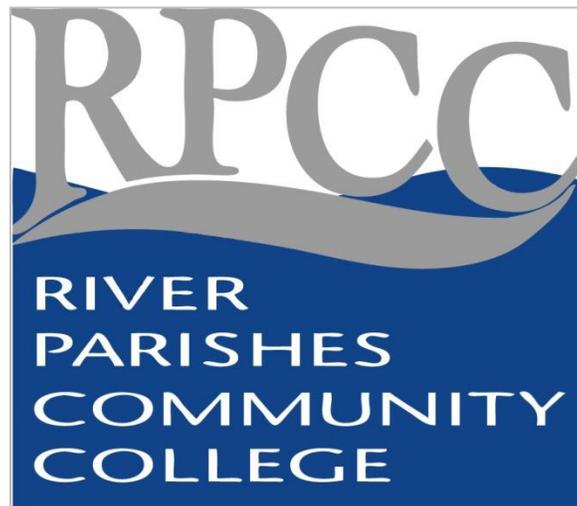


River Parishes Community College



GRAD Act Annual Report 2013-2014

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1. STUDENT SUCCESS

Student success is central to the RPCC's Mission Statement and the strategic plan that drives College initiatives. Moreover, River Parishes Community College strives to improve student success on its campuses by applying system and institutional policies that reflect best practices among community colleges. The College also implements new initiatives when it becomes evident that such efforts are required to improve student success in individual courses, academic programs or in transferring to a university/becoming employed.

RPCC experienced a decline in the number of students to be awarded the Certificate of General Studies (CGS) between the 2011-12 and 2012-13 award years. In the 2011-2012 award year, RPCC had 171 students to obtain the CGS compared to 47 students in the 2012-2013 award year. Therefore, RPCC did not reach the year 4 benchmark for award productivity. Several factors that may have contributed to the decline are: a growth in technical degree programs, students transferring to 4-year universities before earning the required 30 credit hours, and students taking longer than 1 academic year to earn the 30 credit hours due to required developmental coursework.

Implementation of System-Wide Student Data System

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

TRIO: Student Support Services

The TRIO Student Support Services program was first implemented at RPCC in 2010. Its mission is to provide academic support services to students who are first generation, have limited income, or have disabilities, enabling them to persist and graduate and transfer to a four-year college/university. RPCC continues to enroll a large number of first generation students and the number of students who qualify for Title IV funds represents a majority of the on campus student population (not including dual students and other off campus populations.) The TRIO program annually provides 140 students with services that include tutoring in math and English, academic success seminars, financial literacy counseling, supplemental academic advising, and also assistance with completing the FASFA and in transferring to four-year institutions.

The 2012-2013 TRIO annual performance report to the U. S. Department of Education indicated that 67% of the 140 students served this fiscal year received assistance and advice in course selection. Education and counseling to improve financial and economic literacy was received by 99% of the TRIO population. Thirty-four percent of the TRIO students were assisted in applying for or completing the Federal Student Aid process. Sixty-nine percent of the students were assisted in applying to a four-year institution. The TRIO program also exceeded its target for student persistence by 30% (the target was 60%) and assisting 96% of the students in achieving good academic standing (the target was 80%).

Curriculum Revisions

In an effort to improve student success in remedial education and to reduce the time required to complete a degree or program, the College revised its remedial math curriculum. Prior to the fall of 2012, the College had a three semester remedial math sequence (each course was three semester hours). The math faculty revised the curriculum into two four-credit hour courses. It is hoped that this change will shorten the time required for students to complete the sequence and move more quickly into credit math courses required for graduation. While end of spring term grades will provide some insight into the results of remedial math curriculum changes, long term analysis will be more substantive.

RPCC's Technical Education Center also conducted curricula reviews of several programs with the intent of reducing semester hour requirements for degree programs to 60 hours. By eliminating duplication and out dated courses, and restructuring the curriculum to meet industry requirements, the technical campus faculty is creating a shorter path to degree completion and employment.

