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April 1, 2014

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

Dear Dr. Sullivan:

Attached you will find the 2014-15 GRAD Act Report for River Parishes Community College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included with the report are the following documents:

- 2014-15 GRAD Act Report (narrative) including the reporting requirement
- A copy of the online data submission
- Attachment D
- Appendix #2 (IBC reporting requirements)

Ms. Allison Vicknair, Vice Chancellor of Students and Enrollment Management, is the point of contact for the report. She may be reached at 225-743-8500 or avicknair@rpcc.edu.

Sincerely,

A handwritten signature in black ink that reads "Dale Doty". The signature is written in a cursive style with a long, sweeping underline.

Dale Doty
Chancellor

River Parishes Community College



GRAD Act Annual Report 2014-2015

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1. STUDENT SUCCESS

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

TRIO: Student Support Services

The 2013-2014 TRIO annual performance report to the U. S. Department of Education indicated that 72% of the 133 students served this fiscal year received assistance and advice in course selection. Sixty-five percent of TRIO population students received education and counseling to improve financial and economic literacy. Thirty-eight percent of the TRIO students were assisted in applying for or completing the Federal Student Aid process. Fifty-three percent of the students were assisted in applying to a four-year institution. The TRIO program also exceeded its target for student persistence by 20% (the target was 80%) and assisted 97% of the students in achieving good academic standing (the target was 80%).

The end of the fourth year of the TRIO program at RPCC reflects the positive impact on participants. The students have excelled at high rates. The graduation and transfer rates far exceeded the objectives established in the grant proposal. Of the 140 TRIO participants who began participation in the TRIO program during the 2010-11 fiscal year, 51% (15% objective) graduated with an associate's degree or certificate within four (4) years. In addition, 56% (10% objective) of the 2010-11 participants both graduated with an associate's degree or received a certificate and transferred from a 2-year to a 4-year institution within four (4) years.

The TRIO five-year grant cycle ends on August 31, 2015. A new grant proposal to the U.S. Department of Education was submitted on February 2, 2015; so that the program can continue to be offered at RPCC.

Curriculum Revisions

In an effort to improve student success in remedial education and to reduce the time required to complete a degree or program, the College revised its remedial math curriculum. As chair of the Louisiana Community and Technical College System (LCTCS) group of statewide Chief Academic Officers, RPCC's Vice Chancellor of Instruction led, along with the Vice President of LCTCS, an effort of the Community and Technical College Chief Academic Officers and math faculty to create common courses for developmental math (3-credit hour courses). These courses were approved by RPCC's faculty general assembly for implementation during 2015-2016. The reduction in number of credit hours will improve students' time to degree.

RPCC's technical education faculty also conducted curricula reviews of several programs with the intent of reducing semester hour requirements for degree programs. By eliminating duplication and out dated courses, and restructuring the curriculum to meet industry requirements, the technical faculty is creating a shorter path to degree completion and employment. The Technical Diploma (TD) Welding revisions included implementing American Welding Association (AWS) certification and National Center for Construction Education and Research (NCCER) module certification to align to industry standards. RPCC also terminated low-enrolled and unproductive programs including the TD, Automotive Technology and concentrations in the Business Office Technology Program.

During 2014-15, RPCC revised the TD in Welding. Previously, the diploma did not require AWS Level I certifications and had multiple exit points. The revisions reduced time to degree completion, concentrating the course work into two completion points, both certificates of technical studies within the TD align with

AWS Level I certification and with NCCER certification. Additionally, RPCC added a certificate of applied science in medical coding. The College plans to eventually add the Health Information Management (HIM) accreditation with this nationally recognized curriculum. Further, RPCC, added the Criminal Justice concentration track within the Associate of Arts/Louisiana Transfer (AALT) degree to provide students additional transfer options. All of these improvements in the curriculum and programs will improve students' time to degree and provide more access for students in the river parishes.

Center for Teaching Excellence

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

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

Technology for Teaching and Learning

Faculty members who teach in technical programs are often in great need of the newest technology for teaching and training students for the workplace. With the support of generous grants and Perkins dollars, RPCC has been able to purchase new equipment for the PTEC, Instrumentation, Nursing, Welding and Drafting programs. For technical students, success is often determined by job placement in the industry, and the college's Technical Advisory Panels indicate that being trained on up-to-date equipment gives students an advantage in seeking employment. Since the fall 2010, RPCC has obtained more than \$1.3 million in grant funding to support technical education programming and equipment.

