

# **River Parishes Community College**



## **GRAD Act Annual Report 2011-2012**

**April 20, 2012**

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## PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

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

**i. 1<sup>st</sup> to 2<sup>nd</sup> year retention rate (Targeted)**

RPCC has well exceeded the first to second year retention rate benchmark of 40.6% by 6.9% percentage points for the current reporting year of fall 2010-2011. It is more than likely that several factors contributed to this significant increase. For example, RPCC’s Student Services department has always been rated highly by RPCC students. Students find college processes—everything from submitting a student application, academic advising, and receiving financial aid refunds before classes begin—to be very accessible and beneficial. It was also during this period that RPCC created a student portal and made on-line registration available for the first time and that has been well received by everyone.

Additionally, in the fall of 2010, the College implemented a Federal Department of Education Student Support Services Grant (TRIO) that provides additional services for such targeted populations as underprepared, disabled, and first generation college students. Students who qualified for the TRIO program (140) received academic, career and financial counseling and tutoring in math and English. TRIO students also participated in organized trips to nearby universities that enabled them to begin experiencing all that is involved in the transfer process. This is especially valuable for first generation college students.

Another factor in retaining students to the second year is that students who do not intend to stay and complete a degree at RPCC will often complete as many general education courses as possible that count toward their bachelor’s degree. Currently, the general education requirement for a bachelor’s degree at a four-year institution is 39 semester hours. Thus, students who require some remediation and strive to complete the general education requirements before transferring typically enroll in four semesters.

**1<sup>st</sup> to 2<sup>nd</sup> Year Retention of first-time, full-time, associate degree-seeking students**

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

**iv. Same institution graduation rate (Targeted)**

While RPCC’s first year to second year retention rate increased significantly, the College continues to struggle with improving its performance in the same institution graduation rate as defined by the NCES Graduation Rate Survey. Of the 152 students in RPCC’s fall 2007 cohort, six graduated resulting in a graduation rate of 3.9%. This was below the benchmark of 5.2%.

This measure may continue to be one of the most significant challenges for community colleges striving to meet GRAD Act requirements. The cohort definition used in this process is more closely related to the demographic of entering freshman at four year institutions – first-time, full-time, degree-seeking students. In the college’s 2011 GRAD Act report, RPCC noted that with the addition of new technical programs its graduation and completion rates would increase. But the college learned that a while a high percentage of technical college students complete their programs, few actually meet the cohort

definition as most have attended another college or enroll as a part-time student due to work obligations.

In addition, as universities continue to increase their admission requirements and re-direct more under-prepared students to LCTCS institutions, the college will have an increasingly higher underprepared student population that is difficult to graduate in the required time period. This GRAD Act measure, when combined with a new state funding formula based on student course completions rather than a 14<sup>th</sup> day census represents a significant paradigm shift. If RPCC and its peer institutions are going to be successful in this new business model, traditional “best practices” at the community college will have to be reconsidered.

Research related to student success at the community college by national organizations like Achieving the Dream, Jobs for the Future, and CCSSE indicate that accelerating community college student degree completions can only be accomplished if colleges address all the roadblocks that prevent degree completion—not just focusing on one issue like developmental education. Following this model, RPCC is examining all policies and procedures in an effort to determine what modifications can be implemented that will improve course completion and reduce time to degree. That review includes testing and placement, developmental curriculum revision, the course withdrawal policy, and academic advising processes.

For example, RPCC is considering changes to its withdrawal policy. Currently, students may enroll in more hours than they intend to complete, attend classes and determine which instructor style they prefer. Community colleges do not charge additional tuition for students who enroll in more than 12 semester hours. Thus, students can enroll in 15 or 18 semester hours and drop one or two courses to maintain a full load. The student is not penalized but the college will not receive funding for those non-completions. “W” grades do not count toward a student’s G.P.A. Students who withdraw later in the term may lose some tuition dollars, and if they don’t meet the college’s Satisfactory Academic Policy (% of courses completed by term), they may lose their eligibility for Title IV funds.

