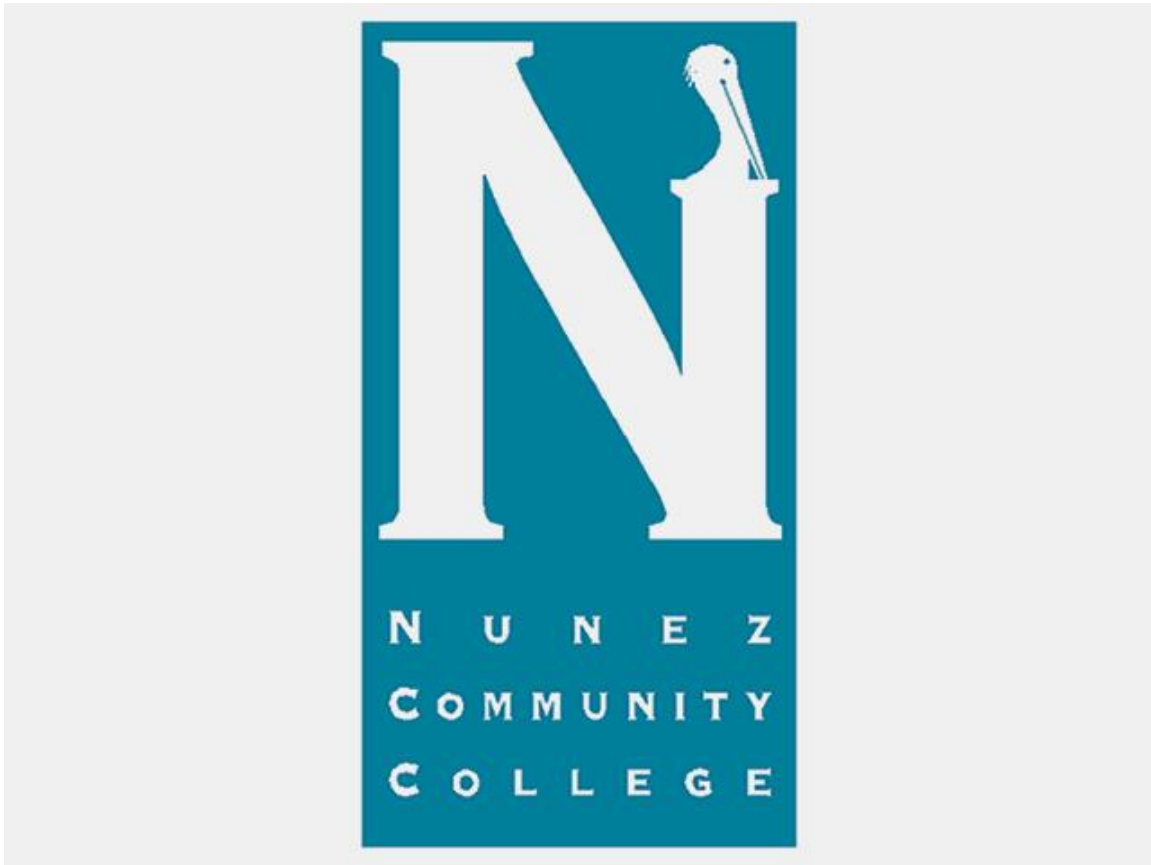


Nunez Community College



GRAD Act Performance Objectives/Elements/Measures

**2014 Annual Report Template
April 30, 2014**

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Performance Objective: Student Success (1)

Element:

a. Implement Policies Established by the Institution's Management Board to Achieve Cohort Graduation Rate and Graduation Productivity Goals That Are Consistent with Institutional Peers

Data

Nunez Community College (Nunez) implemented the following policies established by the Louisiana Community and Technical College System (LCTCS) to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers:

1.046 Delegated Authority Relating to the GRAD Act (Effective Date: June 13, 2012)

2.005 Student Organizations and SGA (Effective Date: November 14, 2012)

Complete policies can be found at www.LCTCS.edu/policies.

1. a. Implement Policies Established by the Institution's Management Board to Achieve Cohort Graduation Rate and Graduation Productivity Goals That Are Consistent with Institutional Peers

Narrative

Nunez Community College implements policies established by LCTCS. These policies are designed to provide student success opportunities, thus promoting student achievement and completion. Both directly relate to the GRAD Act.

Each academic year, as Nunez establishes its annual goals and objectives, a review of the previous year's GRAD Act measures are analyzed. The possible goals for the upcoming academic year are discussed by faculty and staff and then reviewed and approved by Nunez's Cabinet. Nunez's 2013-2014 Annual Goals follows:

1. Improve enrollment by developing marketing and recruiting strategies which may include open house, quick-to-work programs, non-credit courses, and more articulations.
2. Improve retention by developing more organized/formal tutoring, academic support activities, and campus activities through strengthening community resources, survey withdrawn students, and increasing the flexibility of on-campus course and increasing online availability.
3. Develop more industry partnerships, especially as they relate to career technical education courses.
4. Improved uses of technology by faculty, staff, and students.

These goals relate to the graduation rate and graduation productivity goals by focusing on enrollment and retention.