Assessment and Tracking of Student Performance

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

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

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

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

Development and Enhancement of Dual Enrollment Partnerships

Dual enrollment provides high school students with early opportunities to be successful in college courses. Memorandum of Understandings (MOU) with school systems in Ascension, St. James, Assumption and St. John the Baptist parishes provide both academic and technical education enrollment opportunities. In 2013-2014 (summer, fall, spring), there were 2,294 high school students enrolled through dual enrollment.

RPCC is completing the second year of the Early College program on the RPCC campus. A cohort of about thirty freshmen will complete their associate’s degree at the same time they receive their high school degree in 2017. The second cohort of nearly 65 new freshmen began the Early College in the fall semester of 2014. Dual enrollment students, whether they complete an associate’s degree or complete a few college credit courses, have a head start on student success as it is related to completing college more quickly. In addition, RPCC data indicates that dual enrollment students are more successful in completing courses than native students and that is helpful in an environment where state appropriations are linked to student course completion.

General Policies to Enhance Student Success

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

Implementation of System-Wide Student Data System

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Licensure & Certifications

During the 13-14 year RPCC had one class of students to sit for the Louisiana State Board of Nursing Exam (NCLEX-PN). A total of 19 students tested with 17 passing for a total pass rate of 89%. There was a decrease in the number of students enrolled in Certified Nursing Assistant program, DHH certificate for passing the program's cumulative final exam with a score of 80% or higher.

1.d.i. Passage rates on licensure/certification exams. (Descriptive)

DISCIPLINE	EXAM	# OF STUDENTS WHO TOOK EXAM	# OF STUDENTS WHO PASSED	TOTAL CALCULATED PASSAGE RATE
Nursing (PN)	NCLEX-PN	19	17	89%
Nursing (CNA)	Cumulative final exam administered by RPCC. Certificate issued by Department of Health and Hospitals upon completion of final with score of 80%.	6	6	100%

RPCC did not have any students to complete IBC's in welding and the college no longer offers programs in Automotive or Notary Public.

2. ARTICULATION AND TRANSFER

Continuation of Partnerships

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

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

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

Advising and Articulation

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

Transfer Feedback Data

RPCC continues to receive limited feedback from universities on RPCC student performance after transfer. However, we did receive information from LSU, Nicholls and SELU to include in this year's report. LSU reported 137 students transferred from RPCC earning an average of 14.5 semester hours with a grade-point average of 2.57. Nicholls reported that, of the 16 first-time transfer students for the fall 2014, 43.8% of them had an average grade-point average between 2.0-2.49, 18% at 2.5-2.99 and 12.5% at 3.5-4.0. Ten of the initial 16 students were retained to the following spring semester. Southeastern reported a total number of 51 transfers during the 2012-2013 year with a 76.5% fall to fall retention rate and an average grade-point average of 2.649. The full data provided from each institution is included in Appendix E.

RPCC did not receive information from any 4-year institution on the number of students who were referred as a result of not meeting the institution's admission requirements.

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Term of Data	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Totals	10	16	59	120	320	299
Benchmarks	-	-	-	120	250	275

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

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Term of Data	2008-2009	2009-10	2010-11	2011-12	2012-13	2013-14
AALT	0	0	0	5	9	16
ASLT	0	0	1	3	5	10
AST	0	3	9	9	4	4
Totals	0	3	10	17	18	30

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Program Review

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

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

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

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

# of programs eliminated	# of programs modified or added	# of programs aligned with workforce	% of programs aligned with workforce
1	4	22	100%

Meeting Workforce Needs

In March 2013, the College received a Rapid Response grant of \$475,000 to establish an Industrial Maintenance program. This program need was identified through meetings between RPCC’s Foundation and industry representatives. Funds were provided to purchase equipment, and the program is currently being developed. Regional industry partners have assisted the college in identifying the most needed specialty fields within the Industrial Maintenance program. Those craft fields include Millwright, Electrician, Pipefitting and Instrumentation. Additionally, to respond to local industry and construction project workforce needs, the college received \$628,000 in Rapid Response grants to deliver accelerated industry-based credential (IBC) training in Welding (AWS), Millwright, Instrumentation, Industrial Electrical, Non-Destructive Testing, and Carpentry. RPCC has partnered with Associated Builders and Contractors, East Ascension High School, and the St. James Career and Technology Center to add satellite training sites in order to build capacity and meet the skilled craft labor demands of business and industry. The Louisiana Workforce Commission, Craft Workforce Development Task Force of the Louisiana Workforce Investment Council estimates that 86,300 skilled craft workers will be needed statewide by 2016. This estimate is based on new jobs created and anticipated attrition as Louisiana constructs \$60 billion of new and expanded plant facilities. The majority of those construction projects are concentrated along the I-10 corridor.

