Delgado COMMUNITY COLLEGE

Education that Works!

CHANCELLOR'S OFFICE
615 City Park Avenue
New Orleans, LA 70119
(504) 762-3000 FAX: (504) 361-6697
www.dcc.edu

March 31, 2016

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

Dear Dr. Sullivan:

Attached you will find copies of the 2016 GRAD Act report for Delgado 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:

- 2016 Annual Report (Narrative for each Performance Objective and Organizational Data)
- Appendix #2 (Licensure and Certification Passage Rates)
- Appendix N1, N3-N4 (supporting data for narrative)

The college point of contact for this information is Vice Chancellor for Academic Affairs, Dr. Kathleen Curphy. She can be reached at (504) 671-5420 or via email at kcurph@dcc.edu.

Sincerely,

Joan Y. Davis
Chancellor

Delgado Community College

GRAD Act Performance Objectives/Elements/Measures

2016 Annual Report

Table of Contents

Performance Objective: Student Success (1) 1

Performance Objective: Articulation and Transfer (2) 6

Performance Objective: Workforce and Economic Development (3) 9

Performance Objective: Institutional Efficiency and Accountability (4) 12

Performance Objective: Reporting Requirements (5).....13

Appendix 2 19

Appendix N1.....21

Appendix N4.....23

Performance Objective: Student Success (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

Delgado Community College's (Delgado) retention rate for Year 6 is 48.6% which did not meet the target. The College's retention rate has decreased 0.2% when compared to retention rate of Year 5 (48.8%). An analysis for the cohort students who did not retain the 2nd fall was conducted. The results show that of the 776 students not retained the 2nd fall, 36% of the students left Delgado by the end of first fall (1 semester), 50% of them left the College by the end of first spring (2 semesters), and 4% left after summer session. These add up to the 90% of the students not retained the 2nd fall. The other 10% of the students did not enroll the second fall, but they came back and enrolled the second spring.

i. 1st to 2nd year retention rate	**48.6%**
No. of first-time, full-time, associate degree seeking students enrolled in Fall 2014	1,558
No. of the above retained at the same institution the following fall semester (Fall 2015)	757

iv. Same institution graduation rate	**11.3%**
No. of entering first-time, full-time students in Fall 2011	2,623
No. of completers within 150% of time	297

The College had barriers to meet its projected retention rate for this year:

- Decreased human and fiscal resources which contribute to the inability to implement effective programming and services.
- The elimination of some programs at the College.
- An internal change to the College's Satisfactory Academic Progress (SAP) policy which impacted several students.

In an effort to improve its retention, Delgado has worked with Ruffalo Noel Levitz since March of 2015 to develop and implement Impact 2016. This college-wide program will enhance the recruitment and retention efforts for Delgado.

Using data from the Student Retention Predictor, first-time, full-time freshmen, falling in the score bands of .36-.65 were assigned a team of coaches. Each of the seventeen coaching teams consisted of one academic advisor and one financial aid/Answer Center counselor. Their primary responsibilities were to work assigned students through various enrollment barriers and assist them in securing classes for the following semester. Initial results indicated success, as 74% (778 of 1,041) of the targeted students were retained from the fall 2015 semester to the spring 2016 semester.

Project Return (PR) was designed to assist students who stopped out in a fall or spring semester to successfully complete the enrollment, registration, and financial aid process for the subsequent semester. It targets first time freshmen and transfer students. Students must agree to comply with the program requirements. The Enrollment Coaches are responsible for contacting them every 2 weeks until they are enrolled and their classes are secured. PR was first implemented in the fall

2014 semester. Initial results indicate only slight success, but the College will continue to focus on improvement of the initiative.

Returned Students in Project Return	Returned fall 2015	Returned spring 2016
Enrolled fall 2014, not spring 2015	144	
Enrolled spring 2015, not fall 2015		181

The College's Committee on Program Review coordinates and implements a comprehensive outcome review process for instructional programs following the LCTC System's Policy, 1.047: Program Health Index. The Program Review Committee coordinates the data collection for instructional programs identified each year of the three-year cycle. The Program Review Committee compiles final reports and submits these to the Curriculum Committee for review and action. Findings are reported to the Chancellor, after Curriculum Committee review and action, for submission to the LCTC System's Board of Supervisors.