Additionally, the Student Organizations policy according to community college retention models focuses on retaining and graduating students through student involvement. Nunez is establishing a new PTech Club to assist students in completing the PTech program.

iii. Fall to Fall Retention Rate

Data

	Baseline	2010-2011		2011-2012		2012-2013	
		Target	Actual	Target	Actual	Target	Actual
Retention Rate	42.5%	43.5%	49.6%	43.8%	50.0%	44.1%	47.7%
Students in Fall Cohort	73		113		124		107
Students Retained to Next Fall	31		56		62		51

iii. Fall to Fall Retention Rate

Narrative

Nunez has clearly met its targeted measures for fall-to-fall retention. Even though, Nunez has met this target, the College is implementing new policies and procedures to continue the success of this targeted

measure. For example, Nunez is registering students during the spring semester for the fall 2014 semester. Additionally, Nunez is targeting its cohorts more through designated early registration times and events. Three part-time academic advisors were hired for the fall semester to assist with retention and completion. A training session was conducted with the new advisors. Then students were assigned advisors through Banner for the first time. We are developing the electronic graduation audit to assist with students and advisors especially as it relates to enrolling for courses already completed. Additionally, one academic advisor meets with at-risk and probationary students to assure they receive the tutoring assistance they need to be successful.

iv. Graduation Rate Data

	2010-2011		2011-2012		2012-2013	
	Target	Actual	Target	Actual	Target	Actual
Graduation Rate	8.6%	12.8%	8.9%	6.7%	9.2%	13.5%
Fall Revised Cohort		109		105		148
Completers within 150% Time		14		7		20

iv. Graduation Rate

Narrative

Nunez Community College’s actual graduation rate of 13.5% exceeded its targeted benchmark of 9.2%. Nunez has become more aggressive in tracking cohort completers. The hiring of part-time academic advisors and the use of the advising function in Lola (Banner) has allowed Nunez to increase its communication with all students with special emphasis on the cohort students. Advising for fall semesters now begins during the latter part of the spring term. Cohort tracking is conducted through the academic advisors.

Element:

b. Increase the Percentage of Program Completers at all Levels Each Year Data

		2008-2009	2010-2011		2011-2012		2012-2013	
		Baseline	Target	Actual	Target	Actual	Target	Actual
All Certificates	Percentage		4.1%	93.9%	6.1%	144.9%	8.2%	126.5%
	Number of Completers	49	51	95	52	120	53	111
Diploma (Award level 2)	Percentage		5.6%	25.0%	8.3%	-0.08%	11.1%	-13.9%
	Number of Completers	36	38	45	39	36	40	31
Associate (Award level 3)	Percentage		1.6%	-3.39%	2.4%	28.5%	3.3%	23.6%
	Number of Completers	123	125	119	126	158	127	152

1. b. Increase the Percentage of Program Completers at all Levels Each Year

Narrative

The certificate level and associate level awards increased above the targeted amounts. Even though Nunez’s diploma completions were four short of its benchmark, when combined with certificate completions, the benchmark of 93 was exceeded. Therefore, Nunez meets the targeted measures. Nunez continues to assist nursing students in pharmacology. Furthermore, Nunez is in the process of adding a technical diploma in industrial maintenance. This should increase the diploma award levels.

Element:

c. Develop Partnerships with High Schools to Prepare Students for Postsecondary Education

Data

High School Partnerships			
	Fall	Spring	Summer
High School Students Enrolled	740	679	18
Semester Credit Hours Enrolled	2741	2594	75
Semester Credit Hours Earned	2606	2490	75

c. Develop Partnerships with High Schools to Prepare Students for Postsecondary Education

Narrative

Nunez Community College partnered with the following high schools in 2012-13 to provide dual enrollment opportunities:

- Algier’s Technical Academy
- Belle Chasse High School
- Bonnabel High School
- C. F. Rowley Alternative School
- Chalmette High School
- Covington High School
- East Jefferson High School
- First Baptist Christian School
- Fontainebleau High School
- Helen Cox High School
- John Ehret High School
- L. B. Landry High School
- L. W. Higgins High School
- Northshore High School
- Pearl River High School
- Pope John Paul II High School
- Riverdale High School
- Salmen High School
- Slidell High School
- South Plaquemines High School

Nunez Community College has a dual enrollment coordinator whose fulltime responsibility is to assure success with dual enrollment. Additionally, Nunez employs two College Coaches for high school students in St. Bernard, St. Tammany, and Plaquemines parishes. These grant-funded coaches assist high school students in obtaining information concerning all post-secondary experiences.

Moreover, the high school partnerships have increased this year with Plaquemines, Orleans, and St. Bernard Parishes planning an industrial technology Jump Start program to begin on Nunez’s campus fall 2014. Additionally, Nunez is included in Gulf/River Parishes Region Jump Start group which includes: Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, St. John the Baptist, and St. James parish secondary schools, two workforce investment boards (WIB—Jefferson and First Planning District, which includes St. Bernard, St. Tammany, and Plaquemines) and three community colleges. Furthermore, the Urban League, the Smithsonian Science Education Center, Urban Strategies, and the Holy Cross Neighborhood Association have approached Nunez to partner with them in dual enrollment programs.

Nunez’s dual enrollment program maintains a strong and vital participation among area high school students, accounting for approximately 30% of the total student population. The successful completion of courses by dual enrollment students has increased over the previous year’s success rates (fall-to-fall 90.1% to 94.6%; spring-to-spring 94.6% to 94.9%).

Element:

d. Increase Passage Rates on Licensure and Certification Exams and Workforce Foundational Skills

Data

i. Passage rates on licensure/certification exams.

Program	Exam	2011-2012			2012-2013		
		# of Students Taking Exam	# of Students Passing Exam	Pass Rate	# of Students Taking Exam	# of Students Passing Exam	Pass Rate
Practical Nursing	NCLEX	38	37	97.4%	31	31	100%
EMT	National Registry	26	17	65.4%	64	39	60.9%
Teaching (AST)	Praxis I & Praxis II	4	4	100%	8	8	100%
Total Overall		68	58	85.3%	103	78	75.7%

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

Title of Programs	CIP	2011-2012	2012-2013	Percent Change
Care and Development of Young Children	190709	19	29	52%
Culinary Arts	120503	11	15	36%
EMT Basic	510904	46	62	35%
EMT Paramedic	510904	14	14	0%
HVAC--EPA	470201	3	7	133%
National Restaurant Association (Food Service Production and Management)	120503	4	8	100%
Nursing--Practical Nursing	513901	37	31	-19%
Nursing--Certified Nursing Assistant	513902	90	80	-12%
OSHA 40 Hours--Hazwoper	150612	NA	73	NA
Welding	480508	12	43	258%
	TOTAL	235	362	54%

iii. Number of students assessed and earning WorkKeys certificates, in each of the award levels (Bronze, Silver, Gold, Platinum).