Center for Teaching Excellence

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

This past year, RPCC faculty members established the Center for Teaching Excellence (CTE), a professional development organization established and managed by full time faculty. The CTE organizes workshops and arranges for guest speakers who present the newest ideas on teaching and learning to all RPCC faculty members—a best practice in supporting teaching excellence. Perkins funding also provides many additional professional development opportunities for technical faculty members.

Technology for Teaching and Learning

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

Assessment and Tracking of Student Performance

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

As part of the College's ongoing effort in assessing student learning outcomes in general education, RPCC contracted with Educational Testing Services this past fall for standardized assessment of general education learning outcomes. In previous years, the college collected student work products and evaluated learning outcomes using faculty established rubrics. While this proved successful, it was a tedious and time consuming process. Future ETS reports should provide RPCC faculty with a systematic assessment of student learning and also give the College comparisons with similar students around the

country. General education assessment results over time are intended to help the faculty in improving teaching and learning effectiveness.

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

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

Development and Enhancement of Dual Enrollment Partnerships

Dual enrollment provides high school students with early opportunities to be successful in college courses. RPCC has always had a thriving dual enrollment program and, even in a year when full Early Start funding was not available, RPCC increased its dual enrollment numbers significantly for the fall 2012. More than 1500 high school students from the river parishes were enrolled in the fall 2012 semester as compared to 571 in the fall 2011. MOU's with school systems in Ascension, St. James, Assumption and St. John the Baptist parishes contributed to the increase of both academic and technical education enrollments.

During the past year, SACS approved RPCC to offer an associate's degree at Lutchter, St. James, and the St. James Math and Science Academy. This year, RPCC is working with Ascension Parish to establish an Early College on the RPCC campus. A cohort of about thirty-two freshmen are currently completing their second semester, with the goal of completing an associate's degree at the same time they receive their high school degree. The second cohort of nearly 60 new freshmen will begin the Early College in the fall semester of 2013. Dual enrollment students, whether they complete an associate degree or complete a few college credit courses, have a head start on student success as it is related to completing college more quickly. In addition, RPCC data indicates that dual enrollment students are more successful in completing courses than native students and that is helpful in an environment where state appropriations are linked to student course completion.

General Policies to Enhance Student Success

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Licensure/Certifications

During the 12-13 year RPCC had one class of students to sit for the Louisiana State Board of Nursing Exam (NCLEX-PN). A total of 23 students tested with 19 of them passing on the first attempt for a total pass rate of 82.61%. The remaining 4 students re-took the exam and 3 out of the 4 passed bringing the total passage rate to 95.6%. 32 Certified Nursing Assistants received a DHH certificate for passing the program's cumulative final exam with a score of 80% or higher. RPCC also has a non-credit class that prepares students to take the state's Notary Exam. Of the 21 students enrolled, one-third passed the Louisiana notary exam. Both the Automotive and Welding programs do not require students to pass certifications prior to graduation; therefore it has been difficult to maintain contact with these students and to know if they have sought the appropriate certification.

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

DISCIPLINE	EXAM	# OF STUDENTS WHO TOOK EXAM	# OF STUDENTS WHO PASSED (1 st attempt)	CALCULATED PASSAGE RATE 1 st attempt	# OF STUDENTS WHO PASSED (2 nd attempt)	TOTAL CALCULATED PASSAGE RATE
Automotive	ASE	Not available	n/a			
Notary Public	Statewide Notary Examination					
Nursing (PN)	NCLEX-PN	23	19	82.61%	3	95.6%
Nursing (CNA)	Cumulative final exam administered by RPCC. Certificate issued by Department of Health and Hospitals upon completion of final with score of 80%.	6	6	100%		
Welding	ASME	Not available	n/a			

2. ARTICULATION AND TRANSFER

Continuation of Partnerships

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

The College has established Cross Enrollment agreements with SLU and Nicholls State. This mechanism allows RPCC students to take courses in their discipline at the four year institution they intend to transfer to while they are still enrolled at RPCC. This not only enables students to move more quickly through degree programs, the universities will often use every opportunity to assist the student in ways that make the ultimate transfer to the upper-division easier. RPCC continues to serve as the general education provider for South Central Technical College students who are enrolled in Applied Science degrees.