RPCC is now working more closely with the local Workforce Investment Act (WIA) Career Solutions Centers (Ascension and St. James). RPCC is listed as a training provider on the WIA website. Also, all programs are listed as approved training and education programs. The WIA Career Solutions Centers refer students to our programs and assist their clients with accessing these opportunities to obtain the knowledge and skills required to secure sustainable employment.

Program Advisory Committee

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

Three programs (Drafting and Design, Process Technology, and Instrumentation) have recently undergone a successful Association of Technology, Management and Applied Engineering (ATMAE) re-accreditation process which involved a comprehensive third party review of documentation and a site visit by the ATME audit team. RPCC was re-accredited and recommendations for improvement will be implemented during the remainder of 2015-16.

Technology & Distance Education

RPCC is offering non-credit, hybrid classes, supported by the NCCER Connect system. Currently, NCCER Core, Electrical I, Electrical II, and Welding are offered in a blended format, reducing the cost to students and accelerating the time-cycle for program completion, industry-based credentialing and subsequent employment. Online classes are offered by RPCC instructors within the semester schedule and also through the LCTCS online system. While online education offers working students the opportunity to advance their education through convenient means, most of RPCC's online students enroll in courses delivered in the traditional in person format and supplement their semester schedule with online courses.

Workforce Partnerships & Solutions

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

RPCC relies heavily upon research and data collected by the Ascension Economic Development Corporation. The Ascension Economic Development Corporation aggressively recruits business and industry to the parish and partners with RPCC to identify workforce training needs of prospective companies. For instance, Emerson Corporation, a Fortune 500 Company, is currently building a new service and training facility directly across from RPCC's new campus in the Edenborne Development. Emerson is a leading manufacturer of industrial automation and processing equipment, and their new plant will include a state of the art training space that will be available to RPCC for advanced process automation and control training. Another example is RPCC's involvement with Methanex as they build various teams and functions required to commission, operate and maintain their plants which are being relocated to Geismar from Chile.

New Campus Construction

Through the ACT 360 funding signed into law by the governor during the 2013 legislative session, RPCC will build a new Technical Training Center at the Edenborne (new campus) site. The RPCC Foundation Board of Directors is in the process of conducting a capital campaign while a RPCC team of technical program faculty with the support of the Chancellor and Vice Chancellors are expanding current technical programs and adding new non-credit bearing, accelerated training programs to serve a larger population than ever before. RPCC has involved key business and industry leaders from both the manufacturing facility owners and the contractors to guide the process of assessing the needs of the petrochemical industry. The RPCC Technical Training Center will address these needs with a vision of responsible growth and flexibility to serve industry needs over the long term.

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Totals	38	90	134	150	107	115

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

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Totals	285	938	1,028	957	1123	1349
Benchmarks	-	-	-	525	550	550

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

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

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

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

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

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

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

4. INSTITUTIONAL EFFECTIVENESS AND ACCOUNTABILITY

Explanation of Missed Benchmark

RPCC set the year five benchmark for Institutional Efficiency and Accountability to reach a 70% target. Although RPCC did not meet the expected target, it did successfully maintain 60% of eligible programs that are discipline accredited. Since the year five benchmark was originally set, RPCC has terminated the Automotive Technology Program. This program contained a TD in Automotive Technology and three distinct CTS awards in Auto – Electrical Technician, Auto – Engine Performance Technician and Auto – Power Train Technician. The termination of this program is responsible for the decrease in the number of programs aligned with discipline accreditation and is the only reason that RPCC did not in fact reach the target of 70%.

Upon merging with the Louisiana Technical College (LTC) – Ascension Campus, RPCC found the automotive equipment and resources to be extremely outdated. It was determined that the cost would be too great to elevate the program to current industry standards. As such, RPCC administration determined to terminate this low-enrolled and underperforming program. RPCC entered a SACSCOC teach-out agreement with South Central Louisiana Technical College (SCLTC) to complete the remaining students and to award their respective diplomas or certificates.