WorkKeys Certificate Level	2012-2013
Bronze	2
Silver	5
Gold	0
Platinum	0
Total	7

iv. Other assessments and outcome measures for workforce foundational skills maybe identified to report on workforce foundational skills. *Pending identification of other assessment and outcomes, institutions are not required to report on this measure.*

d Increase Passage Rates on Licensure and Certification Exams and Workforce Foundational Skills Narrative

Currently, licensure and certification exams are required for three programs at Nunez: Practical Nursing, Emergency Medical Technology, and the Associate of Science in Teaching. In addition, IBCs are highly recommended to students/completers in Welding, Ptech/Industrial Technology, Culinary and HVAC.

Graduates of the Practical Nursing program must sit for the National Council Licensure Examination (NCLEX) for Practical Nurses. Nunez receives information directly from the Louisiana State Board of Practical Nurse Examiners (BPNE) regarding its graduates' performance on the exam. In 2012-13, 31 completers had taken the exam and 31 had passed, for a pass rate of 100%. Nunez continues to monitor the nursing program to assure continued success.

For 2012-2013, thirty-nine of sixty-four EMT students passed the National Registry of EMT, reflecting a 60.9% passage rate. Even though, the EMT program did not increase its licensure rate, it did increase the number of students who took the exam and more than doubled the number of students who passed in 2011-12. The EMTP department is reviewing the student learning outcomes to determine directions to improve the passage rates.

In Teaching (AST), Nunez had a 100% passing rate (8 of 8 students) on the Praxis I and Praxis II exams for Associate of Science in Teaching (AST) graduates in 2012-13. This is the second consecutive year this program has achieved 100% passage rates on these exams. The number of students doubled from last year's total.

While the licensure rates for the 2012-2013 year did not increase, the certifications for industry-based programs increased by 54% (127 students) over 2011-2012 academic year. Nunez is reviewing student learning outcomes to determine the best methods to increase student success.

Since 2008, students interested in enrolling in technical Nunez Dual Enrollment courses funded by LA Early Start Program were required by their secondary institution to take WorkKeys assessments; however, this was no longer required as of the 2011-2012 academic year, which meant a sharp decrease in the numbers of students taking the assessment. Nunez continues to recommend WorkKeys to students in selective programs. Students who are initially unable to complete their respective levels will be encouraged to increase their skill and knowledge sets, as well as aptitude, through KeyTrain studies.

Performance Objective: Articulation and Transfer (2)

Element:

a. Phase in Increased Admission Standards and Other Necessary Policies by the End of the 2012 Fiscal Year in Order to Increase Student Retention and Graduation Rates

Data

Southern University of New Orleans and the University of New Orleans partner with Nunez in referring students who do not meet their admission standards. The University of New Orleans is working with Nunez to create an MOU regarding their Privateer Bound program. This program would inform students who do not meet UNO criteria that they can attend Nunez or Delgado. These students will be tracked by Nunez and UNO to ensure their success.

2. a. Phase in Increased Admission Standards and Other Necessary Policies by the End of the 2012 Fiscal Year in Order to Increase Student Retention and Graduation Rates

Narrative

The University of New Orleans is working with Nunez to ensure students have a successful transition from the community college to the university.

Element:

b Provide Feedback to Community Colleges and Technical College Campuses on the Performance of Associate Degree Recipients Enrolled at the Institution

Data

Southeastern Louisiana University provided feedback to Nunez Community College regarding five students who completed the associate degree and enrolled at the university (Appendix J). With such few students, it is difficult to determine trends.

2.b Provide Feedback to Community Colleges and Technical College Campuses on the Performance of Associate Degree Recipients Enrolled at the Institution

Narrative

The feedback from Southeastern Louisiana University was limited to grade point average and select English and math courses. This information has been shared with department chairs and faculty to assure transfer students are successful at the university level.

Element:

c Develop Referral Agreements with Community Colleges and Technical College Campuses to Redirect Students who Fail to Qualify for Admission into the Institution

Data

- i. Number of students enrolled.

During the 2012-2013 academic year, Nunez had no mechanism for gathering or tracking this data.

2.c Develop Referral Agreements with Community Colleges and Technical College Campuses to Redirect Students who Fail to Qualify for Admission into the Institution

Narrative

The Board of Regents continues to convene Louisiana public colleges to articulate course offerings in a number of disciplines. The goal is to arrive at shared course offerings, course numbers, course titles, course descriptions, and course credits for core general education courses and business courses. Nunez has participated actively in this process.

As the LA Transfer Degree initiative has grown, Nunez has implemented (and contributed modifications to) the individual concentrations as they have been developed. The College has three faculty members and

one staff member serving as transfer advisors, and it continually updates the information in the LA Transfer Degree section of the College website.

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

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

Element:

d. Demonstrate Collaboration in Implementing Articulation and Transfer Requirements Provided in R.S. 17:3161 through 3169

Data

i. Number of students enrolled.

Transfer Degree Majors			
Associate of Arts/Louisiana Transfer (AALT)	Associate of Science/Louisiana Transfer (ASLT)	Associate of Science in Teaching (AST)	Total
118	135	70	323

d. Demonstrate Collaboration in Implementing Articulation and Transfer Requirements Provided in R.S. 17:3161 through 3169

Narrative

The Louisiana Transfer degrees continue to provide Nunez students with the opportunity to graduate from a two-year college and then seamlessly transfer to a four-year university in the state of Louisiana. Nunez saw modest gains in the number of majors for both the Louisiana Transfer degrees. Nunez continues to work with the students in these areas and the transfer institutions to assure students’ success. Three faculty members and a part time academic advisor assist students majoring in the transfer degrees.

