April 16, 2015

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 2015 Grad Act Report for Nunez Community College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included in this submission are the following documents:

- Student Success Narrative
- Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- Copy of the online data submission
- Attachment D
- Industry Based Certifications List

The college point of contact for this information is Lenny Unbehagen, Dean of Institutional Effectiveness. He can be reached at (504) 278-6438.

Sincerely,

Thomas R. Warner, Ph.D.
Chancellor

Nunez Community College

GRAD Act Performance Objectives/Elements/Measures

2015 Annual Report Template
April 1, 2015

Table of Contents

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 polices 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 2014-2015 Annual Goals follows:

1. Improve the matriculation rate of dual-enrolled students by developing practices that help create a smooth transition from high school to two-year college and then on to a four-year college.
2. Complete college-wide departmental self-studies that include program reviews, review of policies and procedures, examine budgets, and review findings and follow-ups.
3. Improve retention through developing practices that help create a smooth transition to becoming a college student for non-traditional students and evaluate the effectiveness of academic advising.
4. With the completion of the rebuilding of the Administration Building, analyze space allocation for increasing student success.

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

Additionally, Nunez hired a full-time academic advisor to work exclusively with the career and technical education students in assuring they complete their courses and training as quickly as possible. The academic advisor reviews the GRAD Act cohorts and works with the individual students to assure they are successful.

a.i. Fall to Fall Retention Rate

Data

	Baseline	2011-2012		2012-2013		2013-2014	
		Target	Actual	Target	Actual	Target	Actual
Retention Rate	42.5%	43.8%	50.0%	44.1%	47.7%	44.4%	47.1%
Students in Fall Cohort	73		124		107		138
Students Retained to Next Fall	31		62		51		65

a.i. 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 continues to register students during the spring semester for the fall semester. Additionally, Nunez is targeting its cohorts more through designated early registration times and events. A full-time academic advisor and a part-time academic advisor meet with students to assure they complete their goals. The academic advisors target the GRAD Act cohort students first then work with the "declared major" students and, finally, with all other students. Furthermore the academic advisors meet weekly with all students on academic suspension who have been allowed to continue their education. This semester, they have met with over 33% of the total students enrolled.

Nunez has also expanded its tutorials with three student peer-tutors in the areas of math, biology, and English. Faculty in reading, math, and college success, as well as the career coordinator, hold "workshops" throughout the semester. Additionally, the Common Reading Experience has expanded from reading discussions to include other departments with a movie day and a planned dinner theater related to the chosen book, Agatha Christi's *And Then There Were None*. Finally, Student Government Association hosts "Student Pizza Roundtable Discussions" where students can assist other students in where to go for help in areas such as assigned advisors, degree programs, transcripts, grades, study skills, tests and assignments.

iv. Graduation Rate

Data

	2008-2009 Baseline	2011-2012		2012-2013		2013-2014	
		Target	Actual	Target	Actual	Target	Actual
Graduation Rate	8.0%	8.9%	6.7%	9.2%	13.5%	9.5%	11.4%
Fall Revised Cohort	150		105		148		166
Completers within 150% Time	12		7		20		19

iv. Graduation Rate

Narrative

Nunez Community College's actual graduation rate of 11.4% exceeded its targeted benchmark of 9.5 %. Nunez has become more aggressive in tracking cohort completers. The hiring of a full-time academic advisor and the use of the advising function in Banner has allowed Nunez to increase its communication with all students with special emphasis on the cohort students. Advising for fall semesters now commences during the latter part of the spring term. Cohort tracking is conducted through the academic advisors. Finally, the addition of compressed semesters facilitates students completing their programs.

