011, 19 students were enrolled in the degree program and another 38 in the Culinary Arts certificate program, which is a feeder for the associate degree program. In 2010-2011, three students graduated with an A.A. in Paralegal Studies. In Fall 2011, 58 students are registered for the associate degree program. In 2010-2011, nine students graduated with an A.S.T. from the Teaching (Grades 1-5) program. In Fall 2011, 57 students are enrolled in the associate degree program.

**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.**

While they were not identified by the Board of Regents as programs with low numbers of completers, the College recognized that it needed to strengthen its curriculum in Business Administration and Office Administration. As a result, in Fall 2011 Nunez hired a new Department Chair for those areas to review our course and program offerings. Under his leadership, the College has already revised all its concentrations in the Business Technology (now renamed Business Administration) A.A.S. degree and in the Office Careers Certificate of Technical Studies. It has also created two new concentrations in the Business Administration A.A.S. degree: Entrepreneurship and Small Business Management, and Hotel, Restaurant, and Tourism Administration. These programs meet the workforce needs of our service area.

After the BP oil spill in April 2010, the federal government set up Steering Committees in 21 Gulf Coast regions to develop plans for economic recovery. Nunez has been an active member of the Steering Committee for the region (St. Bernard Parish, Plaquemines Parish, and Orleans Parish) that covers most of our service area. In Summer 2011, this Steering Committee created three task forces: Fisheries, Coastal Restoration, and Experiential Tourism. Nunez has participated actively in all three task forces, and is an integral part of the action plan developed by each of the three. In all three plans, it is identified as a Center of Excellence that will provide education and training—both credit and non-credit, both at the College and at external locations throughout the Fisheries—to support workforce needs and economic development in our service area. We are now seeking external funding (federal, state, and private) to support the creation of a Small Business Center at the College.

**Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

As part of its work on the three Task Forces described above, Nunez has signed a Memorandum of Agreement with the Workforce Investment Board and SEEDCO Financial Services to provide training to fisheries and coastal communities residents at an external location near the fisheries in Belle Chasse. This training will begin in Spring 2012.

In addition to the SEEDCO contract, mentioned above, Nunez works very closely with the First Planning District’s WIB, including having the Chief External Affairs Officer of the College sit on the Workforce Investment Board. She is a member of several ad hoc committees of the Board, including the Continuous Improvement Committee, which assesses every aspect of the both the Board’s and WIA staff’s functions. The Director of Workforce Development at Nunez also works closely with the Board and their staff, working to bring training and testing functions of the staff to Nunez’s campus. Nunez has hosted no fewer than 150 dislocated WIA workers for coursework and testing on the campus over the past year.

Nunez Community College has also assessed a total of 178 participants on the WorkKeys Job Readiness assessment for the 2010-2011 academic year. 124 of those participants met the minimum qualifications for their respective need. This gives Nunez a 70% passing rate for WorkKeys. Nunez also administered a total of 145 certificates - 71 Bronze, 66 Silver, 8 Gold, and 0 Platinum. Nunez also administered WorkKeys to 129 students who were interested in enrolling in a Nunez Dual Enrollment course. These students needed a minimum of a Bronze level in order to qualify. Of those 129 students, 104 scored a Bronze Level or higher on the assessment, giving these students an 81% passing rate. The certificate breakdown for these students was - 60 Bronze, 42 Silver, 2 Gold, and 0 Platinum.

				Certificates			
2010 -2011 WorkKeys Job Readiness	Participants	Minimum Qualifications	Pass Rate	Bronze	Silver	Gold	Platinum
Students	178	124	70%	71	66	8	0
Dual Enrollment Students	129	104	81%	60	42	2	0

Our Rapid Response grants this past year also required WorkKeys assessments for the student to qualify for grant funding. The subject areas and their minimum score requirements were-Medical Coding and Billing (M3, L4, R4), Emergency Medical Technician (M4, L5, R5), and Tack Welding (M3, L4, R4). Nunez had a total of 34 students complete WorkKeys for these grant classes. Of those students, 10 students made the minimum qualifications which give them a 29% passing rate. The certificate breakdown for these classes is-7 Bronze, 14 Silver, and 6 Gold.