Data

ii. Number of students completing.

Transfer Degree Completers			
Associate of Arts/Louisiana Transfer (AALT)	Associate of Science/Louisiana Transfer (ASLT)	Associate of Science in Teaching (AST)	Total
8	13	6	27

Narrative

For the 2012-2013 academic year, eight (8) students graduated with the Associate of Arts, Louisiana Transfer; thirteen (13) students graduated with the Associate of Science, Louisiana Transfer; and six (6) students graduated with the Associate of Science in Teaching. Nunez hired three part time academic advisors to assist with increasing the completers as well as the time-to-completion rate of our students.

Performance Objective: Workforce and Economic Development (3)

Element:

a. Eliminate Academic Program Offerings that Have Low Student Completion Rates as Identified by the Board of Regents or Are Not Aligned with Current or Strategic Workforce Needs of the State, Region, or Both as Identified by the Louisiana Workforce Commission

Data

- i. Number of programs eliminated:
Associate of Applied Science in Foodservice Production & Management (CIP: 120503)
- ii. Number of programs modified or added:
Modified
Certificate of Technical Studies in Electrical (CIP: 460403)
Added
Certificate of Technical Studies in Industrial Maintenance (CIP: 460401)
Certificate of Technical Studies in Advanced Electrical (CIP: 460403)—in process
Technical Diploma in Industrial Maintenance (CIP: 460401)—in process
- iii. Percent of programs aligned with workforce and economic development needs:
Fourteen of Nunez’s nineteen programs (74%) are aligned with workforce and economic development needs.

Program Aligned with Workforce and Economic Development		
Title of Programs	CIP	Designed for Workforce
Certificate of Applied Science in Culinary Arts	120503	Y
Associate of Science in Teaching	130101	N
Associate of Applied Science in Industrial Technology	150612	Y
Certificate of Applied Science in Care/Development of Young Children	190709	Y
Associate of Applied Science in Care/Development of Young Children	190709	Y
Certificate of Technical Studies in Paralegal Studies	220302	Y
Associate of Arts in Paralegal Studies	220302	Y
Certificate of General Studies	240102	N
Associate of General Studies	240102	N
Associate of Arts Louisiana Transfer	240199	N
Associate of Science Louisiana Transfer	240199	N
Certificate of Technical Studies in Construction Technology	460201	Y
Certificate of Technical Studies in Electrical Construction	460302	Y
Certificate of Technical Studies in Heating, Ventilation/Air Conditioning	470201	Y
Certificate of Applied Science in Medical Billing and Coding	510904	Y
Certificate of Technical Studies in Emergency Medical Technician	510904	Y
Technical Diploma in Practical Nursing	513901	Y
Associate of Applied Science in Business Technology	520101	Y
Certificate of Technical Studies in Office Careers	520401	Y

3.a Eliminate Academic Program Offerings that Have Low Student Completion Rates as Identified by the Board of Regents or Are Not Aligned with Current or Strategic Workforce Needs of the State, Region, or Both as Identified by the Louisiana Workforce Commission

Narrative

Nunez Community College eliminated its associate degree in culinary due to low completion rate. Nunez modified its certificate in electrical to align with NCCER standards. Also, Nunez created an additional certificate in electrical, which aligns to NCCER standards for levels three and four. Both a certificate and a technical diploma were created in industrial maintenance which incorporates the areas of electrical, welding, HVAC, and industrial technology.

Seventy-four percent of Nunez’s programs are designed to fulfill Louisiana and the Greater New Orleans region’s workforce needs. General Studies and transfer degree programs comprise the remaining curricula.

Element:

b. Increase Use of Technology for Distance Learning to Expand Educational Offerings Data

i. Number of course sections with 50% and with 100% instruction through distance education:

Number of Courses Offered via Distance Education			
	2011-2012	2012-2013	% Change
Number courses w/ 50% -99%	75	45	-40%
Number courses w/ 100%	145	163	12%

ii. Number of students enrolled in course with 50% and with 100% instruction through distance education:

Number of Students Enrolled in Distance Education Courses			
	2011-2012	2012-2013	% Change
Number students enrolled in courses w/ 50% - 99%	827	694	-16%
Number students enrolled in courses w/ 100%	1961	1567	-20%

iii. Number of programs offered through 100% distance education:

Currently, Nunez has no programs offered entirely through distance education. However, Nunez has begun the process to have programs online. This has been approved by both LCTCS and Board of Regents, and the College is awaiting SACSCOC approval.

3.b Increase Use of Technology for Distance Learning to Expand Educational Offerings

Narrative

Nunez Community College experienced decreases in the number of hybrid courses offered through distance education and the number of students enrolled in all distance education courses. Students have expressed a reluctance to begin courses in an online format if they do not envision being able to complete the program online. Thus, Nunez is in the process of obtaining online approval for its lecture-based programs. LCTCS and Board of Regents have approved the proposals. Nunez anticipates SACSCOC approval by fall 2014.

With monies provided by the Perkins CTE Leadership Grant, a team from LCTCS is working on several projects designed to improve online instruction and enhance accessibility for CTE students. The project

includes professional course re-design of 14 popular CTE courses. These courses will be available for any school within the system to use to get up and running quickly. In order to minimize the learning curve for at least 40 of our CTE instructors, LCTCS is offering a six-week online teaching professional development course. All 700 CTE Faculty members will be invited to a one day workshop designed to motivate them and introduce them to online teaching. Other products in development are an app for student mobile access and gaming-style learning activities to complement high-quality faculty instruction. These resources will provide a jumpstart to several colleges in adopting online learning and will provide some variety and improved quality for other schools.

Element:

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

Data

- i. Percent of completers found employed.