This system encourages students to withdraw and not complete courses. Many universities limit the number of “W” grades a student may receive during their first 60 semester hours. LSU currently allows three “W” grades, and Southeastern Louisiana University allows five “W” grades during a student’s first 60 semester hours. There are some who believe that tightening up the withdrawal policy might induce more students to be prudent in the number and kind of courses they enroll in, and improve the completion rate. The first step in increasing graduation rates is improving course completion rates. RPCC math faculty have proposed compressing three developmental math classes into two classes as a means of accelerating student progress toward college credit math classes that are required by degree programs. Consideration is also being given to increasing the contact/credit hour requirements for developmental courses so that students can spend more time on tasks.

The college is also considering the revision of testing and placement procedures to allow students to take the placement test, receive supplemental instruction in weak areas if necessary and re-test with the hope of placing into a higher level math or English class. Any process that enables a student to eliminate a developmental class saves a semester and moves the student more quickly toward degree completion.

Another possible strategy under consideration for improving the completion rate is to institute more directive measures with the cohort that will be tracked for completion. During academic advising, a

heaver emphasis will be placed on moving students through their general education requirements and into their program requirements more quickly. This strategy aligns with Achieving the Dream publications that indicate that students who quickly select an academic program and earn at least nine credit hours in their program have a much higher rate of degree completion. Educators know that students required to complete a remedial course sequence of 3 to 5 classes will have greater success if they complete a course within the sequence every semester until the requirement is satisfied.

**Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Term of Data</b>	<b>Fall 2005 Cohort through Summer 2008</b>	<b>Fall 2006 Cohort through Summer 2009</b>	<b>Fall 2007 Cohort through Summer 2010</b>
<b>IPEDS Graduation Rate Total Revised Cohort</b>	168	158	152
<b>Number of Completers within 150% of Time</b>	7	9	6
<b>Calculated Rate</b>	4.2%	5.7%	3.9%

**v. Graduation productivity (optional)**

**Number of undergraduate completers, per award level**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>
<b># Certificates Awarded</b>	33	146	166
<b># Diplomas Awarded</b>	n/a	n/a	45
<b># Associate Degrees Awarded</b>	39	75	103
<b># Total Awards</b>	72	221	314
<b>Annual Undergraduate FTE</b>	786.03	1,038.83	1,629.16

**vi. Award productivity (optional)**

**Number of undergraduate awards, per award level**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>
<b># Certificates Awarded</b>	33	146	171
<b># Diplomas Awarded</b>	n/a	n/a	49
<b># Associate Degrees Awarded</b>	40	78	108
<b># Total Awards</b>	73	224	328
<b>Annual Undergraduate FTE</b>	786.03	1,038.83	1,629.16

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

**i. Percent change in completers from baseline year, per award level (Targeted)**

RPCC continues to increase the number and percentage of program completers at all levels. The college exceeded benchmarks in each category and increased total awards dramatically. RPCC's success on this measure was enhanced by RPCC's merger with the technical campus in 2010-2011. Thirty-four percent of the 108 associate degrees awarded were earned by students in technical programs. Twenty-six

percent of the 171 certificates were earned by technical students. RPCC also awarded forty-nine technical diplomas, an award that did not exist before the merger.

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Term of Data</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>
<b>% Change, Certificate</b>	-	342.4%	403.0%
<b># Completers, Certificate</b>	33	146	166
<b>% Change, Diploma</b>	-	-	-
<b># Completers, Diploma</b>	-	-	45*
<b>% Change, Associate</b>	-	87.5%	157.5%
<b># Completers, Associate</b>	40	75	103

\*Note: AY 2010-2011 is the first year that RPCC’s totals include the former LTC-Ascension. Thus, diplomas are reported for the first time that academic year, and there is no percent change to be entered.

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

- i. Number of high school students enrolled during the reporting year at the postsecondary institution while still in high school (Descriptive)—See Appendix N1.**
- ii. Number of semester credit hours in which the above high school students enroll by each semester/term (Descriptive)—See Appendix N1.**
- 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)—See Appendix N1.**

RPCC has dual enrollment relationships with Ascension and St. James Parishes that date back to 2000, the second year that the college was in operation. In recent years, the number of students enrolled in this program has increased dramatically. The Board of Regent’s Early Start Framework is primarily responsible for the most recent increases. Initially, the Early Start program reimbursed colleges for \$300 per dual enrollment course (max of two courses) but so many students enrolled that funding couldn’t support the demand. So the course cap was lowered to one Early Start reimbursement for each dual enrolled student. If a student chose to enroll in a second class, he/she was responsible for paying the tuition for the additional class.