The College's Career Services provides students and alumni with information regarding full-time and part-time jobs and offers them assistance in developing effective job search skills and strategies. We encourage students to take full advantage of all of the resources and services that we offer including individual career guidance, job search, and resume and interview skills. The student Career Services website provides an electronic means for students to use these services.

In addition, Business Major students are enrolled in a Community Site in Canvas based on their major and concentration. In the sites, students have a variety of career assessment tools and career information for their majors such as job titles, job descriptions, salaries and job outlook. Students also have access to the course sequencing sheets for the program and contact information for advisors, department leadership, and program coordinators.

vi. Award Productivity	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Productivity Rate	0.111	0.109	0.105	0.147	0.155	0.241	0.205
Diploma	44	51	71	112	77	100	82
Certificate	207	250	240	744	639	1,437	933
Associate Degree	881	1020	1,116	1,253	1,242	1,368	1,344
Post-Associate Certificate	0	0	25	18	25	23	17
Undergraduate FTE	10179.4	12161.3	13840.9	14508.0	12805.4	12139.3	11582.5

New initiatives Delgado implemented during the last academic year include

- Academic Affairs:
  - *RIGHT Path* QEP: Delgado's Quality Enhancement Plan (QEP) is the Realistic Individual Goals Happen Through Advising (RIGHT) Path. The *RIGHT Path* QEP is focused on the development of a comprehensive plan for advising that will assist students in the identification, implementation, and successful completion of educational, career, and personal goals. The program provides a systematic, proactive set of interactions and interventions that facilitate students' achievement of educational and career goals through earning a credential, certificate or degree. The use of technology will allow advisors, faculty and staff to monitor student progress and intervene when necessary.

- Opened the learning Emporium that provides support for students with different learning styles and modalities at the Slidell location.
- Implemented faculty development for our Second Start program to improve retention.
- Implemented strategic scheduling of courses in a hybrid format to allow students greater flexibility in scheduling. Created a schedule that allowed students to take the classes needed to improve time to degree completion and class size at the Sidney Collier site.
- Developed program sequencing sheets for each program to provide a clear pathway to graduation and improve time to degree completion.
- Began benchmarking program to assess student success.

- Financial Aid:
  - Implemented an external scholarship opportunities section on scholarship web page. Students that meet the eligible requirement can now apply.
  - Increased federal work study by 35% over prior year to aid and assist students in need.
  - Enhanced process flow to foster a more efficient student service experience. Students meet with their respective financial aid counselor on a personalized one-on-one basis, with quicker response time over prior year; a routed ticketing system which allows students to be routed within the student service office is utilized.
- Office of Advising and Testing (OAT):
  - Freshman Convocation: This is an opportunity to welcome all first-time freshmen to Delgado. The convocation provides the latest information regarding curriculum outlines by having divisional representatives to meet with students face to face. Freshmen have early interaction with faculty and staff to form connections. Students meet with admissions advisors, financial aid advisors, and various support services including student clubs and organizations.
  - Impact 2016 Program: The program is designed to assist and retain currently enrolled Delgado students. This is an effort put forth by various offices paired into teams to assist students with any enrollment or academic barriers to ensure successful completion of their programs. The outreach consists of points of contact before and throughout the semester via phone calls, emails and face to face advising.

Initiatives continued throughout the year include

- Academic Affairs expanded tutoring to include additional disciplines. Academic Affairs also reviewed and/or revised the College programs' capstone courses to better assist the graduates' ability to be successful on their respective national certification examinations as well as qualifying for state licensure requirements where appropriate.
- Office of Financial Aid enhanced the Financial Aid/Student Appreciation Week. This year's focus was geared toward learning about campus history and financial aid student literacy.
- Both the Single Stop and Student Support Services (TRiO) programs expanded their services to additional campuses, increasing the number of students who received critical support such as tutoring and financial literacy information.