Completer Employment Rate						
	Sum of Completer Cohort			Sum of Found Employed Q2		
Max Degree Level	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
Associate	129	119	160	67.4%	69.7%	68.8%
Certificate (One Year)	43	57	77	65.1%	66.7%	70.1%
Diploma	42	45	36	83.3%	95.6%	94.4%
Grand Total	214	221	273	70.1%	74.2%	72.5%

- ii. Increasing the performance of associated degree recipients who transfer.

Completer Transfer Rate				
Academic Year	Total Number of Completers	Total Surveys Returned	Total Transferring	Percent Employed
2011-2012	378	236	86	36%
2012-2013	310	192	130	68%

3.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

Narrative

Nunez Community College Cabinet (deans, vice-chancellors, CFO, HR director and the chancellor) devoted the majority of one of its meetings to a review of the data received via LCTCS regarding the cohort completer employment data. As it is the first year receiving data in this format, we are beginning again. The technical diplomas for Nunez represent only the Licensed Practical Nursing students. Of all the data reviewed, this appears to be Nunez’s strength, especially when wage data is reviewed for the 2011-2012 Cohort:

Sum of Annual Q2 Wages			
	Graduation Year		
Max Degree Level	2009-2010	2010-2011	2011-2012
Associate	\$33,048	\$29,545	\$30,161
Certificate (One Year)	\$23,845	\$20,381	\$22,354
Diploma	\$34,957	\$28,256	\$35,273
Grand Total	\$31,776	\$27,084	\$28,910

A review of the “Sum of Annual Quarter 6 Wages” for the 2009-2010 Cohort was also discussed at Cabinet:

Sum of Annual Q6 Wages	
	Graduation Year
Max Degree Level	2009-2010
Associate	\$38,147
Certificate (One Year)	\$26,092
Diploma	\$33,172
Grand Total	\$34,860

More detailed analysis will be performed and reviewed by Cabinet and then presented to faculty and staff. As Nunez reviews its Annual Goals, we will include this type of data to determine how to better prepare our students for the workforce. Currently, some programs have resume reviews and mock employment interviews with our advisory board members. These practices may be extended to other programs as well as workshops for students in salary negotiations.

Each year Nunez hosts two job fairs. One job fair is exclusively for the industrial technology students; the other is open to all students and the community. These fairs aid in the placement of students, and give regional businesses the opportunity to “interview-on-the-spot” prospective employees. The general Job Fair has been a continuing benefit to the students since 2004 with the 2013 Job Fair hosting 18 companies visited by 103 prospective employees.

Performance Objective: Institutional Efficiency and Accountability (4)

Element:

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

Data

Tuition and fees charged to non-resident students.

**Tracked Measured – Nunez Community College
Non Resident Tuition and Fees**

	2010-11	2011-12	2012-13
SREB Targeted Measure	\$7,444	\$7,444	\$7,444
Nunez Community College	\$4,948	\$5,447	\$6,446
Difference	-\$2,496	-\$1,997	-\$998

4.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

Narrative

Annual Plan for Increasing Non-resident Tuition Amounts

On December 20, 2010, the Louisiana Community and Technical College System (LCTCS) requested Nunez Community College (Nunez) to present a plan to increase its total annual fulltime tuition and mandatory fees for nonresidents from the existing level for 2010-2011 of \$4,948 to a target of \$7,444 for the 2015-2016 year (five year total increase of approximately 50%). LCTCS provided a worksheet to complete and return indicating the increased annual fulltime tuition and mandatory fees for nonresidents for each intervening year. At the end of Fiscal Year 2011-2012 Nunez achieved 20% of the increase required to meet the target. At the end of Fiscal Year 2012-2013 Nunez achieved 40% of the increase required to meet the target. At the end of Fiscal Year 2013-2014 Nunez will have achieved 60% of the increase required to meet the target. At the end of Fiscal Year 2014-2015 Nunez will have achieved 80% of the increase required to meet the target. At the end of Fiscal Year 2015-2016 Nunez will be at the target if Southern Regional Education Board average does not change.

Element:

d. Designate Centers of Excellence as Defined by the Board of Regents Which Have Received a Favorable Academic Assessment from the Board of Regents and Have Demonstrated Substantial Progress Toward Meeting the Following Goals

Centers of Excellence are determined by Board of Regents. Currently, Nunez does not have a designated Center of Excellence.

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

Data

Eligible Programs with Either Mandatory or Recommended Discipline Accreditation		
Title of Programs	CIP	Status
Certificate of Applied Science in Culinary Arts	120503	Nunez Researching Needs
Associate of Applied Science in Industrial Technology	150612	ATMAE Accredited
Associate of Arts in Paralegal Studies	220302	Nunez Researching Needs
Certificate of Technical Studies in Emergency Medical Technician	510904	Letter of Review by CAAHEP
Technical Diploma in Practical Nursing	513901	Nunez Researching Needs
Associate of Applied Science in Business Technology	520101	Nunez Researching Needs

Narrative

Originally, when the GRAD Act benchmarks were determined, Nunez had seven eligible programs. With the elimination of the computer information systems program last year, Nunez currently has only six programs eligible for discipline accreditation. Currently, 16.6% of Nunez’s eligible programs with mandatory status are discipline accredited. Nunez’s Associate of Applied Science in Industrial Technology program is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). The Certificate of Technical Studies in Emergency Medical Technician program is in process through the Council on Accreditation of Allied Health Education Programs (CAAHEP). The College received its Letter of Review. Once this current class graduates, Nunez must submit its Self-study within six months. The class will graduate in May 2014; therefore, Nunez will submit its Self-study by December 2014.

Additionally, academic departments at Nunez are researching the feasibility of discipline accreditation in the areas of Culinary Arts, Paralegal Studies, Practical Nursing, and Business Technology. Each program has a plan to assure success when Nunez does apply for programmatic accreditation. Annually, Nunez engages in an annual review of the mandatory programs requiring discipline accreditation to determine the feasibility of applying for accreditation within the human and fiscal resources available.