Element:

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

Data

		2008-2009 Baseline	2011-2012		2012-2013		2013-2014	
			Target	Actual	Target	Actual	Target	Actual
All Certificates	Percentage		6.1%	144.9%	8.2%	126.5%	10.2%	144.9%
	Number of Completers	49	52	120	53	111	54	120
Diploma (Award level 2)	Percentage		8.3%	-0.08%	11.1%	-13.9%	13.9%	11.1%
	Number of Completers	36	39	36	40	31	41	40
Associate (Award level 3)	Percentage		2.4%	28.5%	3.3%	23.6%	4.1%	56.1%
	Number of Completers	123	126	158	127	152	128	192

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 one short of its benchmark, when combined with certificate completions, the benchmark of 95 (54 plus 41) or 19.3% was exceeded with actuals of 142 or 112.6%. 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	788	871	2
Semester Credit Hours Enrolled	3183	3236	16
Semester Credit Hours Earned	2958	3231	10

c. Develop Partnerships with High Schools to Prepare Students for Postsecondary Education
Narrative
Nunez Community College partnered with the following high schools in 2013-14 to provide dual enrollment opportunities:

- Belle Chasse High School
- Bonnabel High 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
- New Orleans Center for the Creative Arts (NOCCA)
- 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 full-time 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, Nunez has partnered with Algiers Charter School System, Orleans Parish School System and St. Bernard Parish School System in a Jump Start initiative where 21 junior high school students from these three different systems are enrolled in Nunez's Industrial Technology Associate degree program. More high school students are attending the Nunez campus in areas such as electrical, welding, emergency medical technology basic, and certified nursing assistant. Additionally, Nunez has partnered with Orleans Parish School System and Xavier University in a Believe and Prepare Grant to train and mentor Career/Technical Education (CTE) high school teachers.

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. Nunez's dual enrollment program increased by 201 students from last year's program. The successful completion of courses by dual enrollment students was 93% for Fall 2013 and 100% for Spring 2014.

Element:
d. Increase Passage Rates on Licensure and Certification Exams and Workforce Foundational Skills Data
i.   Passage rates on licensure/certification exams.

Program	Exam	2012-2013			2013-2014		
		# of Students Taking Exam	# of Students Passing Exam	Pass Rate	# of Students Taking Exam	# of Students Passing Exam	Pass Rate
Practical Nursing	NCLEX	31	31	100%	40	39	97.5%
EMT	National Registry	64	39	60.9%	49	38	77.5%
Teaching (AST)	Praxis 1 & Praxis II	8	8	100%	10	10	100%
Total Overall		**103**	**78**	**76%**	**99**	**87**	**88%**

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

Title of Programs	CIP	2012-2013	2013-2014	Percent Change
Care and Development of Young Children	190709	29	15	-52%
Culinary Arts	120503	15	10	-33%
Electrical—NCCER Electrical Level 1	460302	NA	8	NA
EMT Basic	510904	62	41	-33%
EMT Paramedic	510904	14	8	-43%
Heating, Ventilation and Air Conditioning--EPA	470201	7	5	-29%
National Restaurant Association (Food Service Production Management)	120503	8	20	150%
NCCER--Core	460201	NA	6	NA
Nursing--Certified Nursing Assistant	513902	80	83	4%
Nursing--Practical	513901	31	39	26%
OSHA 40-Hours--Hazwoper	150612	73	104	42%
TIPS—Certified Louisiana Vendors Permit	520101	NA	19	NA
Welding--AWS	480508	43	66	53%
	TOTAL	**362**	**424**	**17%**

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

WorkKeys Certificate Level	2012-2013	2013-2014	Percent Change
Bronze	2	20	900%
Silver	5	51	920%
Gold	0	11	--
Platinum	0	0	--
Total	**7**	**82**	**1070%**

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, industry-based certifications are highly recommended to students/completers in Culinary; Electrical; Heating, Ventilation, and Air-Conditioning; Hotel, Restaurant, and Tourism; Industrial Technology/Process Technology; and Welding

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 2013-14, forty (40) completers took the exam and thirty-nine (39) passed, for a passage rate of 97.5 percent. Nunez continues to monitor the nursing program to assure continued success.

For 2013-2014, thirty-eight of forty-nine EMT students passed the National Registry of EMT, reflecting a 77.5% passage rate. This is an increase over last year's passage rate of 69 percent. The EMT department continues to review the student learning outcomes to determine directions to improve student success.