Additionally, Nunez participates in the Strategies to Empower People (STEP) program and these students are given the opportunity to complete WorkKeys with assistance through the STEP program. Nunez had 10 students complete WorkKeys through this program and 6 of those made their minimum required scores for a 60% passing rate. Each student had a different set of minimum required scores as they were all in various programs. The programs and their minimum scores required included: Licensed Practical Nursing (M4,L4,R4), Emergency Medical Technician (M4,L5,R5), Process Technology (M3,L3,R3), Medical Coding and Billing (M3, L4, R4), Care and Development of Young Children (M3,L4,R4), and Accounting (M4,L4,R4). Of the 10 students, 3 received a Bronze certificate and 6 received a Silver.

While we have endeavored to work with the WIBs in order to track Nunez students into the workforce, their data is 6 months to a year out of date. Therefore, we find the best way to handle tracking of credit program completers is by surveying them through our Career Services Center. Though we do not have 100% return on these surveys, we can track a reasonably representative sample (around 20%) of our CTE completers. In addition, completers of non-credit sponsored programs are tracked through direct mail and phone banks for up to three years after completion.

Some programs are able to track their completers through business and industry contacts or through program-related organizations. This is true of our Care and Development of Young Children (CDYC) program. Nunez Community College enrolled 84 staff members from child care centers in St Bernard, St. Tammany and Orleans parishes in Care and Development of Young Children credit-bearing courses in fall of 2010 and 74 staff members in the spring 2011. Nunez also coordinated with the Louisiana Pathways Child Care Career Development System to facilitate awarding of scholarships and credentials to providers. Through this organization, we can track those completers who remain employed in member centers.

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

During the 2010-2011 academic year, Nunez offered 43 online courses with a total enrollment of 1062 students. In addition, it offered 40 hybrid courses, with a total enrollment of 562 students. The College also offered 35 high-school Dual Enrollment courses online, with a total enrollment of 471.

2010-2011 Academic Year	Courses	Total Enrollment
Online	43	1062
Hybrid	40	565
Dual Enrollment Online	35	471

The College offered 40 LCTCSOnline courses, with a total enrollment of 109 students. These numbers exceeded the targets set by LCTCS.

When the LCTCS System encouraged individual colleges in the system to transition from Blackboard to Moodle as the course platform for distance learning courses, Nunez chose to stay with Blackboard and negotiated an individual contract. This decision proved beneficial, as there were frequent problems with Moodle while faculty at Nunez was able to continue developing their work with a familiar platform. The College has encouraged all faculty not just those teaching online or hybrid courses, to create a Blackboard course space so that they can post assignments and course materials and communicate easily with students. Increasing numbers of faculty have developed a Blackboard course space.

Traditionally, the registration processes at Nunez for online courses have not worked as well as for traditional courses. Delays in populating online courses, enrolling students in them, and establishing communication between instructor and student often meant that it was well into the second week of classes before the work of the online course was truly underway. Nunez has not only done a better job of advising, so that students who are not academically qualified to enroll in online classes do not end up registered for such classes, but it has also sped up the process of populating the courses and having the instructor make the initial contact with registered students.

The College is currently revising its instrument for conducting student evaluations of online courses, as the evaluation form used for other courses at the College and the form used for lctcsOnline courses are not tailored specifically enough to the experience of an online environment. The new evaluation should help us to improve student satisfaction and performance in online courses.

Nunez Community College also provided ten, worksite and online hybrid courses to child care providers in St Bernard, St. Tammany and Orleans parishes. These courses allowed child care staff to earn college credit hours, a significant factor in the formula used by the Louisiana Department of Child and Family Services in determining a star rating of one to five stars for licensed child care centers.

**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 and Louisiana Economic Development.**

No additional academic programs have been eliminated during the 2011-2012 academic year. However, as indicated above, Nunez continues to monitor and strengthen its conditionally-maintained programs, and it has strengthened its curricula in Business Administration and Office Careers to eliminate unnecessary courses and provide greater transferability and workforce skills.

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

Nunez students take advantage of LCTCOnline. Nunez is currently in the process of developing evaluation tools to better address the online educational needs of its students.

**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.**

Of the 252 completers in 2010-11, 196 or 77.8% were found place in jobs.