In addition, St. James Parish decided in 2010 to enter into an “Early College” agreement with RPCC. By this arrangement, the college scheduled classes in a framework that enables a St. James student to complete an associate’s degree by the time he/she graduates from high school. Before increasing the number of courses offered on St. James high school campuses, the college notified SACS that it intended to offer up to 49% of an associate’s degree. In order to exceed that threshold, RPCC had to submit a Substantive Change prospectus to SACS seeking approval to offer the entire degree. If the request is approved in a timely way, RPCC will expand course offerings even further in the fall of 2012. If not, the plan will be implemented in the spring 2013.

RPCC also benefited from the merger with the technical college in Ascension on this measure. The technical campus has a strong dual enrollment program and many of the courses are offered on Ascension Parish high school campuses. Ascension students who are enrolled in college credit transfer courses attend classes on the college campus.

Dual enrollment programs across the state may experience a significant challenge in the coming year. It has been announced that Early Start funding is not currently included in the Governor’s budget. If

funding is not restored during the current legislative session, the number of dual enrolled students will decrease substantially.

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

**i. Passage rates on licensure/certification exams (Tracked)**

**ii. Number of students receiving certification(s), program and/or discipline related (Tracked)**

With the addition of the technical campus, RPCC now offers programs that lead to certification/licensure. Among these new programs is Practical Nursing. All students in this program passed the Louisiana State Board of Nursing Exam (NCLEX-PN)—16 of them on the first attempt. 32 Certified Nursing Assistants received a DHH certificate for passing the program’s cumulative final exam with a score of 80% or higher. RPCC also has a non-credit class that prepares students to take the state’s Notary Exam. Of the 21 students enrolled, one-third passed the Louisiana notary exam. RPCC has just begun offering a four-semester sequence of Cisco courses that will prepare individuals for the CCNA certification exam. As this is the first semester of that program, no students have taken the exam. Data on automotive certification is not currently available.

DISCIPLINE	EXAM	BASELINE YEAR PASSAGE RATE	# OF STUDENTS WHO TOOK EXAM	# OF STUDENTS WHO PASSED	CALCULATED PASSAGE RATE
<b>Automotive</b>	ASE	Not available	Not available	n/a	
<b>Internet and Computing (CISCO)</b>	CISCO CCNA Certification Examination	Yet to be established	None	n/a	
<b>Notary Public</b>	Statewide Notary Examination	2011	24*	3	12.5%
<b>Nursing (PN)</b>	NCLEX-PN	2011	20	19	95%
<b>Nursing (CNA)</b>	Cumulative final exam administered by RPCC. Certificate issued by Department of Health and Hospitals upon completion of final with score of 80%.	2011	27	27	100%
<b>Welding</b>	ASME	2011	3	1	33.3%

\*This figure is an unduplicated count of students who took the test in June and/or December 2011, the two test dates in 2011. Because students do not always test immediately upon completion of the notary public course and because many individuals do not pass the attempt with the first try and retest later, some of these students took the notary public course in the preceding year, 2010.

**iii. Number of students assessed and earning WorkKeys certificates in each of the award levels Workforce foundational skills (Tracked)**

RPCC does not participate in WorkKeys.

**iv. Other assessments and outcome measures for workforce foundational skills to be determined (Tracked)**

Per Attachment B: “Pending identification of other assessment and outcomes, institutions are not required to report on this measure.”