In Teaching (AST), Nunez had a 100% passing rate (10 of 10 students) on the Praxis I and Praxis II exams for Associate of Science in Teaching (AST) graduates in 2013-14. This is the third consecutive year this program has achieved 100% passage rates on these exams. The number of students increased slightly from last year's total.

The licensure rates for the 2013-2014 year increased, along with the number of certifications for industry-based programs (17%) over 2012-2013 academic year. Nunez continues to review its programmatic student learning outcomes to determine the best methods for increased 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 number of students taking the assessment. However, through Nunez's TAACCCT Grant, WorkKeys is highly recommended to students in the business programs. Students who are initially unable to complete their respective levels are encouraged to increase their skill and knowledge sets, as well as aptitude, through KeyTrain studies. Additionally Nunez staff presented WorkKeys to the St. Bernard Parish Chamber members. The members were very encouraging about using WorkKeys as a component in their hiring process.

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**

<u>Data</u>
Southern University of New Orleans and the University of New Orleans partner with Nunez in referring students who do not meet their admission standards. Nunez has articulation agreements with the University of New Orleans and with Nicholls State University. Articulation discussions are ongoing with Northeastern University, Our Lady of Holy Cross College, and Southern University of New Orleans.

1. **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**

<u>Narrative</u>

The University of New Orleans and Nicholls State University are working with Nunez to assure students have a successful adjustment from the community college to the university. Northeastern administrators visited the Nunez campus and are working on an articulation agreement. Southern University of New Orleans has requested a Nunez administrator sit on its Pre-K-16 council.

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

<u>Data</u>
Southeastern Louisiana University provided feedback to Nunez Community College regarding ten students who completed the associate degree and enrolled at the university (Appendix J). This number doubled over last year's report. Still, with so few students (10) 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

<u>Narrative</u>
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. More Nunez students were successful in the most recent report.

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

<u>Data</u>
> i.   Number of students enrolled.

We do not know this information unless the universities send the list to us. We are aware of one student who self-identified from the University of New Orleans.

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

<u>Narrative</u>

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. 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), Kaplan University, Regis University (Colorado), Western Governors University (Utah), 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, University of New Orleans, 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
99	152	46	297

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. The targeted benchmark was 192 which the College exceeded by 55%. Nunez continues to work with the students and the transfer institutions to assure students' success. Two 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
11	6	10	27

Narrative

For the 2013-2014 academic year, eleven (11) students graduated with the Associate of Arts, Louisiana Transfer; six (6) students graduated with the Associate of Science, Louisiana Transfer; and ten (10) students graduated with the Associate of Science in Teaching. Nunez's transfer degree completers totaled the same as last year's transfer degree completers.

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:
No programs were eliminated.

ii. Number of programs modified or added:
Modified—all are in process
Certificate of Technical Studies in Emergency Medical Technician—Paramedic (CIP: 510904)
Associate of Applied Science in Business Technology—Entrepreneurship (CIP: 520101)
Associate of Applied Science in Business Technology—Medical Office Management (CIP: 510713)
Associate of Applied Science in Business Technology—Business Administration (CIP: 520101)
Associate of Applied Science in Care and Development of Young Children (CIP: 190709)
Associate of Applied Science in Industrial Technology (CIP: 150612)

Added
Technical Competency Area in Entrepreneurship (CIP: 520101) (in process)
Technical Competency Area in Hotel, Restaurant, and Tourism (CIP: 520101) (in process)
Technical Diploma in Culinary entrepreneurship (CIP: 120503) (in process)

iii. Percent of programs aligned with workforce and economic development needs:

Sixteen (16) of Nunez's twenty-one programs (76%) are directly aligned with workforce and economic development needs. The other five programs allow students to transfer to a university before entering the workforce.

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 Technical Studies in Industrial Maintenance	470303	Y
Certificate of Technical Studies in Welding	480508	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
Certificate of Applied Science in Business Technology	520101	Y
Associate of Applied Science in Business Technology	520101	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

<u>**Narrative**</u>

Seventy-six percent of Nunez's programs are designed to fulfill Louisiana and the Greater New Orleans region's direct workforce needs. General Studies and transfer degree programs comprise the remaining curricula which offer students a more affordable two-year program for their bachelor's degree before they enter the workforce. Additionally, Nunez is expanding its non-credit workforce sector with training in instrumentation, electrical, millwright, pipefitting, and welding.