Performance Objective: Reporting Requirements (5)

Elements:

- a) Number of students by classification.
- b) Number of instructional staff members.
- c) Average class student-to-instructor ratio.
- d) Average number of students per instructor.
- e) Number on non-instructional staff members in academic colleges and departments.
- f) Number of staff in administrative areas.
- 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) of this Paragraph and the date, amount, and type of all increases
- i) A cost performance analysis
- j) Transfer Information from Southeastern

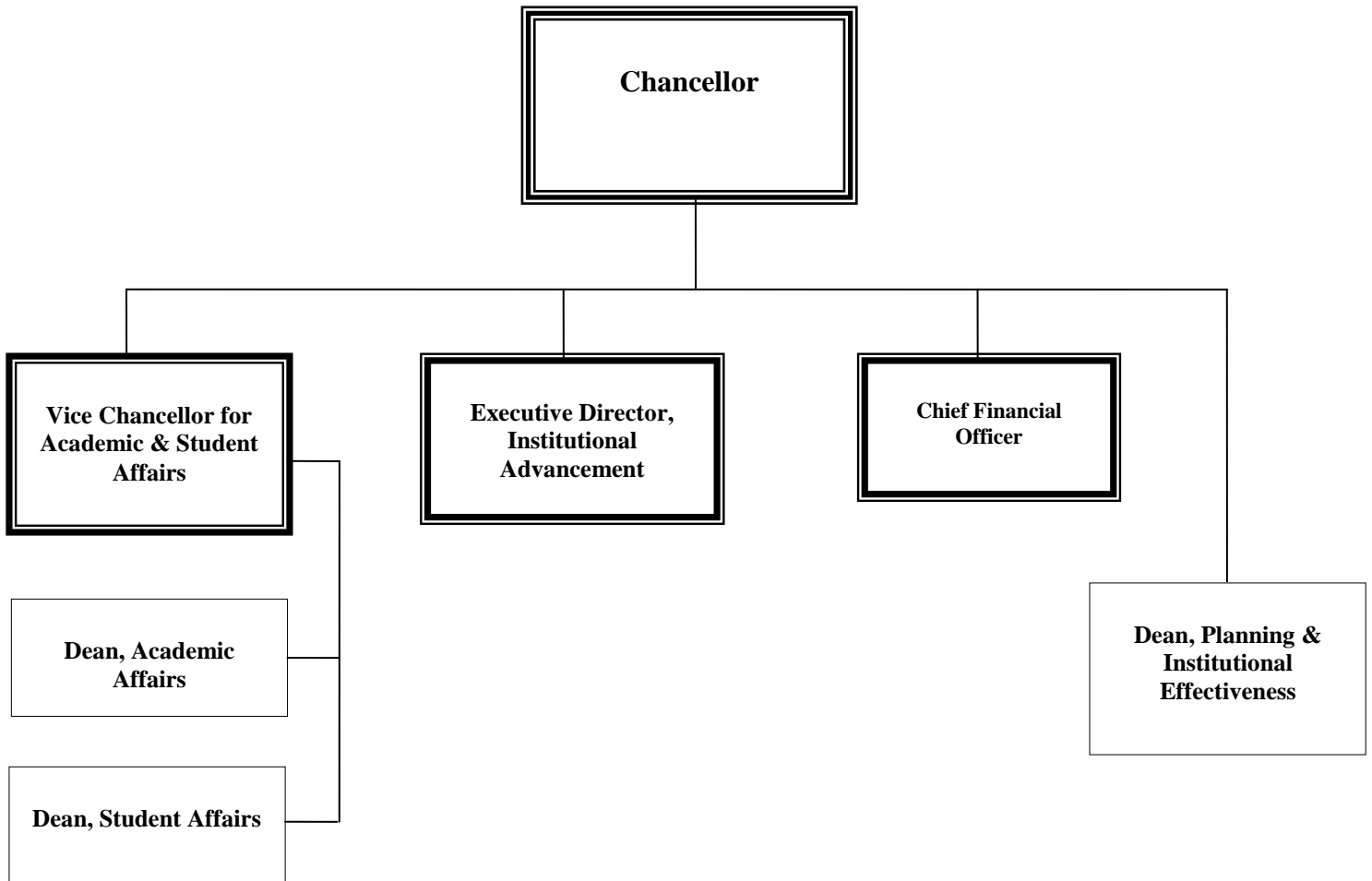
Louisiana Community and Technical College System

Nunez Community College						
Indicators (Enter indicators data in the light blue shaded areas beginning with "Column B")	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
a. Number of Students by Classifications	The data source for indicator "a" is SSPS: File SPSSLOAD					
Total Headcount Enrollment	1372	1585	1837	2434	2443	2334
Total FTE Student Enrollment	878.96	1048.7	1147.5	1286.93	1329.46	1246.27
b. Number of Instructional Staff Members	The data source for indicator "b" is EMPSAL, November data file submitted to BoR					
Total Headcount Instructional Staff	63	66	67	81	81	80
FTE Instructional Staff	48.75	49.5	50	57.3	56.12	58.5
c. Average class student-to-instructor ratio	The data source for indicator "c" is student credit hour (SCH) data submitted to BoR by the college					
Total number of Class Sections	597	655	698	722	784	800
Total Student Credit Hours (SCH)	26369	31461	34424.6	37333	38583	37977
Total Student Headcount Enrollment (from SCH reports)	9029	10811	11908	12863	13097	12901
Average SCH per Section	44.17	48.03	49.32	51.71	49	47
Average Class Size	15.12	16.51	17.06	17.82	16.71	16.13
Class Section per Average Headcount Instructional Faculty	9.48	9.92	10.42	8.91	9.68	10.00
Class Section per Average FTE Instructional Faculty	12.25	13.23	13.96	12.60	13.97	13.68
Average SCH per Headcount Instructional Faculty	19.22	19.85	18.74	15.34	16	16
Average SCH per FTE Instructional Faculty	30.00	30.00	30.00	29.01	29	30
Average Class Student-to-Instructor Ratio	12.25	13.23	13.96	17.82	17	16
d. Average number of students per instructor	Indicator "d" is calculated based on data entered for Indicators "b" and "a"					
Average Headcount Student per Headcount Instructional Faculty	22	24	27	30	30	29
Average Headcount Student per FTE Instructional Faculty	28	32	37	42	44	40
Average FTE Student per Headcount Instructional Faculty	14	16	17	16	16	16
Average FTE Student per FTE Instructional Faculty	18	21	23	22	24	21
e. Number of non-instructional staff members in academic colleges and departments	The data source for indicator "e" is EMPSAL					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Executive/Administration/Managerial (EEO Category = "1")	5	5	5	2	2	2
Academic Affairs						2
509140-DEAN						1
510210-VICE-CHANCELLOR						1
Other professionals, support /service (EEO category = "3" and a Primary Function not equal to "IN")	20	30	25	28	27	33
Academic Affairs						2
506120-Bus & Tech Prog Manager						1