Inactive: Inventory of Degree and Certificate Programs - CRINPROG

Degree Designation	Subject Area	Award Year 13-14	Award Year 12-13	Award Year 11-12	Award Year 10-11	Award Year 09-10
CTS	Auto Tech: Electrical Technician	0	0	0	0	0
CTS	Auto Tech: Engine Performance Technician	0	2	1	0	0
CTS	Auto Tech: Power Train Technician	0	0	12	0	0
TD	Auto Tech: Automotive Technician	0	0	8	5	9*

**Listed under Inactive CRINPROG for LTC – Ascension Campus*

RPCC currently has a total of 5 programs that are eligible to obtain program accreditation. At this time, 3 out of the 5 have sought and have been approved for program accreditation. It is uncertain at this time whether or not the College will begin the necessary steps to have the Practical Nursing and Business Office Administration programs seek accreditation.

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

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

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

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

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

Actual Tuition Increases and Difference from SREB Peers

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

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

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

5. REPORTING REQUIREMENT

a. Number of students by classification

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

b. Number of instructional staff members

Term of Data	Fall 2012	Fall 2013	Fall 2014
Headcount	82	79	71
FTE	50.7	49.4	45.29

c. Average class student-to-instructor ratio

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

d. Average number of students per instructor

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

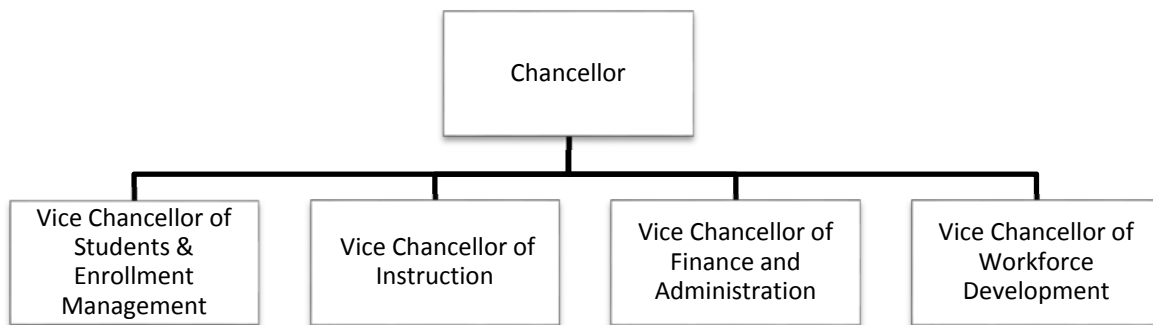
e. Number of non-instructional staff members in academic colleges and departments

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

f. Number of staff in administrative areas

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

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position



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

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES 6/30/2008 Reported for Fall 2010	SALARY CHANGES 6/30/2010 Reported for Fall 2011	SALARY CHANGES 6/30/2011 Reported for Fall 2012	SALARY CHANGES 6/30/2012 Reported for Fall 2013	SALARY CHANGES 6/30/2013 Reported for Fall 2014
Chancellor	\$141,645 ¹	\$133,627 July 1, 2009 Merit increase			11/1/13 \$143,000 New Hire	No change
Executive Vice Chancellor	\$117, 191	\$108,511 July 1, 2009 Merit increase			Position dissolved	No change
Vice Chancellor of Finance and Administration	\$86,920	\$82,000 July 1, 2009 Merit increase		\$90,000 Salary increased with hire of new employee on 8/15/2012	\$84,000 01/06/14 New hire	No change
Dean of Students and Enrollment Management	\$68,659	\$65, 943 July 1, 2009 Merit increase			\$82,000 9/2/13 Salary and title change Vice Chancellor of Student and Enrollment Management	No change
Dean of Academic Studies	\$71,686	\$67,321 July 1, 2009 Merit increase			\$85,000 09/2/13 Salary and title change Vice Chancellor of Instruction	No change
Dean of Technical Education and Workforce Development			\$74,970 Restructured position due to merger with LTC-Ascension; hire date 7/18/2011		\$89,000 1/6/14 Position restructured Vice Chancellor Workforce Development	No change

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

i. A cost performance analysis

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

Expenditures by Function:	Amount	% of Total
Instruction	\$ 2,895,934	37.7%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support	\$ 668,234	8.7%
Student Services	\$ 852,276	11.1%
Institutional Services	\$ 1,586,165	20.7%
Scholarships/Fellowships	\$ 772,791	10.1%
Plant Operations/Maintenance	\$ 897,937	11.7%
Total E&G Expenditures	\$ 7,673,337	100%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 7,673,337	100.0%