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			
	2012-2013	**2013-2014**	**% Change**
Number courses w/ 50% -99%	**45**	**8**	**-82%**
Number courses w/ 100%	**163**	**111**	**-32%**

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

Number of Students Enrolled in Distance Education Courses			
	2012-2013	**2013-2014**	**% Change**
Number students enrolled in courses w/ 50% -99%	**694**	**104**	**-85%**
Number students enrolled in courses w/ 100%	**1567**	**1384**	**-12%**

    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

<u>**Narrative**</u>

The benchmark for number of students enrolled in 50% online courses was 739 and the actual number was 104 students. The benchmark for number of students enrolled in 100% online courses was 858 and the actual number was 1384 students.

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. There was a decrease in the number of students in totally online 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 2015.

Nunez participated in the Perkins CTE Leadership Grant designed to improve online instruction and enhance accessibility for CTE students. The project includes professional course re-design of 14 popular CTE courses.

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.

Cohort 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%
2013-2014	352	205	121	59%

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 did not receive current information from the Department of Labor to update the Cohort Completer Employment Rate. Nunez conducts a graduate survey each year. From that survey, students self-reported that 121 transferred to other education institutions and 59% indicated they were employed.

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" perspective employees. The general Job Fair has been a continuing benefit to the students since 2004 with the 2014 Job Fair hosting 30 companies visited by 151 prospective employees.

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

	2011-12	2012-13	2013-14
SREB Targeted Measure	$7,444	$7,444	$7,444
Nunez Community College	$5,447	$5,946	$6,446
Difference	-$1,997	-$1,498	-$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 full-time tuition and mandatory fees for nonresidents from the existing level for 2010-2011 of $4,948 to a target of $7,444 for the 2015-2016 year (five year total increase of approximately 50%). LCTCS provided a worksheet to complete and return indicating the increased annual full-time tuition and mandatory fees for nonresidents for each intervening year. At the end of Fiscal Year 2011-2012 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 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.

<u>Data</u>

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

<u>**Narrative**</u>

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). This percentage exceeds the 11% benchmark. 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. Nunez submitted January 31, 2015. We are waiting to hear when the visit will be.

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	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
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	2506
Total FTE Student Enrollment	791.73	933.47	1036.67	1286.93	1329.46	1246.27	1388.73
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	84
FTE Instructional Staff	48.75	49.5	50	57.3	56.12	58.5	59.5
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	837
Total Student Credit Hours (SCH)	26369	31461	34424.6	37333	38583	37977	39727
Total Student Headcount Enrollment (from SCH reports)	9029	10811	11908	12863	13097	12901	13376
Average SCH per Section	44.17	48.03	49.32	51.71	49	47	47
Average Class Size	15.12	16.51	17.06	17.82	16.71	16.13	15.98
Class Section per Average Headcount Instructional Faculty	9.48	9.92	10.42	8.91	9.68	10.00	9.96
Class Section per Average FTE Instructional Faculty	12.25	13.23	13.96	12.60	13.97	13.68	14.07
Average SCH per Headcount Instructional Faculty	19.22	19.85	18.74	15.34	16	16	16
Average SCH per FTE Instructional Faculty	33.31	33.70	33.21	29.01	29	30	29
Average Class Student-to-Instructor Ratio	12.25	13.23	13.96	17.82	17	16	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	30
Average Headcount Student per FTE Instructional Faculty	28	32	37	42	44	40	42
Average FTE Student per Headcount Instructional Faculty	13	14	15	16	16	16	17
Average FTE Student per FTE Instructional Faculty	16	19	21	22	24	21	23