509110-ACAD AFF STAFF ADM						1
Business Affairs						9
165080- PROCUREMENT SPEC2						1
170820-HR ANALYST C						1
500020-ACCOUNTANT						2
500300-BURSAR						1
502030-BUDGET ANALYST						1
506190-PROPERTY CONTROL OFFICE						1
507220-SUPERVISOR						1
509400-HR COORDINATOR						1
Facilities Department						2
509090-TECHNICIAN						1
509400-COORDINATOR						1
Institutional Advancement						9
50044-IT Analyst						1
503820-DIRECTOR						2
503820-WFD DIRECTOR						1
506110-Program Asst/IA Grants						1
506200-PUBLIC AFFAIRS OFF						1
506750-IT Specialist						1
509090-TECHNICIAN						1
509400-CCTC COORDINATOR						1
Institutional Effectiveness						2
506430-RESEARCH ASSISTANT						2
Student Affairs						9
500320-ADVISOR						1
502620- DE COORDINATOR						1
502810-COUNSELOR						1
503820- FA DIRECTOR						1
503820-DIRECTOR						1
504290-FIN AID OFFICER						1
506330-REGISTRAR						1
509400-ADA COORDINATOR						1
509400-RECORDS COORDINATOR						1
Total FTE Non-Instructional Staff Members						32.5
f. Number of staff in administrative areas	Note this indicator will require some manual manipulations of the EMSAL data file					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total Headcount executive/administrative staff (EEO Category = "1")	7	7	6	5	5	7
Business Affairs						3
500270-ADMINISTRATOR						1
502370-CHIEF FISCAL OFF						1
502480-COMPTRROLLER						1
Chancellor's Office						1
509190-CHANCELLOR						1
Institutional Advancement						1
504180-EXEC DIRECTOR						1
Institutional Effectiveness						1
509140-DEAN						1
Student Affairs						1
509140-DEAN						1
Total FTE Executive/Administrative Staff	11	11	10.5	7	7	9

Nunez Community College Organization Chart

2012-2013



h. Salaries

Position	FA12 Salary Database	Salary changes from June 30, 2008 to Year 4.
Vice Chancellor for Academic Affairs and Student Affairs	90,000	Merit increase 7/1/2008 from 91,000 to 93,000.
		Hired 3/2/2009 at 90,000. Hired to replace vacancy
		Reorganization of Student & Academic Affairs consolidated two departments eliminated VC of SA and created (VCASA). Increase due to reorganization of Student and Academic Affairs 11/16/2009 to 100,000
		Resigned, new hire for Vice Chancellor for Academic Affairs and Student Affairs on 06/04/2012 at 90,000.
Vice Chancellor for Student Affairs		Merit increase 7/1/2008 from 90,000 to 92,000.
		Retired 11/16/09.
Dean of Academic Affairs	72,000	New hire (added position) for Dean of Academic Affairs 7/23/2012
Dean of Student Affairs	75,000	Created 11/16/2009 with reorganization of Student and Academic Affairs; Director of Admissions promoted to (Dean of Student Affairs). Promotion salary increase from 62,000 to 72,000 11/16/2009
		Additional duties increase from 72,000 to 75,000 on 8/16/2010.
Dean of H&NS/ Professor		Merit increase 7/1/2008 from 67,000 to 72,000
		8/16/2010 removed as Dean put back into 9mth faculty, salary decrease to 64,900.
Dean of IR/IE	67,000	Merit increase 7/1/2008 from 65,000 to 67,000.
CFO	75,000	Merit increase 7/1/2008 from 84,000 to 86,000.
		Resigned 6/13/10.
		Interim replacement hired 5/10/10 at 83,000.
		Regular replacement hired 8/23/2010 at 75,000.
Executive Director of Institutional Advancement/Special Assistant to the Chancellor	87,000	Merit increase 7/1/2008 from 84,240 to 87,000.
		Title changed to Ex Dir IA/Special Assistant to the Chancellor; no salary change.
Chancellor	142,990	Merit increase 7/1/2008 from 134,896 to 136,896.
		Increase 9/8/2008 to 142,990.
Director of PLC		Merit increase 7/1/2008 from 29,200 to 30,200.
		8/16/10 hours reduced to 12 hours per week; hourly salary remains at 29.04 hr.
		Position ended 8/17/2010. Position no longer needed and duties are now part of HS Dual-Enrollment Program.
Dean of B&T/Assistant Professor		Promotion and merit pay 7/1/2008 from 60,000 to 71,000.
		Title change to Director of Technology; no salary change.
Dean of A&H/Associate Professor		Merit increase 7/1/2008 from 68,000 to 69,000.
		8/16/2010 removed as Dean, put back into 9mth faculty, salary decrease to 59,465.