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

In-state tuition and fees	\$2,803
Books and supplies	\$1,200
Off-campus room and board	\$8,326
Off-campus other expenses	\$3,435
Total	\$15,764

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

Average time to degree	3.4
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iv. Average cost per degree awarded in the most recent academic year

State dollars per FTE	\$1,695
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v. Average cost of non-completer in the most recent academic year

State dollars per FTE	\$1,695
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vi. All expenditures of the institution for that most recent academic year

Total expenditures	\$10,205,714
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Appendix #2 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: River Parishes Community College

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2012 (January - December)	19	17	89%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				

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

Institution: River Parishes Community College

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

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

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

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

March 1, 2013

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

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Adobe Certification	Adobe Certified Expert	Adobe		
American Petroleum Institute- 6th Edition Rigger	API	Database		
American Petroleum Institute- Personal Survival	Personal Survival			
American Welding Society	AWS Entry Level Welder			
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence		n/a
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners		
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition		
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.		
Certified Manufacturing Specialist	CMS	Georgia Quickstart		
Certified Wireless Technology Specialist	CWTS	Pearson VUE/Prometric		
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric		
Child Development -- 190709	CDA	LA Pathways Assn.		
Commercial Diving - 490304	ACDI and ACDE (American Commercial Diving Institute and American Commercial Divers Educators)			
Commercial Drivers License	CDL	Department of Transportation Office of Motor Vehicles		
Communications Electronics	CET and FCC licenses			
Cosmetology -- 120401	Cometology	Louisiana State Board of Cosmetology		
Culinary -- 120503	SERVSAFE	American Culinary Federation		
Diving	Commercial Diver/Tender Diver	Assoc. of Commercial Diving Educators/Assoc. of Diving Contractors International		
Drafting -- 15.1301	CD	American Design Drafting Assn.		
Electrician -- 46.0302	State License	Louiaiana State Licensing Board for Contractors		
Electrician - city license - 460302	City of Thibodaux Electrical License			
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry		
EMT Basic	NREMT-B	State Database		
EMT Paramedic	NREMT-P	State Database		
Fork Lift	Forklift	Workforce Dept.		
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd		
Hazwoper - 40 hours				
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute		
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)		
Computer-programming-specialty areas	college will identify			
Internet and Computing all areas (COMPTIA, CISCO, IC3)	Network +, A+, iNet+, A+ COMPTIA (multiple)	Pearson VUE/Prometric		
MCITP: Enterprise Administrator on Windows Server 2008	MCITP	Prometric		
Menhaden Fisheries Industry -	Omega Protein			

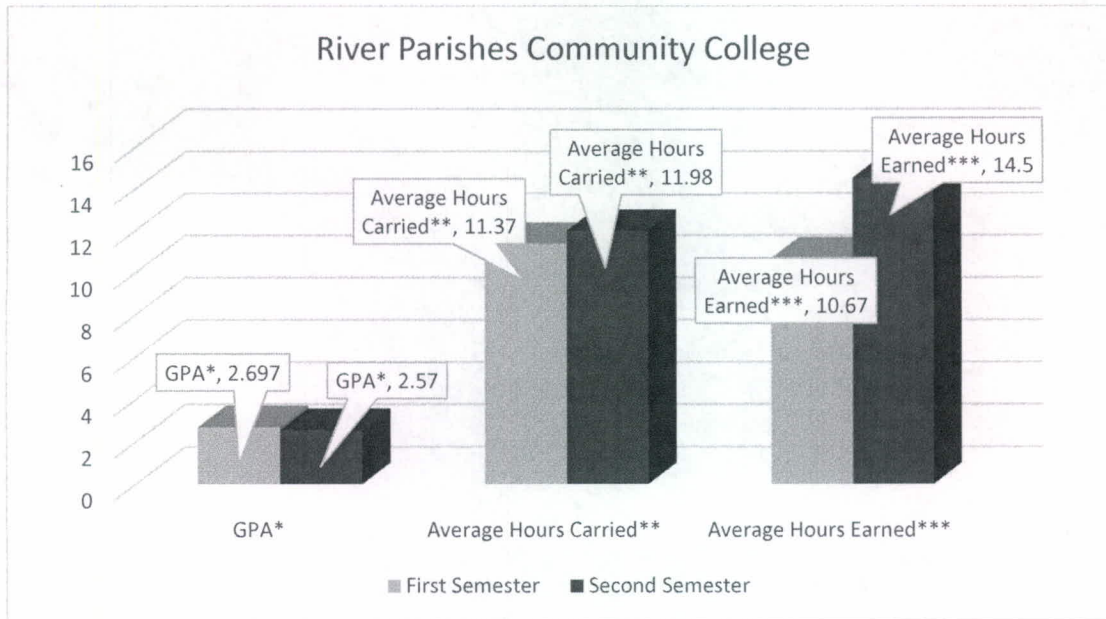
Microsoft Certified IT Professional: Server 2008 Active Directory	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Application Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Enterprise Administration	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Network Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Windows 7 Configuration	MCITP	Prometric		
Microsoft Office User Specialist (MOUS)	MOUS	Certiport		
National Restaurant Association	Servsafe	National Restaurant Association		
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation		
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER		
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals		6
OPET	EETC			
OSHA	OSHA	Occupational Safety and Health Administration		
Patient Care Tech	CPCT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Personal Fitness Trainer	ACE	Gatlin Education		
Petroleum Education	PEC, PEC-OPPS, Safe Gulf	Safety, Environmental & Operational Training Inc.		
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Real Estate	Salesperson	Louisiana Real Estate Commission		
U.S. Coast Guard all specialty areas	USCG	USCG		
WorkKeys (all areas, levels)	workkeys	ACT		