Indicators	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
e. Number of non-instructional staff members in academic colleges and departments	The data source for indicator "e" is EMPSAL						
Executive/Administration/Managerial (EEO Category = "1")	5	5	5	2	2	2	2
Other professionals, support /service (EEO category = "1" and a Primary Function not equal to "IN"	20	30	25	28	27	33	32
f. Number of staff in administrative areas	Note this indicator will require some manual manipulations of the EMSAL data file						
Total Headcount executive/administrative staff (EEO Category = "1")	7	7	6	5	5	7	7
Total FTE executive/administrative staff	11	11	10.5	7	7	9	9
g. Organization Chart	An administrative organizational chart follows this chart.						
h. Salaries of personnel shown in Organization Chart	A table with the salaries of the personnel shown in the Organization Chart follows the organizational chart.						
i. Total number of Online Courses*							
Total number of 100% online courses	51	71	88	140	145	163	111
Total without LCTCS online		62	65	88	85	85	35
Total number of 50%-100% online courses	53		125	183	220	508	163
Total number of 50%-100% online courses without LCTCS online			102	131	160	130	87
*Dual enrolled online courses are included in all our totals							

g. Organizational Chart

Nunez Community College Organization Chart

2013-2014

```
                          ┌─────────────────┐
                          │   Chancellor    │
                          └────────┬────────┘
         ┌────────────────────────┼────────────────────────┐
         │                        │                        │                     │
┌────────────────┐   ┌──────────────────────────┐   ┌──────────────┐            │
│ Vice Chancellor│   │    Vice Chancellor for   │   │Chief Financial│           │
│  for Academic  │   │      Institutional       │   │   Officer     │           │
│   & Student    │   │ Advancement/Special      │   └──────────────┘            │
│    Affairs     │   │   Assistant to the       │                               │
└────────┬───────┘   │       Chancellor         │                   ┌───────────────────────┐
         │           └──────────────────────────┘                   │ Dean, Planning &      │
┌────────────────┐                                                  │ Institutional         │
│ Dean, Academic │                                                  │ Effectiveness         │
│    Affairs     │                                                  └───────────────────────┘
└────────────────┘
┌────────────────┐
│ Dean, Student  │
│    Affairs     │
└────────────────┘
```
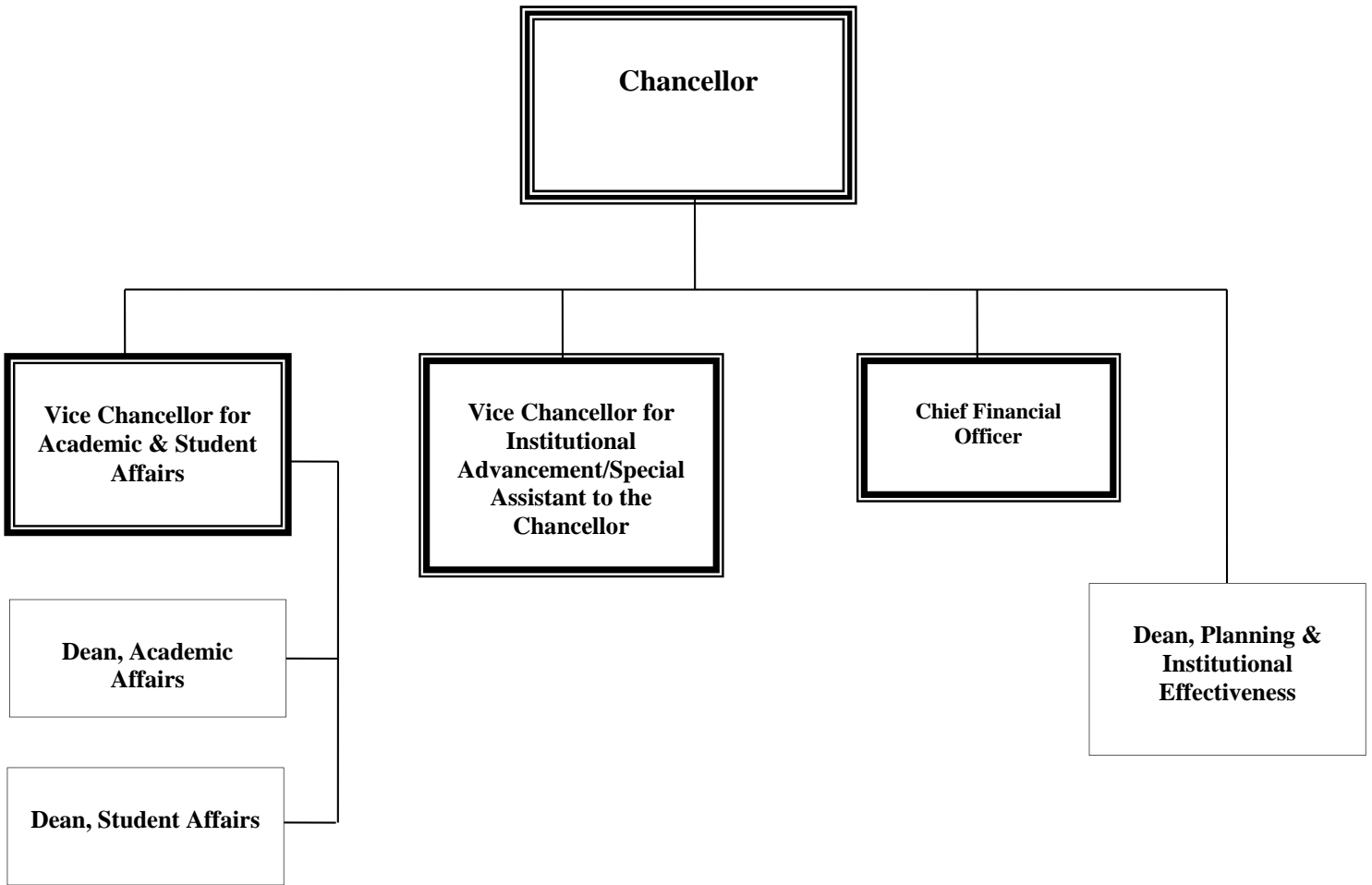
h. Salaries