# **Nunez Community College**



## **GRAD Act Performance Objectives Institutional Efficiency and Accountability**

**2012 Annual Report  
May 1, 2012**

## Contents

<b>Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident 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.....</b>	<b>3</b>
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**Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.**

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

On December 20, 2010, the LCTCS requested Nunez Community College to present a plan to increase our total annual full-time tuition and mandatory fees for nonresidents from the existing level for 2010-2011 of \$4,948 to a **target of \$7,444** for the 2015-2016 year (five year total increase of approximately 50%). They provided a worksheet form for us to complete and return indicating the increased annual full-time tuition and mandatory fees for nonresidents for each intervening year. At the end of Fiscal Year 2011-2012 we will have achieved 20% of the increase required to meet the target. At the end of Fiscal Year 2012-2013 we will have achieved 40% of the increase required to meet the target. At the end of Fiscal Year 2013-2014 we will have achieved 60% of the increase required to meet the target. At the end of Fiscal Year 2014-2015 we will have achieved 80% of the increase required to meet the target. At the end of Fiscal Year 2015-2016 we be at the target.

Progress toward increasing non-resident tuition as compared to SREB averages during the reporting period:

<b>Tracked Measured - NCC Non Resident Tuition and Fees</b>							
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>SREB Targeted Measure</b>	7,444	7,444	7,444	7,444	7,444	7,444	7,444
<b>NCC</b>	<b>4,598</b>	<b>4,948</b>	<b>5,447</b>				
<b>Difference</b>	-2,846	-2,496	-1,997	-7,444	-7,444	-7,444	-7,444

**Impact on Enrollment And Revenue**

We record non-resident tuition in its own account and monitor the changes from year to year as part of our annual budget reporting process. During 2009-2010 Nunez Community College collected approximately \$19,000 in additional tuition from nonresidents. This amount would represent about 15 students. In 2010-2011, we collected approximately \$16,000 in additional tuition from nonresidents. This amount would represent about 12 students. There has been little or no increase realized in non-resident students for 2011-2012. Because our annual enrollment is well over 4,000 students and because we collect over almost \$4 million in self generated revenues, most of which represents tuition and fees, it is obvious that increasing this relatively insignificant component of total annual tuition and fees by just 50% will have a minimal impact on both enrollment and revenue.

# **Organizational Data**

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

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

**May 1, 2012**

**a. Number of students by classification**

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

Undergraduate headcount	2,443
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**Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Undergraduate FTE	1,329.46
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**b. Number of instructional staff members. Number and FTE instructional faculty**

Total Headcount Faculty	81
FTE Faculty	56.12

**c. Average class student-to-instructor ratio. Average undergraduate class size at the institution**

Average undergraduate class size	16.71
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**d. Average number of students per instructor. Ratio of FTE students to FTE instructional faculty**

Average number of students per instructor	16
---	----

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

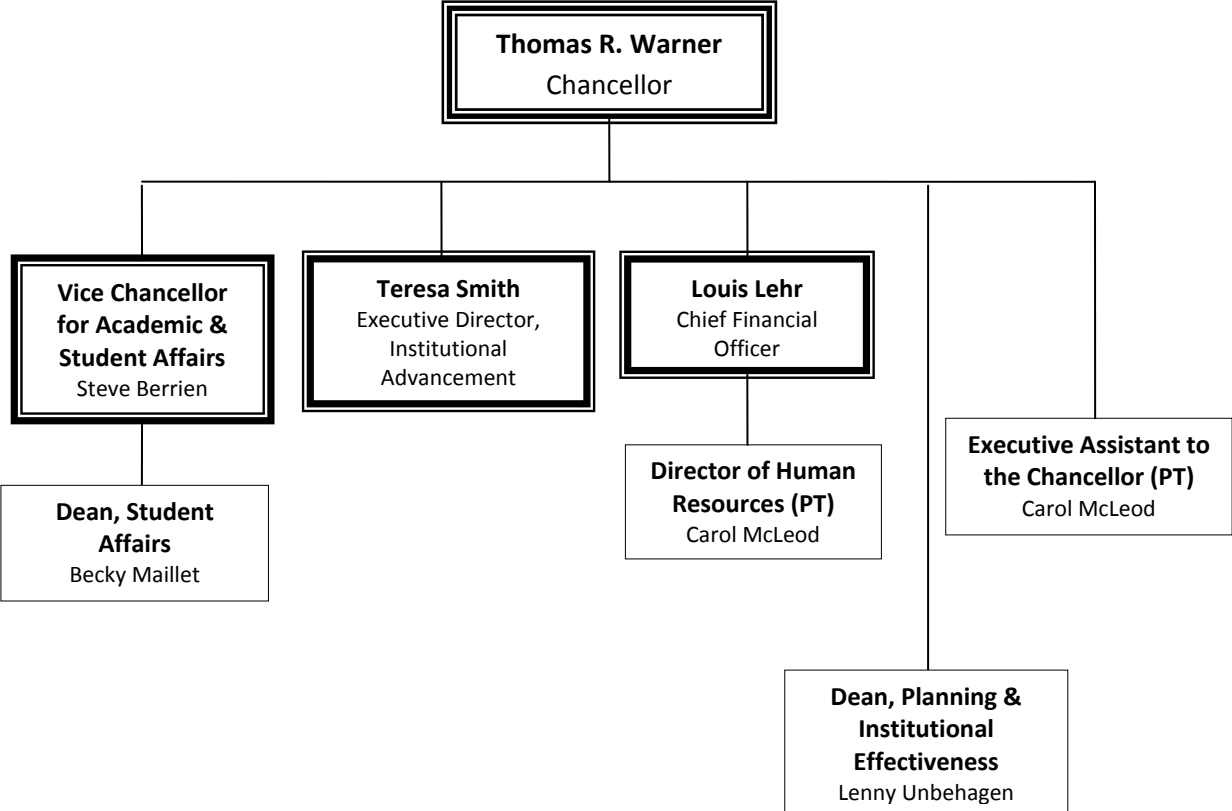
Number of non-instructional staff	FTE non-instructional staff
27	26.75