## **PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER**

- a. Phase in increased admission standards and other necessary policies by Fiscal Year in order to increase student graduation rates.**
- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

Now that the GRAD Act requires universities to provide feedback to community colleges on the performance of associate degree recipients enrolled at the institution, RPCC has begun to receive those reports. Two reports from SLU (2008-09 and 2009-10) indicate that RPCC students who transfer are doing well. When combining the reports, almost 79% of the students who transferred were retained into the second year. In addition, student performance after transfer mirrors that of community college students in other states that have a longer history of transfer from community colleges to the university. RPCC students who transferred in 2008 recorded a 2.4 in their first semester but improved the next fall to a 2.8. Students who transferred in 2009 earned a 2.59 in their first semester but improved to 2.95 at the end of the 2010-11 academic year.

The SLU report did not just include associate degree completers. It included those who transferred without degrees and their report indicates that the number of RPCC students who transfer with a degree is very small. Hopefully, more RPCC students will remain at the college and complete their program requirements now that the AALT and ASLT degrees are in place.

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

### **ii. Number of students enrolled (Descriptive)**

RPCC noted in the previous year's GRAD Act Report that the College had found no way to obtain data about which students enrolled at RPCC subsequent to being denied admission at a university. Obtaining data for this measure continues to be a challenge. To date, no universities have attempted to establish with RPCC referral agreements redirecting students denied admission to the universities. Recently, RPCC attempted to contact several nearby universities to see if it might be possible to obtain information that would enable the College to determine which students enrolled at RPCC after having been denied admission to one of these universities. We have received limited responses at best and still no actual means of identifying these students.

RPCC did receive from Fletcher Technical Community College (FTCC) a report that FTCC received from Nicholls State University (NSU). The report from NSU shows that six students enrolled at RPCC the same semester (Fall 2010) that they were denied admission by NSU.

- d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.**
  - i. Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year (Descriptive)**
  - ii. Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year (Descriptive)**

Since the last reporting year, RPCC students are enrolling in AALT and ASLT degree programs in significantly greater numbers. (See charts below.) What is a little surprising is the number of students who selected the ASLT degree. In the past, an overwhelming number of RPCC students selected the



General Studies or Liberal Arts degree programs. It may be that students who intend to transfer into Our Lady of the Lake health care programs have selected the ASLT degree program. The Associate of Science in Teaching continues to struggle to recruit students into the program. It is not an open enrollment program and the students have to complete specific prerequisites in order to be admitted to the program.

Although the number of students enrolling in the AALT and ASLT degree programs is up significantly, the number of completers is very low. When the Louisiana Transfer degrees were developed and implemented, many students chose to continue working toward the General Studies or Liberal Arts degrees rather switch to the LT degrees. Many were concerned that their previous course selections did not match up well to the Louisiana Transfer degrees requirements. But new students are selecting the degrees guaranteed transfer and the number of completers will increase over time.

**i. # of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during reporting year**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Term of Data</b>	<b>SU09 to SP10</b>	<b>SU10 to SP11</b>	<b>SU11 to SP12</b>
<b>AALT</b>	0	6	30
<b>ASLT</b>	0	15	89
<b>AST</b>	17	27	21
<b>Totals</b>	17	48	140

**ii. # of students completing a transfer degree, AALT, ASLT, or AST, at any time during most recent academic year**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Term of Data</b>	<b>SU09 to SP10</b>	<b>SU10 to SP11</b>	<b>SU11 to SP12</b>
<b>AALT</b>	0	0	0
<b>ASLT</b>	0	0	1
<b>AST</b>	0	3	9
<b>Totals</b>	0	3	10

### **PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT**

- a. Eliminate academic programs 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.**

**i. Number of programs eliminated (Descriptive)**

RPCC terminated the Associate of Science in General Science in May 2011. The Technical Diploma for Accounting Technology was terminated in July 2011, and the AAS degrees in Accounting Technology and Office Systems Technology were terminated in July 2011.

**ii. Number of programs modified or added (Descriptive)**

Effective fall 2010, the college offered a modified Associate of General Studies degree, reducing the curriculum from 64 to 60 semester hours. RPCC adopted a new AAS in Business Office Technology degree program to replace the programs that were terminated above.