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

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

2-27-12

Fall 2009-Fall 2015



*N= 137; n= 110

**N= 137; n= 107

***N= 137; n= 107

Source: LSU Undergraduate Admissions
March 2015

Fall 2014 Feedback Report for River Parishes Community College

Incoming Transfers

Fall 2014 First-Time Transfer Enrollment from River Parishes Community College: 16

Academic Progress

Cumulative Grade Point Average at End of Fall Term

GPA	#	%
0.00-0.99	1	6.3%
1.00-1.49	0	0.0%
1.50-1.99	2	12.5%
2.00-2.49	7	43.8%
2.50-2.99	3	18.8%
3.00-3.49	1	6.3%
3.50-4.00	2	12.5%
TOTAL Fall Enrollment	16	

Retention

Returning Spring 2015: 10 % Retained: 62.5%
--

Grade Distribution By Subject Area and Course Level

SUBJECT	COURSE LEVEL	A	B	C	D	F	W
ENGLISH	100 Level	0%	0%	0%	0%	100%	0%
ENGLISH	200 Level	0%	100%	0%	0%	0%	0%
ENGLISH	300 Level	50%	0%	0%	0%	0%	50%
MATH	100 Level	0%	13%	13%	25%	50%	0%

The purpose of this report is to provide feedback to community colleges and technical college campuses on the performance of transfer students enrolled at **Nicholls State University** who are coming from River Parishes Community College.

NICHOLLS STATE UNIVERSITY

Fall 2014 Applicant Analysis

4138 Undergraduate Applications Processed

**Source: National Student Clearinghouse

Decision	Number	Percentage	No Record	Subsequent 2-year Enrolled	Subsequent 4-year Enrolled	Subsequent 4-year Enrolled	
						Number enrolled at Nicholls	Number enrolled OTHER*
Admission Denied	204	4.93%	73	94	37	2	35
Admitted	1657	40.04%	15	33	1609	1593	16
Admitted Transfer	232	5.61%	3	0	229	224	5
Application Withdrawn by Staff	1297	31.34%	423	202	672	49	623
Pending Decision (ACT, COMPASS, College Transcript)	147	3.55%	51	56	40	0	40
Transfer Admitted by Exception	35	0.85%	2	0	33	33	0
Transfer Denied	57	1.38%	35	18	4	0	4
Transfer Veteran Exception	4	0.10%	0	0	4	4	0
Unknown	505	12.20%	244	108	153	1	152
TOTAL	4138	100.00%	846	511	2781	1906	875

* Some of these students met requirements but choose to attend another school

NOTE: Nicholls Enrolled numbers INCLUDE Cross Enrolled Host students.