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.
		Dr. Berrien hired 3/2/2009 at 90,000. Hired to replace vacancy left by Curtis Manning's return to 9 month faculty.
		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
		Berrien 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.
		Donna Clark 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.
		Sylvest resigned 6/13/10.
		Interim replacement hired 5/10/10 at 83,000.
		Regular replacement hired 8/23/2010 at 75,000.
Vice Chancellor for Institutional Advancement/Special Assistant to the Chancellor	87,000	Merit increase 7/1/2008 from 84,240 to 87,000.
		Title changed from 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	$ 3,257,347	42.4%
Research	$ -	0.0%
Public Service	$ -	0.0%
Academic Support	$ 527,422	6.9%
Student Services	$ 524,483	6.8%
Institutional Services	$ 1,817,493	23.7%
Scholarships/Fellowships	$ 68,549	0.9%
Plant Operations/Maintenance	$ 1,186,612	15.4%
Total E&G Expenditures	**$ 7,381,906**	**96.1%**
Hospital	$ -	0.0%
Transfers out of agency	$ 301,248	3.9%
Athletics	$ -	0.0%
Other	$ -	0.0%
Total Expenditures	**$ 7,683,154**	**100.0%**

ii. Average Yearly Cost of Attendance

According to the financial aid calculations the average yearly cost of attendance for Nunez Community College (2013-2014) was $17,421.

iii. Average Time to Degree for Completion of Academic Programs

As reported for 2013-2014, the average time to associate degree completion of academic programs at Nunez Community College was 4.3 years down from five years for fulltime, first-time freshmen.

iv. Average Cost Per Degree Awarded

The state dollars per FTE for Nunez Community College in 2013-2014 was $2,180, down from last year's $2,389.

v. Average Cost Per Non-Completer

The state dollars per FTE for Nunez Community College in 2013-2014 was $2,180 down from last year's $2,389.

vi. All Expenditures

Nunez Community College's total for all expenditures for 2013-2014 was $17,862,112.