**iii. Percent of programs aligned with workforce and economic development needs (Descriptive)**

The Dean of Technical Education and Workforce Development and technical program faculty members work closely with advisory boards and regional industries in aligning program curricula to meet industry needs. Recently, a meeting with the advisory board for Process Technology and Industrial Instrumentation revised the process for identifying and selecting students for internships. The college also believes that all 34 programs in its CRIN (including transfer programs) are aligned with workforce development needs. Students who have completed the Certificate of General Studies or an AALT/ASLT degree have critical thinking, communication, and computational skills that prepare them well for the workforce.

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

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

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

**iii. Number of programs offered through 100% distance education (Tracked)**

RPCC is authorized by the Louisiana Community and Technical College System, the Board of Regents, and the Commission on College (SACS) to offer degree programs through distance education. Although RPCC's merger in 2010-11 brought technical programs into the college's curriculum inventory, distance learning is limited primarily to degree programs that transfer.

Since 2008 the number of distance education sections made available to RPCC students increased from 38 to 134 in 2010-2011. The number of students enrolled in distance education courses during that same period increased from 342 to more than 1,300. Students may enroll in distance education courses are offered by RPCC faculty members (on campus) and by the LCTCS on Line program.

Although RPCC is authorized to award a degree through distance education, no student has completed a degree entirely through that mode of instructional delivery. Most RPCC students enroll in distance education course that supplement their on campus class schedules. These classes are particularly valuable to RPCC as the number of classes offered in traditional classrooms is limited by the number of

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

classrooms made available through its lease agreement. In addition, distance education classes are popular with off campus students.

**i. # of course sections taught with 100% instruction through distance education**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Summer</b>	5	19	34
<b>Fall</b>	6	30	46
<b>Spring</b>	27	41	54
<b>Totals</b>	38	90	134

**ii. # of students enrolled in courses taught with 100% instruction through distance education**

	<b>BASELINE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Summer</b>	55	188	301
<b>Fall</b>	83	442	501
<b>Spring</b>	204	527	573
<b>Totals</b>	342	1,157	1,375

**iii. # of programs offered through 100% distance education**

	<b>BASELINE</b>		<b>YEAR 1</b>		<b>YEAR 2</b>	
	<b>2008-2009</b>		<b>2009-2010</b>		<b>2010-2011</b>	
	<b>Associate</b>	<b>Certificate</b>	<b>Associate</b>	<b>Certificate</b>	<b>Associate</b>	<b>Certificate</b>
<b>Associate of General Studies</b>	-		1		1	
<b>Associate of Arts in Liberal Arts</b>	-		1		1	
<b>Associate of Science in General Science</b>	-		1		1	
<b>Associate of Science in Teaching</b>	-		1		1	
<b>Associate of Arts/Louisiana Transfer</b>	-		-		1	
<b>Associate of Science/Louisiana Transfer</b>	-		-		1	
<b>Certificate of General Studies</b>		-		1		1
<b>Totals by Award Level</b>	0	0	4	1	6	1

**d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

**i. Percent of completers found employed (Tracked)**

The Louisiana Employment Outcomes Report tracks RPCC completers of certificate and associate degrees between 2006-07 and 2008-09. It should be noted that for those reported years the college awarded only a Certificate of General Studies and three associate degrees intended for transfer.

#### PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

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.

##### **Employment Rate by Degree Level 18 Months after Award Completion**

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

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

##### **ii. Performance of associate degree recipients who transfer to 4-year universities (Tracked)**

Prior to the report received from SLU in March 2012 (and perhaps NSU), RPCC receives very little feedback from universities regarding the performance of RPCC students after transfer. The 2012 SLU report indicates that RPCC students do very well after transfer. RPCC students transferring to SLU earned a grade point average of approximately 2.5 in their first semester at the university. However, by the end of the next academic year those grade point averages jumped to 2.9. While the student population in that report is not large, those trends are very similar to those in states like Florida where there is one community college student for each university student. Community college students usually struggle in the initial semester after transfer as they are learning a new system and locating the resources necessary to be successful. But after that initial semester community college students do as well or better than native university students.

**PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY**

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution’s management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

**i. Total tuition and fees charged to non-resident students in the reporting year (Tracked)**

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.