*Where did those students go?		
SOUTHEASTERN LOUISIANA UNIVERSITY	143	16.34%
UNIVERSITY OF LOUISIANA AT LAFAYETTE	143	16.34%
LOUISIANA STATE UNIVERSITY	124	14.17%
UNIVERSITY OF NEW ORLEANS	39	4.46%
NORTHWESTERN STATE UNIVERSITY	35	4.00%
THE UNIVERSITY OF LOUISIANA - MONROE	31	3.54%
SOUTHERN UNIVERSITY A&M COLLEGE	26	2.97%
LOUISIANA TECH UNIVERSITY	21	2.40%
MCNEESE STATE UNIVERSITY	18	2.06%
XAVIER UNIVERSITY	17	1.94%
LOYOLA UNIVERSITY IN NEW ORLEANS	15	1.71%
OUR LADY OF THE LAKE COLLEGE	15	1.71%
DILLARD UNIVERSITY	14	1.60%
LOUISIANA STATE UNIVERSITY AT ALEXANDRIA	11	1.26%
SPRING HILL COLLEGE	10	1.14%
OTHER	213	24.34%

*Where did those students go?		
FLETCHER TECHNICAL COMMUNITY COLLEGE	191	37.38%
DELGADO COMMUNITY COLLEGE	114	22.31%
BATON ROUGE COMMUNITY COLLEGE	44	8.61%
RIVER PARISHES COMMUNITY COLLEGE	33	6.46%
SOUTH LOUISIANA COMMUNITY COLLEGE	30	5.87%
SOUTH CENTRAL LOUISIANA TECHNICAL COLLEGE	15	2.94%
SOUTHERN UNIVERSITY, SHREVEPORT BOSSIER	14	2.74%
BOSSIER PARISH COMMUNITY COLLEGE	10	1.96%
LOUISIANA STATE UNIVERSITY AT EUNICE	9	1.76%
NORTHSHORE TECHNICAL COLLEGE	7	1.37%
SOWELA TECHNICAL COMMUNITY COLLEGE	4	0.78%
LONE STAR COLLEGE SYSTEM DISTRICT	3	0.59%
NUNEZ COMMUNITY COLLEGE	3	0.59%
BISHOP STATE COMMUNITY COLLEGE	2	0.39%
CENTRAL TEXAS COLLEGE-TRADITIONAL	2	0.39%
Other	30	3.43%

Southeastern 2012-2013 Transfer Feedback Report
River Parishes Community College
Sorrento, LA

1st to 2nd Year Retention at Southeastern (Fall 12 to Fall 13)	76.5% (39)
Average Semester GPA first semester at Southeastern	2.426
Cumulative GPA End of 2012-2013 Academic Year	2.649
Cumulative GPA End of 2013-2014 Academic Year	2.803
Total Baccalaureate Recipients Through Spring 2014	3
BS Family Consumer Science	1
BGS General Studies	1
BA Social Work	1
Transfers with Associate of Arts/Louisiana Transfer Degree	2
Transfers with Associate of Science/Louisiana Transfer Degree	0
Total 2012-2013 Transfers with Associate Degree	7
Summer 2012	1
Fall 2012	5
Spring 2013	1
Total 2012-2013 Transfers	51
Summer 2012 Transfers	2
Fall 2012 Transfers	35
Spring 2013 Transfers	14
Admitted to Southeastern as an Exception	7.8% (4)
Grade in First Attempt at ENGL 101	2
A	0.0% (0)
B	50.0% (1)
C	0.0% (0)
D	0.0% (0)
F	0.0% (0)
W	50.0% (1)
Grade in First Attempt at ENGL 102	2
A	0.0% (0)
B	0.0% (0)
C	0.0% (0)
D	0.0% (0)
F	50.0% (1)
W	50.0% (1)

Southeastern 2012-2013 Transfer Feedback Report
River Parishes Community College
Sorrento, LA

Grade in First Attempt at MATH 155	2
A	0.0% (0)
B	0.0% (0)
C	0.0% (0)
D	50.0% (1)
F	50.0% (1)
W	0.0% (0)
Grade in First Attempt at MATH 161	1
A	0.0% (0)
B	0.0% (0)
C	0.0% (0)
D	0.0% (0)
F	100.0% (1)
W	0.0% (0)
Grade in First Attempt at MATH 162	4
A	25.0% (1)
B	25.0% (1)
C	0.0% (0)
D	0.0% (0)
F	50.0% (2)
W	0.0% (0)
Grade in First Attempt at MATH 241	10
A	0.0% (0)
B	0.0% (0)
C	30.0% (3)
D	20.0% (2)
F	40.0% (4)
W	10.0% (1)