i. A Cost Performance Analysis

i. Total Operating Budget

Expenditures by Function	Amount	% of Total
Instruction	\$ 2,435,612	33.5%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 679,835	9.4%
Student Services	\$ 661,671	9.1%
Institutional Services	\$ 2,004,119	27.6%
Scholarships/Fellowships	\$ -	0.0%
Plant Operations/Maintenance	\$ 1,406,749	19.4%
Total E&G Expenditures	\$ 7,187,986	98.9%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 77,962	1.1%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 7,265,948	100.0%

ii. Average Yearly Cost of Attendance

The average yearly cost of attendance for Nunez Community College (2012-2013) for fulltime, first-time, undergraduate students was \$12,208.

iii. Average Time to Degree for Completion of Academic Programs

As reported for 2012-2013, the average time to associate degree completion of academic programs at Nunez Community College was five years for fulltime first time freshmen.

iv. Average Cost Per Degree Awarded

The state dollars per FTE for Nunez Community College in 2012-2013 was \$2,389.

v. Average Cost Per Non-Completer

The state dollars per FTE for Nunez Community College in 2012-2013 was \$2,389.

vi. All Expenditures

Nunez Community College's total for all expenditures for 2012-2013 was \$15,924,427.

Louisiana Community and Technical College System
 Institution: Nunez Community College
 February 2013
 GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference			Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Bench mark	Year 1 Actual	Year 2 Bench mark	Year 2 Actual	Year 3 Bench mark	Year 3 Actual	Year 4 Bench mark	Year 4 Actual
1. Student Success													
a.	i.	Targeted	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	42.5%	43.2%	59.6%	43.5%	50.5%	43.8%	50.0%	44.1%	47.7%
			<i>Actual Baseline Data:</i>	# in Fall 08 Cohort	73		104		113		124		107
				# retained to Fall 09	31		62		56		62		51
	iv.	Targeted	Same Institution Graduation Rate	2008 Grad Rate Survey	8.0%	8.3%	21.1%	8.6%	12.8%	8.9%	6.7%	9.2%	13.5%
			<i>Actual Baseline Data:</i>	Fall revised cohort (total)	150		57		109		105		148
				completers <=150% of time	12		12		14		7		20
b.	i.	Targeted	Percent Change in program completers										
			Certificate - 1 yr			2.0%	63.3%	4.1%	93.9%	6.1%	144.9%	8.2%	126.5%
				2008-09 AY	49	50	80	51	95	52	120	53	111
			Diploma			2.8%	16.7%	5.6%	25.0%	8.3%	0.0%	11.1%	-13.9%
				2008-09 AY	36	37	42	38	45	39	36	40	31
			Associate			0.8%	4.9%	1.6%	-3.3%	2.4%	28.5%	3.3%	23.6%
				2008-09 AY	123	124	129	125	119	126	158	127	152
d.	i. c.	Targeted	Passage rate on licensure exam in Nursing (PN)	2008 Calendar YR						89.0%	97.4%	89.0%	100%
			<i>Actual Baseline Data:</i>	# of students taking NCLEX							38		31
				# who met standards for passage							37		31
2. Articulation & Transfer													
d.	i.	Targeted	Number of students enrolled in a transfer degree program	2008-09 AY						188	296	190	323
3. Workforce & Economic Development													
b.	ii.	Targeted	Number of students enrolled in distance education courses										
			# enrolled in courses w/ 50% -99% distance ed	2008-09 AY						725	827	732	694
			# enrolled in courses w/ 100% distance ed	2008-09 AY						850	1961	854	1567
4. Institutional Efficiency & Accountability													
d.	i.	Targeted	Percent of eligible programs that are discipline accredited	January 1, 2013						11.0%	14.3%	11.0%	16.6%
			<i>Actual Baseline Data:</i>	# programs							7		6
				# discipline accredited							1		1
** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review													

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: Nunez 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 Techicians	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	2012-2013	8	8	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2012-2013	64	39	61%
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)	2012-2013	31	31	100%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
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 passage/# students who took exam

Appendix J
Southeastern 2011-2012 Transfer Feedback Report
Nunez Community College
Chalmette, LA

1st to 2nd Year Retention at Southeastern (Fall 11 to Fall 12)	83.3% (5)
Average Semester GPA first semester at Southeastern	3.098
Cumulative GPA End of 2011-2012 Academic Year	3.141
Cumulative GPA End of 2012-2013 Academic Year	2.989
Total Baccalaureate Recipients Through Spring 2013	0
Transfers with Associate of Arts/Louisiana Transfer Degree	0
Transfers with Associate of Science/Louisiana Transfer Degree	0
Total 2011-2012 Transfers with Associate Degree	2
Summer 2011	0
Fall 2011	1
Spring 2012	1
Total 2011-2012 Transfers	6
Summer 2011 Transfers	0
Fall 2011 Transfers	5
Spring 2012 Transfers	1
Admitted to Southeastern as an Exception	16.7% (1)
Grade in First Attempt at ENGL 101	1
A 100.0%	(1)
B 0.0%	(0)
C 0.0%	(0)
D 0.0%	(0)
F 0.0%	(0)
W 0.0%	(0)
Grade in First Attempt at ENGL 102	1
A 0.0%	(0)
B 0.0%	(0)
C 0.0%	(0)
D 0.0%	(0)
F 0.0%	(0)
W 100.0%	(1)

**Southeastern 2011-2012 Transfer Feedback Report
Nunez Community College
Chalmette, LA**

Grade in First Attempt at MATH 155	0
A	
B	
C	
D	
F	
W	
Grade in First Attempt at MATH 161	2
A 100.0%	(2)
B 0.0%	(0)
C 0.0%	(0)
D 0.0%	(0)
F 0.0%	(0)
W 0.0%	(0)
Grade in First Attempt at MATH 162	0
A	
B	
C	
D	
F	
W	
Grade in First Attempt at MATH 241	2
A 0.0%	(0)
B 50.0%	(1)
C 50.0%	(1)
D 0.0%	(0)
F 0.0%	(0)
W 0.0%	(0)