<b>RPCC Plan to Increase Non-resident Tuition and Fees</b>							
<b>Term of Data</b>	<b>AY 09-10 (baseline)</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Non-resident tuition/fee</b>	\$4,860	\$5,414	\$5,770	\$6,149	\$6,554	\$6,985	\$7,444
<b>Peer Non-resident tuition/fee</b>	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444	\$7,444
<b>Calculated % difference from peers</b>	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 three academic years.

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

<b>Term of Data</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-2012</b>
<b>RPCC Total Tuition and Fees</b>	\$4,860	\$5,334	\$5,400
<b>SREB Peer Average</b>	\$7,444*	\$7,750*	\$7,528*
<b>Difference from Peer Amount</b>	\$2,584	\$2,416	\$2,128
<b>% Difference from SREB Average</b>	-34.7%	-31.2%	-28.3%

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

Historically, RPCC has had few non-resident students. As community colleges typically attract students who live relatively nearby and RPCC is not located near another state, it is unlikely that RPCC will see an increase in its non-resident enrollment. Given the small number of students paying non-resident tuition and fees each semester (only one student out of 2,673 during Fall 2011), it is unlikely that the increased tuition and fees for non-residents will have an impact on either enrollment or revenue.

- d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting specified goals.**

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

**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: River Parishes 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	RPCC does not currently have in place a process for certification.		Not available	Not available	Not available	#VALUE!
Aviation						#DIV/0!
Barbering -- 12.0402						#DIV/0!
Care and Development of Young Children -- 19.0709						#DIV/0!
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						#DIV/0!
Customer Service						#DIV/0!
Dialysis Technician						#DIV/0!
Diving						#DIV/0!
Drafting -- 15.1301						#DIV/0!
EKG						#DIV/0!
Electrician -- 46.0302						#DIV/0!
EMT Basic						#DIV/0!
EMT Paramedic						#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: River Parishes Community College				Most Recent Year Data		
Floresty						#DIV/0!
Fork Lift						#DIV/0!
Graphic Arts Education and Research Foundation -- 10.0303						#DIV/0!
Heating, Ventilation and Air Conditioning -- 47.0201						#DIV/0!
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)	CCNA Certification Exam	Cisco	Yet to be established	0	0	#DIV/0!
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 Infrastructure						#DIV/0!
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 Research)						#DIV/0!
Network +						#DIV/0!
Notary Public	Louisiana Statewide Notary Exam	Secretary of State	2011	24	3	13%
Nursing PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2011	20	19	95%
Nursing-CNA	Cumulative final exam administered by RPCC. Certificate issued by Department of Health and Hospitals upon completion of final with score of 80%	Department of Health and Hospitals	2011	27	27	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!



**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: River Parishes Community College				Most Recent Year Data		
Registered Medical Transcriptionist						#DIV/0!
SCJA Java						#DIV/0!
Security +						#DIV/0!
Solar Panel Design/Installation						#DIV/0!
U.S. Coast Guard all specialty areas						
Welding	Varies according to certification sought	ASME	2011	3	1	33%
WorkKeys (all areas, levels)						#DIV/0!

*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

## **Appendix N4—Institutional Efficiency and Accountability**

### **3.c.i. Total tuition and fees charged to non-resident students in the reporting year**

The two attached documents show the plan developed by the Louisiana Community and Technical College System to increase the non-resident tuition and fees to \$7,444 by FY 2015-2016.



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

G.6.

Changing Lives,
Creating Futures

TO: Joe D. May
LCTCS President

FROM: Jan Jackson
Monty Sullivan

APPROVED

DATE: January 27, 2011

LCTCS BOARD OF SUPERVISORS

RE: College Nonresident Tuition Increase Plan

FOR BOARD ACTION

Recommendation: Staff recommends that the Board approve the plan for non-resident tuition increases for LCTCS colleges in accordance with provisions of Act 741, the Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act) of 2010 as presented on the attached schedule, LCTCS Proposed Plans for Increasing Nonresident Tuition.

Background: The performance agreement objectives in the Grad Act require that the management board for institutions establish a schedule to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board (SREB) states and monitor the impact of such increases on the institution. For FY 2010-2011, the LCTCS Board approved nonresident increases for all colleges for the first year of the six year plan, associated with the Grad Act. This attached plan presents the nonresident increases for the next five years of the six year plan. In the sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions. The average will be adjusted accordingly to reflect the latest SREB data.