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

Percent Change in program completers in Diploma – Diploma completers this year numbered 82, below the Year 6 Target 87. Despite the fact that the College did not meet the target this year, the

percent of change in diploma completion has shown significant progress when comparing the Year 5 and Year 6 average of 51.7% to the prior 3-year average of 43.0%.

i. Percent change in program completers	2014-2015 Completers	% change from baseline
Certificate	920	303.5%
Diploma	82	36.7%
Associate Degree	1,333	52.5%
TOTAL	**2,335**	**100.9%**

Student Support Services Program (TRiO SSS): Students in the program receive assistance with basic study skills, such as how to take notes, study for exams, and manage time effectively. Other program services are: personal counseling/coaching, career counseling, financial literacy, academic advising, peer tutoring, peer mentoring, cultural enrichment activities, and tutorial services in math and English. Persistence, good academic standing, graduation, and transfer are major objectives for the program. In the 2014-2015 Annual Performance Report submitted to the U.S. Department of Education, 140 (100%) students were served by the project in which 89% of the students served persisted from Fall 2014 to Fall 2015 and 98% of the students were in good academic standing. Additionally, 15% of the students from cohort year 2011-12 earned an associate's degree or certificate and 27% earned a degree or certificate AND transferred to a 4-year institution.

Freshman Convocation is held at the City Park Campus each fall and spring semester. Over 800 first-time freshmen who attended this event benefitted from high-impact services, noted in retention literature.

First Time Freshman Advising and Registration Sessions: A Student Learning Outcome assessment was given to the students registered spring 2016. The assessment was designed as a follow up to the Student Satisfaction Survey of last year.

Annual Completion Rate Review - On an annual basis, the Director of Curriculum and Program Development reviews completion rates as published by the Louisiana Board of Regents, compares them to recent year completion rates to identify trends, and, if necessary, develops intervention strategies to assist programmatic faculty review and revise instructional offerings to best meet identified workforce needs.

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

	Fall 2014	Spring 2015	Summer 2015
i. No. of High School Students Enrolled	404	424	50
ii. No. of semester credit hours in which high school students enrolled	1,583	1,794	196
iii. No. of semester credit hours completed by high school students	1,487	1,663	187

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

The completers of Practical Nursing program had the most decrease among Diploma completers, from 63 completers in academic year 2013-14 to 41 in 2014-15. There were 67 students admitted

to this class in fall 2013. Between the spring and summer 2014 semesters, 26 either withdrew for personal reasons or did not receive a passing grade. The curriculum has since been redesigned to increase success in those semesters. The majority of the students who withdrew returned to the program and were able to successfully complete it.

Passage Rate on Licensure Exam in Registered Nursing (RN) – Passage Rate on the RN licensure exam equaled 86.62% this year, below the Year 6 Target 90.10%. When you compare Delgado's passage rates to the National passage rates of 2014 and 2015, the College rates remain above the national rates by 17.11 percentage points.

i.a. Passage rates on licensure/certification exams: See data in Appendix 2 Part 1

	Year 6 Target Passage Rate	# of students taking NCLEX	# who met standards for passage	Year 6 Actual Passage Rate
i.c. Nursing (PN)	84.50%	39	36	92.31%
i.d. Nursing (RN)	90.10%	269	233	86.62%

Delgado Community College vs. National Passage Rate Comparison

See Appendix N1 for National Passage Rate Table

	Oct–Dec 2014*	Oct–Dec 2015*
Delgado RN Rates	92.89%	86.62%
National RN Rates	65.42%	69.51%

*Notes: Delgado students complete the program and exam in December only; therefore the national rates in the table reflect the same time period for comparison purposes.
Source: NCLEX Statistics from NCSBN 2014 and 2015 (Oct –Dec testing period)

Plan of Action for Increasing RN Passage Rate - The faculty have taken the following actions to improve the passage rate on the NCLEX-RN:

- Study skills and test taking strategy sessions were developed and offered to students in the nursing program to assist them with the transition from general education to application of nursing knowledge. Content specific review sessions were also offered prior to exams to assist students with understanding the concepts taught in the program.
- Adopted the use of "adaptive quizzing" which will allow students to practice answering test questions to achieve a level of proficiency, similar to NCLEX.
- Students who do not score the required score on the standardized exam at the end of Levels I, II and III will be required to complete remediation in the adaptive quizzing product and/or in the case study software in use.
- All Level IV students will be required to take the standardized exit exam and to attend a 3 day live review course at the end of the semester. Students who do not meet the required score on the exam will be required to complete remediation in the case study software and score an 80% on focused review exams.
- All students will be required to meet with a faculty advisor upon completion of the second exit exam to review scores and develop plans of action to improve scores. Students who do not meet the required score on the exam will be required to submit a written plan of action.

ii. Number of students receiving certifications: This year the total number of certifications received by Delgado students is 1,206. See Appendix 2 Part 2 for a complete breakdown by certification.

iii. Number of students assessed and earning WorkKeys® certifications: Although Delgado offers WorkKeys® on both City Park and Westbank Campuses on a year-round basis, in 2015 Delgado only had one student take WorkKeys® assessment at Westbank Campus. There were no WorkKeys® certificates earned in 2015.

Number of students took WorkKeys® assessment in 2015 calendar year: 1
Number of students earned WorkKeys® certifications: 0
WorkKeys® certificate passage rate: 0%

WorkKeys® certifications Earned in Year 2015	Platinum	Gold	Silver	Bronze
	0	0	0	0

iv. Other assessment & outcome measures: Pending identification of other assessment and outcomes, institutions are not required to report on this measure.

Performance Objective: Articulation and Transfer (2)

b) Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Each year, Delgado receives a transfer feedback report from Southeastern Louisiana University. Delgado students transferred to Southeastern have decreased over the last three years. Students transferred with an associate degree to Southeastern have fluctuated. The report provides performance data for the transfers. The performance data include fall to fall retention, GPA, and grade percentages in English and Math courses at Southeastern.

Southeastern Transfer Feedback Report for Delgado students	2011-12	2012-13	2013-14
Total Transfers	177	161	128
Total Transfers with Associate Degree	26	41	23
1st to 2nd Year Retention	75.1%	69.6%	70.3%
First Semester GPA	2.471	2.445	2.349
Cumulative GPA at End of 2nd AY	2.615	2.721	2.739

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

	Fall 2014	Spring 2015	2014-2015 Total
ii. Number of students enrolled at 2-year colleges and technical colleges during the reporting year.	4	3	**7**

Modifications in 4-year institution policies have affected the referral rate, so that the number of referral students enrolled at Delgado is almost non-existent.

d) Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

i. Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year (Fall and/or Spring semesters).

	2014-2015
AALT Enrollment	336
ASLT Enrollment	418
AST Enrollment	358
Total Transfer Degree Enrollment	**1,112**

ii. Number of students completing a transfer degree, AALT, ASLT, or AST, at any time during the most recent reporting year.

	2014-2015
AALT Completers	25
ASLT Completers	30
AST Completers	9
Total Transfer Degree Completers	**64**

The College's Articulation Agreements with Other Institutions (AA-1438.1) and the policy on Evaluation of Transfer Credit (AA1442.3) are among the policies facilitating transfer to four-year institutions. The collection of policies and procedures in the Academic Procedures Resource Guide and other Delgado Policies Related to Student Success reinforces student achievement.

New policies implemented during the last academic year include Credit for Prior Learning: Delgado updated this policy, which allows for awarding college credit for knowledge gained through private study and/or work experience. These credits are typically referred to as prior learning (non-traditional) credits and also include the award of credit for non-credit coursework. The update was made to reduce student barriers, by removing the requirement that a student must complete 12 of the final 15 hours of required courses applied toward the degree or certificate through instruction offered by Delgado but still leaving the limit of three hours of credit for prior learning in the final 12 hours.

In addition, the Prior Learning Assessment Matrix (Crosswalk) was updated for the 2015-2016 academic year to increase the credit for prior learning opportunities for students. To support this initiative, the Credit for Prior Learning webpage was updated accordingly.

Continued policies implemented during the last academic year involve Delgado ensures compliance with LCTCS Policies Relating to Student Success within its published institutional policies and continues to monitor any changes in system policy that may impact institutional

policy on student success. In addition, completion of new articulation agreements with Dillard University through the use of the Louisiana Transfer degree program.