Advising and Articulation

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

are seeking to transfer to other institutions. TRIO students receive supplemental academic advising and are also offered the opportunity to participate in field trips to nearby universities.

Transfer Feedback Data

RPCC continues to receive limited feedback from universities on RPCC student performance after transfer. The most thorough feedback report came from Nicholls State. Twenty-one RPCC students were enrolled at Nicholls as first time transfers in the fall of 2012. The report indicated that twenty of those students recorded at least a 2.0 cumulative grade point average. Seven students achieved a 3.0 or higher and four students scored 3.5 or above. The Nicholls report also indicated that RPCC transfer students were successful in passing English and Mathematics classes at both the lower and upper division levels.

Nicholls also indicated that eight students who did not meet the university’s admission requirements enrolled at RPCC in the fall 2012. Unlike last year, Southeastern indicated that they would have no report for RPCC on student performance after transfer.

In the late winter, RPCC hosted representatives of LSU’s Admission Office for a conversation regarding GRAD Act reporting requirements as related to articulation and transfer. That meeting was informative and LSU representatives indicated that they believed the university could provide RPCC with a report that would be helpful. (At this time, the college has yet to receive a report.)

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Term of Data	2008-09	2009-10	2010-11	2011-12	2012-13
AALT	0	0	15	24	95
ASLT	0	0	17	78	233
AST	10	0	27	18	131
Totals	10	16	59	120	320
Benchmarks	-	-	-	120	250

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

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

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Program Review

RPCC regularly reviews enrollment and student success in technical programs. The College had no programs added or terminated in 2013-14.

RPCC works closely with advisory boards and regional industries in aligning program curricula to meet industry needs. The college believes that all 34 programs in its CRIN (including transfer programs) are aligned with workforce development needs. Students who have completed the Certificate of General Studies or an AALT/ASLT degree have critical thinking, communication, and computational skills that prepare them well for the workforce.

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

# of programs eliminated	# of programs modified or added	# of programs aligned with workforce	% of programs aligned with workforce
0	0	34	100%

Meeting Workforce Needs

In March 2013, the College received a Rapid Response grant of \$475,000 to establish an Industrial Maintenance program. This program need was identified through meetings between RPCC's Foundation and industry representatives as part of the capital campaign. Funds have provided to purchase equipment and the program is currently being developed. Regional industry partners have assisted the college in identifying the most needed specialty fields within the Industrial Maintenance program. Those craft fields include Millwright, Electrician and Instrumentation. Additionally, to respond to local industry and construction project workforce needs, the college received \$628,000.00 in Rapid Response grants to deliver accelerated industry-based credential (IBC) training in; Welding (AWS), Millwright,

Instrumentation, Industrial Electrical, Non-Destructive Testing, and Carpentry. RPCC has partnered with Associated Builders and Contractors, East Ascension High School, and St. James Career and Technology Center to add satellite training sites in order to build capacity and meet the skilled craft labor demands of business and industry. The Louisiana Workforce Commission, Craft Workforce Development Task Force of the Louisiana Workforce Investment Council estimates that 86,300 skilled craft workers will be needed statewide by 2016. This estimate is based on new jobs created and anticipated attrition as we construct \$60 billion of new and expanded plant facilities in Louisiana. The majority of those construction projects are concentrated along the I-10 corridor.

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

Program Advisory Committee

Full-time faculty members organize program advisory board meetings and involve business and industry partners in their programs through guest speaking opportunities, vendor demonstrations, projects and internships. The Vice Chancellor of Workforce Development facilitates business and industry visits to the Technical Education Center campus; and along with the Vice Chancellor of Instruction oversees program

audits and reviews. Based on recommendations from industry partners, RPCC will be adding pipefitting to non-credit bearing accelerated program offerings to respond to local workforce demands.