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	Year 5 Bench-mark	Year 5 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%*	*44.4%*	*47.1%*
			Actual Baseline Data:	# in Fall 08 Cohort	*73*		*104*		*111*		*124*		*107*		*138*
				# retained to Fall 09	*31*		*62*		*56*		*62*		*51*		*65*
	i v.	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%*	*9.5%*	*11.4%*
			Actual Baseline Data:	*Fall revised cohort (total)*	*150*		*57*		*109*		*105*		*148*		*167*
				completers <=150% of time	*12*		*12*		*14*		*7*		*20*		*19*
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%*	*10.2%*	*144.9%*
				2008-09 AY	*49*	*50*	*80*	*51*	*95*	*52*	*120*	*53*	*111*	*54*	*120*
			Diploma			*2.8%*	*16.7%*	*5.6%*	*25.0%*	*8.3%*	*-0.08%*	*11.1%*	*-13.9%*	*13.9%*	*11.1%*
				2008-09 AY	*36*	*37*	*42*	*38*	*45*	*39*	*36*	*40*	*31*	*41*	*40*
			Associate			*0.8%*	*5.7%*	*1.6%*	*-2.4%*	*2.4%*	*28.5%*	*3.3%*	*23.6%*	*4.1%*	*56.1%*
				2008-09 AY	*123*	*124*	*130*	*125*	*120*	*126*	*158*	*127*	*152*	*128*	*192*
d.	i. c.	Targeted	*Passage rate on licensure exam in Nursing (PN)*	2008 Calendar YR						*89.0%*	*97.4%*	*89.0%*	*100%*	*89%*	*97.5%*
			Actual Baseline Data:	*# of students taking NCLEX*							*38*		*31*		*40*
				# who met standards for passage							*37*		*31*		*39*

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	Year 5 Bench-mark	Year 5 Actual
2. Articulation & Transfer															
d.	i.	Targeted	Number of students enrolled in a transfer degree program	2008-09 AY						*188*	*296*	*190*	*323*	*192*	*297*
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*	*739*	*104*
			# enrolled in courses w/ 100% distance ed	2008-09 AY						*850*	*1961*	*854*	*1567*	*858*	*1384*
4. Institutional Efficiency & Accountability															
d.	i.	Targeted	*Percent of eligible programs that are discipline accredited*	January 1, 2013						*11.0%*	*14.3%*	*11.0%*	*16.7%*	*11.0%*	*16.7%*
			Actual Baseline Data:	*# programs*							*7*		*6*		*6*
				# discipline accredited							*1*		*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	Lousiana State Department of Education	2013-2014	10	10	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2013-2014	49	38	77.5%
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 Managament Association				

			Year	Number Taking	Number Passing	Percentage Passing
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)	2013-2014	40	39	97.5%
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 both 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

Southeastern 2012-2013 Transfer Feedback Report
Nunez Community College
Chalmette, LA

1st to 2nd Year Retention at Southeastern (Fall 12 to Fall 13)	60.0% (6)
Average Semester GPA first semester at Southeastern	1.544
Cumulative GPA End of 2012-2013 Academic Year	2.406
Cumulative GPA End of 2013-2014 Academic Year	2.452
Total Baccalaureate Recipients Through Spring 2014	1
BA Management 1	
Transfers with Associate of Arts/Louisiana Transfer Degree	0
Transfers with Associate of Science/Louisiana Transfer Degree	0
Total 2012-2013 Transfers with Associate Degree	1
Summer 2012	0
Fall 2012	1
Spring 2013	0
Total 2012-2013 Transfers	10
Summer 2012 Transfers	2
Fall 2012 Transfers	7
Spring 2013 Transfers	1
Admitted to Southeastern as an Exception	0.0% (0)
Grade in First Attempt at ENGL 101	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)

Southeastern 2012-2013 Transfer Feedback Report (Continued)
Nunez Community College

Grade in First Attempt at ENGL 102   3

A	0.0% (0)
B	0.0% (0)
C	33.3% (1)
D	0.0% (0)
F	33.3% (1)
W	33.3% (1)

Grade in First Attempt at MATH 155   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 161   1

A	0.0% (0)
B	100.0% (1)
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   4

A	0.0% (0)
B	25.0% (1)
C	50.0% (2)
D	0.0% (0)
F	25.0% (1)
W	0.0% (0)