Students first enrolled in Delgado in an associate transfer degree program, AALT, ASLT, or AST, from academic year 2008-09 to 2014-15 (excluding summer), transferred to 4-year institutions as of March 29, 2016.

Number of students first enrolled in a transfer program	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
AALT				214	193	134	199
ASLT				399	204	209	235
AST	231	311	258	286	160	181	178
TOTAL				**899**	**557**	**524**	**612**

Percent transferred to 4-year institutions as of March 29, 2016	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Time/Yr. at Delgado	7 years	6 years	5 years	4 years	3 years	2 years	1 year
AALT				29.4%	33.2%	26.9%	17.1%
ASLT				35.1%	46.6%	29.2%	18.7%
AST	48.5%	38.3%	28.7%	25.9%	28.8%	16.6%	12.9%
TOTAL				**30.8%**	**36.8%**	**24.2%**	**16.5%**

Source: National Student Clearinghouse – Student Tracker report.

The results illustrate transfer rates improved significantly in 3 years, as well as in 2 years, and especially in AALT and ASLT programs.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues

Delgado has participated in a collaborative Processes to Remedy Transfer and Articulation Issues in accordance with Louisiana Revised Statute 17:3161-3169.

Development/use of agreements/external feedback reports during the year

Referral agreements have been established with the University of New Orleans (UNO) and Southeastern Louisiana University (SELU) to admit and track students referred to those institutions.

External Feedback Reports from 4-year institutions

- Southeastern

Performance Objective: Workforce and Economic Development (3)

a) Eliminate academic programs 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.

Measures

i.	**No. of programs eliminated**	**0**
ii.	**No. of programs modified or added**	**10**
	The following eight (8) instructional programs were modified significantly during the last year:	
	• A.A.S. in Funeral Services	
	• A.A.S. in Accounting	
	• A.A.S. in Computer Aided Design and Drafting	
	• C.T.S. in Computer Aided Design and Drafting	
	• C.T.S. in Pharmacy Technician	
	• A.S. in Nursing	
	• C.T.S. in Massage Therapy	
	• T.D. in Practical Nursing	
	The following two (2) instructional programs was added during the last year:	
	• A.A.S. in Instrumentation And Control	
	• C.T.S. in Computer Network Technician	
iii.	No. of program offerings	82
	No. of programs aligned with workforce and economic development needs	68
	Percent of programs aligned with workforce and economic development needs	**82.93%**

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

According to LouisiananOnline.org data, Delgado Community College distance learning has 16 hybrid and 6 online programs offered. The College's distance learning courses are a complete extension of the curriculum offered on campus and are consistent with the educational mission. Delgado offers over 150 courses online that encompass 12 Degree and 5 certificate programs that can be completed by taking 50% or more of the required courses online.

During the last academic year, Delgado increased online course sections by 11% and hybrid course sections by 27%. Delgado also increased online student enrollment by 5% and hybrid student enrollment by 13%.

The College maintains a host of tools to facilitate its learning-centered mission to support and complement distance learning. In addition, there is a focus on providing more access to courses via synchronous remote course delivery and on-demand asynchronous course lectures. Tools include:

- Canvas by Instructure Learning Management System (part of a system-wide installation) with integrated Conferencing & collaboration tools
- ShareStream (secure media management)
- Originality checker (anti-plagiarism)
- Softchalk™
- Screencastomatic Recorded Lecture

- NBC Learn
- NetTutor
- Respondus Lockdown Tool & Proctoring Monitor

Measures

i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education	2014-15
100% online courses	732
50% - 99% online courses	0

ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education	2014-15
100% online courses	17,605
50% - 99% online courses	0

iii. Number of programs offered during the reporting year through 100% distance education by award level	2014-15
Associates – Accounting(AAS), Business Administrations(AS)	2
Certificates – General Studies(CGS), Medical Coding(CAS), ACCT TECH: Account Clerk(CTS), Entrepreneurship(CTS)	4
TOTAL	**6**

Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education:

- Number of students enrolled in 50 – 99% online courses for academic year 2014-15 was 5,332. This measure has actually met the Year 6 target of 5,075 but has not been reported correctly with the E-Learning Flag indicator in SSPS file. The LouisiananOnline.org web site displays Delgado's hybrid and online programs information.
- Number of students enrolled in 100% online courses for academic year 2014-15 was 17,605. This measure did not meet the Year 6 target of 20,225 for the following reason.