Three programs (Drafting & Design, Process Technology, and Instrumentation) have recently undergone a successful ATMAE re-accreditation process which involved a comprehensive third party review of documentation and a site visit by the ATME audit team. RPCC was re-accredited and recommendations for improvement will be implemented during the remainder of 2014.

Technology & Distance Education

RPCC will be offering non-credit, blended learning solutions, supported by the NCCER Connect system. Currently, NCCER Core, Electrical I, Electrical II, and Welding are offered in a blended format, reducing the cost to students and accelerating the time-cycle for program completion, industry-based credentialing and subsequent employment. Online classes are offered by RPCC faculty within the semester schedule and also through the LCTCS online system. While online education offers working students the opportunity to advance their education through convenient means, most of RPCC's online students enroll in courses delivered in the traditional in person format and supplement their semester schedule with online courses. All of the online course offerings at RPCC are classified as 100% distance education. The college does not currently any courses that would fit the classification of 50% distance education.

Workforce Partnerships & Solutions

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

Business and Industry Development Group and others. Many petrochemical companies host internships for RPCC students, especially in the Process Technology and Instrumentation programs.

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

New Campus Construction

Lastly, RPCC is in the process of building a new campus in the Edenborne Development that will be completed in the summer of 2014. All the programs and staff housed on the main campus will move to the new location. The Business Office Technology and Nursing programs currently housed on the Technical Education Center campus, will move with the transfer programs to the new campus. Through the ACT 360 funding signed into to law by the governor during the 2013 legislative session, RPCC will

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

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	2008-2009	2009-2010	2010-2011	2012-2013	2013-2014
Summer	5	19	34	47	n/a
Fall	6	30	46	59	62
Spring	27	41	54	44	45
Totals	38	90	134	150	107

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

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

	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	2008-2009	2009-2010	2010-2011	2012-2013	2013-2014
Fall	88	443	499	539	613
Spring	197	495	529	418	510
Totals	285	938	1,028	957	1123
Benchmarks	-	-	-	525	550

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

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

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

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

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

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

4. INSTITUTIONAL EFFECTIVENESS AND ACCOUNTABILITY

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

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

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

Actual Tuition Increases and Difference from SREB Peers

Term of Data	AY 2009-2010	AY 2010-2011	AY 2011-2012	AY 2012-13
RPCC Total Tuition and Fees	\$4,860	\$5,334	\$5,400	\$6,024
SREB Peer Average	\$7,444*	\$7,750*	\$7,528*	\$7,904
Difference from Peer Amount	\$2,584	\$2,416	\$2,128	\$1,880
% Difference from SREB Average	-34.7%	-31.2%	-28.3%	-23.8%

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

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

RPCC currently has a total of 9 programs that are mandated by the Board of Regents to obtain program accreditation. At this time, 7 out of the 9 have sought and have been approved for program accreditation. It is uncertain at this time whether or not the College will begin the necessary steps to have the Practical Nursing and Business Office Administration programs seek accreditation.

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

Program Accreditation			
Degree Program	BOR Policy	Current Status	Accredited
Industrial Instrumentation Technology	Mandated	Approved	Yes
Process Technology	Mandated	Approved	Yes
Drafting & Design Technology	Mandated	Approved	Yes
Automotive Tech – Electrical Technician	Mandated	Approved	Yes
Automotive Tech – Engine Performance Technician	Mandated	Approved	Yes
Automotive Tech – Power Train Technician	Mandated	Approved	Yes
Automotive Tech – Automotive Technician	Mandated	Approved	Yes
Practical Nursing	Recommended	Not Sought	No
Business Office Administration	Recommended	Not Sought	No