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

Number of staff	FTE staff
5	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 (as of Fall 2011)

**Nunez Community College Organizational Chart**  
**2011-2012**





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

	<b>Total Based Salary Fall 2008</b>	<b>Salary Changes since Fall 2008</b>	<b>Salary Changes Since Fall 2010</b>
<b>Chancellor</b>	<b>\$142,990</b>	<b>0</b>	<b>0</b>
<b>Vice Chancellor for Academic &amp; student Affairs</b>	<b>\$100,000</b>	<b>0</b>	<b>0</b>
<b>Executive Director, Institutional Advancement</b>	<b>\$87,000</b>	<b>0</b>	<b>0</b>
<b>Chief Financial Officer</b>	<b>\$75,000</b>	<b>0</b>	<b>0</b>
<b>Dean, Planning &amp; Institutional Effective</b>	<b>\$67,000</b>	<b>0</b>	<b>0</b>
<b>Executive Assistant to the Chancellor (Pt)</b>	<b>\$73,000</b>	<b>0</b>	<b>0</b>
<b>Director of human Resources</b>	<b>\$73,000</b>	<b>0</b>	<b>0</b>

**i. A cost performance analysis**

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

Nunez Community College

<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$ 3,249,265	42.5%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 416,106	5.4%
Student Services	\$ 601,908	7.9%
Institutional Services	\$ 1,922,109	25.2%
Scholarships/Fellowships	\$ -	0.0%
Plant Operations/Maintenance	\$ 1,238,624	16.2%

<b>Total E&amp;G Expenditures</b>	\$ 7,428,012	97.3%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 209,405	2.7%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
<b>Total Expenditures</b>	\$ 7,637,417	100.0%

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

**Nunez Community College reported \$14,980 to the United States Department of Education.**

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

**Average Time to Associate Degree at Nunez Community College is 4.6 years.**

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

	Nunez Community College
State Dollars Per FTE	<b>\$2129</b>

**v. Average cost per non-completer in the most recent academic year.  
Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.**

	State Dollars Per FTE
Nunez Community College	<b>\$2129</b>

**vi. All expenditures of the institution for that year most recent academic year.  
As reported on Form BOR-3 during the Operational Budget Process.**