Fiscal Impact: LCTCS nonresident tuition for all colleges would reach the SREB average of \$7,444 in the FY 2015-2016.

History of Prior Actions: The LCTCS Board approved a nonresident tuition increase for FY 2010-2011 in August 2010 for the first year of the six year plan.

Benefits to the System: The execution of this plan will address the objective in the Grad Act related to increasing nonresident tuition to the average of peer SREB institutions.

Approved for Recommendation to the Board
Joe D. May

1-27-2011
Date

- Joe May
System President
Officers:
Vincent J. St. Blanc, III
Chair
Michael Murphy
First Vice Chair
N.J. "Woody" Oge
Second Vice Chair

- Members:
E. Edwards Barham
Robert Brown
Helen Bridges Carter
Keith Gamble
Deni Grissette
Timothy W. Hardy
Brett Mellington
Paul Price, Jr.
Stephen C. Smith
F. "Mike" Stone
Allen Scott Terrill
Stephen Toups

- Student Members:
Valerie Gaspard
Ivy Poreé-Marco
Louisiana
Community
& Technical
College System

**LCTCS College Proposed Plans for Increasing Nonresident Tuition**

LOUISIANA COMMUNITY & TECHNICAL COLLEGES		Year 1	Recommended Year 2	Recommended Year 3	Recommended Year 4	Recommended Year 5	Recommended Year 6	SREB Non- Resident Target of \$7,444
		Current Annual Non-Resident Tuition + Fees for 12 SCH's per semester						
Acadiana Technical College	Tuition	\$1,939	\$2,380	\$3,025	\$3,969	\$5,367	\$7,444	
	% annual inc.		22.7%	27.1%	31.2%	35.2%	38.7%	
Baton Rouge Community College	Tuition	\$5,631	\$6,122	\$6,452	\$6,782	\$7,112	\$7,444	
	% annual inc.		8.7%	5.4%	5.1%	4.9%	4.7%	
Bossier Parish Community College	Tuition	\$4,746	\$5,460	\$6,138	\$6,890	\$7,724	\$8,648	
	% annual inc.		15.0%	12.4%	12.3%	12.1%	12.0%	
Capital Area Technical College	Tuition	\$1,848	\$2,967	\$4,086	\$5,205	\$6,324	\$7,444	
	% annual inc.		60.6%	37.7%	27.4%	21.5%	17.7%	
Central Louisiana Technical College	Tuition	\$1,944	\$3,044	\$4,144	\$5,244	\$6,344	\$7,444	
	% annual inc.		56.6%	36.1%	26.5%	21.0%	17.3%	
Delgado Community College	Tuition	\$5,892	\$6,207	\$6,522	\$6,837	\$7,152	\$7,467	
	% annual inc.		5.3%	5.1%	4.8%	4.6%	4.4%	
Elaine P Nunez Community College	Tuition	\$4,948	\$5,447	\$5,946	\$6,446	\$6,945	\$7,444	
	% annual inc.		10.1%	9.2%	8.4%	7.7%	7.2%	
Louisiana Delta Community College	Tuition	\$4,396	\$4,836	\$5,488	\$6,140	\$6,792	\$7,444	
	% annual inc.		10.0%	13.5%	11.9%	10.6%	9.6%	
L.E. Fletcher Tech. Community College	Tuition	\$4,104	\$4,772	\$5,440	\$6,108	\$6,776	\$7,444	
	% annual inc.		16.3%	14.0%	12.3%	10.9%	9.9%	
Northeast Louisiana Technical College	Tuition	\$1,888	\$2,999	\$4,110	\$5,221	\$6,332	\$7,444	
	% annual inc.		58.8%	37.0%	27.0%	21.3%	17.6%	
Northshore Technical College	Tuition	\$1,933	\$3,035	\$4,137	\$5,239	\$6,342	\$7,444	
	% annual inc.		57.0%	36.3%	26.6%	21.1%	17.4%	
Northwest Louisiana Technical College	Tuition	\$1,852	\$3,010	\$4,118	\$5,226	\$6,334	\$7,444	
	% annual inc.		62.5%	36.8%	26.9%	21.2%	17.5%	
River Parishes Community College	Tuition	\$5,414	\$5,770	\$6,149	\$6,554	\$6,985	\$7,444	
	% annual inc.		6.6%	6.6%	6.6%	6.6%	6.6%	
South Louisiana Community College	Tuition	\$4,580	\$5,038	\$5,542	\$6,096	\$6,736	\$7,444	
	% annual inc.		10.0%	10.0%	10.0%	10.5%	10.5%	
SOWELA Tech. Community College	Tuition	\$3,914	\$4,391	\$5,104	\$5,861	\$6,590	\$7,444	
	% annual inc.		12.2%	16.2%	14.8%	12.4%	13.0%	
South Central LA Technical College	Tuition	\$1,928	\$3,031	\$4,134	\$5,237	\$6,340	\$7,444	
	% annual inc.		57.2%	36.4%	26.7%	21.1%	17.4%	