5. REPORTING REQUIREMENT

a. Number of students by classification

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

b. Number of instructional staff members

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

c. Average class student-to-instructor ratio

Term of Data	Fall 2012	Fall 2013
Undergraduate Headcount	8713	7701
Undergraduate Level Sections	566	563
Ratio	15.4	

d. Average number of students per instructor

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

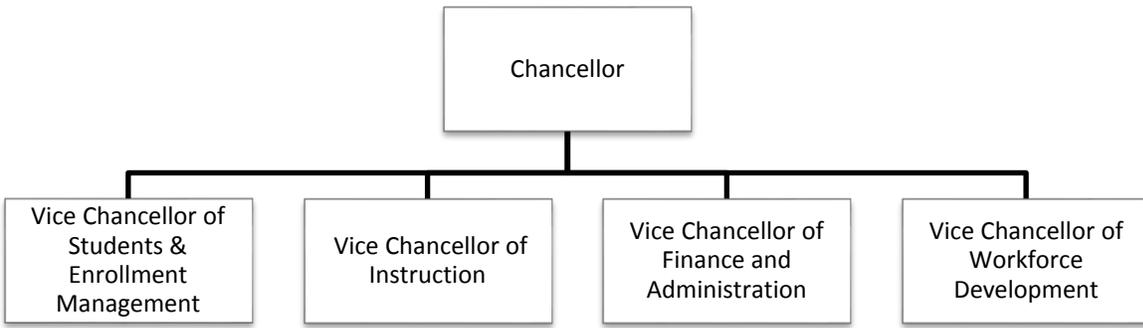
e. Number of non-instructional staff members in academic colleges and departments

Number of Non-instructional Staff Members (Fall 2012)	2
FTE Non-instructional Staff Members (Fall 2012)	2

f. Number of staff in administrative areas

Number of Executive/Administrative/Managerial Staff Members (Fall 2012)	5
FTE Executive/Administrative/Managerial Staff Members (Fall 2012)	5

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



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

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES 6/30/2008 Reported for Fall 2010	SALARY CHANGES 6/30/2010 Reported for Fall 2011	SALARY CHANGES 6/30/2011 Reported for Fall 2012	SALARY CHANGES 6/30/2012 Reported for Fall 2013
Chancellor	\$141,645 ¹	\$133,627 July 1, 2009 Merit increase			11/1/13 \$143,000 New Hire
Executive Vice Chancellor	\$117,191	\$108,511 July 1, 2009 Merit increase			Position dissolved
Vice Chancellor of Finance and Administration	\$86,920	\$82,000 July 1, 2009 Merit increase		\$90,000 Salary increased with hire of new employee on 8/15/2012	\$84,000 01/06/14 New hire
Dean of Students and Enrollment Management	\$68,659	\$65,943 July 1, 2009 Merit increase			\$82,000 9/2/13 Salary and title change Vice Chancellor of Student and Enrollment Management
Dean of Academic Studies	\$71,686	\$67,321 July 1, 2009 Merit increase			\$85,000 09/2/13 Salary and title change Vice Chancellor of Instruction
Dean of Technical Education and Workforce Development			\$74,970 Restructured position due to merger with LTC-Ascension; hire date 7/18/2011		\$89,000 1/6/14 Position restructured Vice Chancellor Workforce Development

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

i. A cost performance analysis

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

Expenditures by Function:	Amount	% of Total
Instruction	\$ 3,127,394	38.0%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 646,024	7.9%
Student Services	\$ 946,024	11.6%
Institutional Services	\$ 1,890,440	23.1%
Scholarships/Fellowships	\$ 698,353	9.4%
Plant Operations/Maintenance	\$ 740,106	9.2%
Total E&G Expenditures	\$ 8,077,706	98.8%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 94,929	1.2%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 8,172,635	100.0%

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

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

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

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

State dollars per FTE	\$1,803
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v. Average cost of non-completer in the most recent academic year

State dollars per FTE	\$1,803
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vi. All expenditures of the institution for that most recent academic year

Total expenditures	\$9,250,725
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