	Nunez Community College
Total Expenditures	\$ <b>16,306,795.62</b>

**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: Nunez Community College				Most Recent Year Data		
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
A +						#DIV/0!
Adobe Certification						#DIV/0!
Adobe Flash						#DIV/0!
American Petroleum Institute- 6th Edition Rigger						#DIV/0!
Automotive (ASE) -- 47.0604						#DIV/0!
Aviation						#DIV/0!
Barbering -- 12.0402						#DIV/0!
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition		0 †		#VALUE!
Certified Clinical Medical Assistant						#DIV/0!
Certified Coding Associate						#DIV/0!
Certified Manufacturing Specialist						#DIV/0!
Certified Respiratory Therapist						#DIV/0!
Certified Wireless Technology Specialist						#DIV/0!
Certiport's Internet and Computing Core						#DIV/0!
Child Development -- 190709						#DIV/0!
CIW Javascript Specialist						#DIV/0!
CIW Web Design Specialist						#DIV/0!
Collision Repair						#DIV/0!
Commercial Drivers License						#DIV/0!
Computer Hacking Forensic Investigator						#DIV/0!
Computer-programming-specialty areas						#DIV/0!
Cosmetology -- 120401						#DIV/0!
Culinary -- 120503	SERVSAFE	American Culinary Federation				#DIV/0!
Customer Service						#DIV/0!
Dialysis Technician						#DIV/0!
Diving						#DIV/0!
Drafting -- 15.1301						#DIV/0!
EKG						#DIV/0!
Electrician -- 46.0302				0 †		#VALUE!
EMT Basic	NREMT-B	State Database	2010-2011	62	49	79%
EMT Paramedic	NREMT-P	State Database	2010-2011	4	3	75%

**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: Nunez Community College				Most Recent Year Data		
Florestry						#DIV/0!
Fork Lift						#DIV/0!
Graphic Arts Education and Research Foundation -- 10.0303						#DIV/0!
Heating, Ventilation and Air Conditioning -- 47.0201	EPA		2012	12	9	75%
HIPAA						#DIV/0!
Horticulture						#DIV/0!
Human Resource Professional						#DIV/0!
HVAC - EPA -- 47.0201						#DIV/0!
ICND 1						#DIV/0!
ICND 2 or CCNA						#DIV/0!
Internet and Computing all areas (COMPTIA, CISCO, IC3)				0 †		#VALUE!
Linux +						#DIV/0!
MCITP: Enterprise Administrator on Windows Server 2008						#DIV/0!
Medical Coding Specialist						#DIV/0!
Microsoft Certified IT Professional: Server 2008 Active Directory Infrastructure						#DIV/0!
Administration						#DIV/0!
Microsoft Certified IT Professional: Server 2008 Network Infrastructure				0 †		#VALUE!
Microsoft Certified IT Professional: Windows 7 Configuration						#DIV/0!
Microsoft Office Access 2007						#DIV/0!
Microsoft Office Excel 2007						#DIV/0!
Microsoft Office Powerpoint 2007						#DIV/0!
Microsoft Office User Specialist (MOUS)						#DIV/0!
Microsoft Office Word 2007						#DIV/0!
Microsoft Server 2008						#DIV/0!
Microsoft SQL Server 2008						#DIV/0!
Microsoft Windows 7 Configuration						#DIV/0!
National Restaurant Association						#DIV/0!
National Retailers Federation (NRF)						#DIV/0!
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	This exam will be implemented 2012-13			#DIV/0!
Network +						#DIV/0!
Notary Public						#DIV/0!
Nursing PN						#DIV/0!
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health	2010-2011	43	43	100%
OPET						#DIV/0!
OSHA						#DIV/0!
OSHA 30 Hr. Construction Safety						#DIV/0!
OSHA 40 Hr. Hazwoper						#DIV/0!
Patient Care Tech						#DIV/0!
Personal Fitness Trainer						#DIV/0!
Petroleum Education						#DIV/0!
Pharmacy Technician						#DIV/0!
Phlebotomy - CPT						#DIV/0!
Private Investigator						#DIV/0!
Project +						#DIV/0!
Real Estate						#DIV/0!
Registered Medical Transcriptionist						#DIV/0!
SCJA Java						#DIV/0!
Security +						#DIV/0!
Solar Panel Design/Installation						#DIV/0!

**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: Nunez Community College**

**Most Recent Year Data**

U.S. Coast Guard all specialty areas						#DIV/0!
Welding						#DIV/0!
WorkKeys (all areas, levels)	workkeys	ACT	2010	307	228	74%

*Institutions are to provide institution name and report data for those IBCs marked with √ on Appendix #1*

*\* Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)*

*Most Recent Year Data = 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 16, 2012*

*† Exam not required*