Note: The median/average will be adjusted accordingly to reflect the latest updated data from the SREB.

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

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

	YEAR 1	YEAR 2
Term of Data	AY 2009-2010	AY 2010-2011
Summer (Trailing)	4	3
Fall	166	565
Spring	226	459
<b>Totals:</b>	396	1027

\*In last year's GRAD Act Report, RPCC reported only 2 high school students for the Summer 2009. These two students were identified through the Fall 2010 SSPS Report, which identifies students enrolled in the preceding summer semester only if they were enrolled in Fall 2010. A recent query to identify all high school students enrolled in Summer 2009 (including those enrolled in only Summer 2009) shows that there were a total of 4 high school students enrolled for Summer 2009.

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

	YEAR 1	YEAR 2
Term of Data	AY 2009-2010	AY 2010-2011
Summer (Trailing)	24	14.0
Fall	718	2993.0
Spring	953	2678.0

**i. 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)**

	YEAR 1	YEAR 2
Term of Data	AY 2009-2010	AY 2010-2011
Summer (Trailing)	12.0	14.0
Fall	678.0	2802.0
Spring	872.0	2512.0

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

In the 2011 Grad Act Report, the college reported licensure/passage rates for only one program, the Associate of Science in Teaching. Students pursuing that degree are required to pass the first two parts of the PRAXIS exam in order to earn the associate's degree. The chart below shows the pass rate for parts I and II of the PRAXIS beginning with the 2007-2008 reporting year (September-August). When reviewing the data reported this year, it should be noted that figures may appear different if compared to the figures for the same years included in last year's Grad Act Report. The difference is due to the change in the data source. Last year's PRAXIS figures were manually calculated from the individual students' test result reports that were sent to the college. As not all students have their scores sent to the college, last year's figures may not have included all students who took the PRAXIS. This year, the data below is from the ETS Data Manager for the PRAXIS Series. Through this system, the college is able to obtain more complete information on RPCC students who take the PRAXIS exam. An additional difference in last year's and this year's data is that last year's data used a reporting period of January to December, while this year's data follows a reporting cycle established by ETS of September through August.

The chart below shows that the pass rate of students was fair on the components of PRAXIS I and were significantly higher on PRAXIS II, which assesses student

**Number of Individuals Taking and Passing PRAXIS I & II (Source: ETS Data Manager for PRAXIS Series)**

Term of Data	2007-2008	2008-2009	2009-2010	2010-2011
<b>PRAXIS 1: Mathematics</b>				
# of Test Takers	0	4	12	12
# Passing	-	3	9	8
% Passing		75.00%	75.00%	66.67%
<b>PRAXIS 1: Writing</b>				
# of Test Takers	0	5	12	13
# Passing	-	3	8	7
% Passing	-	60.00%	66.67%	53.85%
<b>PRAXIS I: Reading</b>				
# of Test Takers	0	4	12	12
# Passing	-	3	9	8
% Passing		75.00%	75.00%	66.67%
<b>PRAXIS II</b>				
# of Test Takers	1	3	10	11
# Passing	1	2	5	9
% Passing	100.00%	66.67%	50.00%	81.82%