Number of students enrolled in courses with 50% and with 100% instruction through distance education included summer students in the baseline data. However, the report's criteria does not include summer students. If we include summer students in academic year 2014-15, the number of students enrolled in courses with 50% instruction through distance education would be 6,007 and in courses with 100% instruction through distance education would be 20,337. **Both numbers would meet the Year 6 targets of 5,075 and 20,225, respectively.**

The Office of Planning and Research reports Distance Learning Statistics by each semester. Based on the criteria, recalculated number of course sections offered and number of students enrolled in courses with 50% and with 100% instruction through distance education are as following (Fall and Spring semesters):

Number of course sections offered through distance education	2011-12	2012-13	2013-14	2014-15
100% online courses	708	663	662	732

50% - 99% online courses	266	275	274	348

Number of students enrolled in courses through distance education	2011-12	2012-13	2013-14	2014-15
100% online course	16,906	15,020	16,696	17,605
50 – 99% online courses	4,397	4,322	4,714	5,332

The results demonstrate all the Year 6 distance education data of academic year 2014-15 increased gradually over the prior years.

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.

The College holds a 'Grad Fest' at the end of each semester. Grad Fest is a one stop center to take care of all the students' needs prior to graduation. During Grad Fest, students complete the Grad Fest Survey. In the survey, a series of questions are asked about the student's experience at Delgado as well as their future plans i.e. entering the workforce or continuing education. The survey provides the College with student contact information and job placement data.

The Office of Research and Planning conducts a Graduate Follow-Up survey each semester. Delgado graduates are contacted to complete the survey six months after graduation. The questionnaires of the survey ask the graduates job preparedness, employment experiences, job information, as well as satisfaction with educational experience at Delgado and transfer out process.

Measures

i. Percent of completers found employed.

	Number of Completers							
Degree Level	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Diploma	33	40	44	78	71	106	77	97
Certificate	108	147	181	236	199	181	639	1,226
Associate	930	832	876	1,013	1,107	1,242	1,242	1,357
TOTAL	**1,071**	**1,019**	**1,101**	**1,327**	**1,377**	**1,529**	**1,958**	**2,680**

Source: Louisiana Board of Regents Completers Data (2013-14)

	Percent Employed							
Degree Level	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Diploma	90.9%	85.0%	84.1%	69.2%	83.1%	66.0%	74.0%	71.1%
Certificate	79.6%	85.0%	76.2%	73.4%	77.4%	71.8%	54.9%	72.4%
Associate	82.5%	80.4%	76.3%	76.6%	71.2%	68.1%	66.8%	74.3%
TOTAL	**82.5%**	**81.2%**	**76.6%**	**75.6%**	**72.7%**	**68.4%**	**63.2%**	**73.3%**

Source: Louisiana Workforce Commission - Employment Outcomes Report (2006-07 to 2011-12), La Workforce Commission - Placement Data (2012-13 to 2013-14)

ii. Increasing the performance of associate degree recipients who transfer (See 2. narrative, elements 2.b. and 2.d.).

iii. Placement rate of graduates.

	2014-15
Number of Graduates in the most recent academic year	1,262
Number of above graduates placed in jobs	832
Placement Rate	**66%**

Source: Delgado Grad Fest survey and Graduate Follow-up survey

Performance Objective: Institutional Efficiency and Accountability (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.

Delgado Community College has shown progress toward increasing the non-resident tuition as compared to the SREB averages since the approval of the six year plan by the LCTCS board in 2010. In 2009, our non-resident tuition for full-time students equaled $5,082. Today, our non-resident tuition equals $8,270 for full-time students. This is only 2.81% below the SREB average.

Currently, the non-resident tuition and fee average of the SREB peer institutions is $8,502. Non-resident tuition at Delgado has surpassed the internal projected dollar amounts for both the 2014-15 and 2015-16 academic years. However, non-resident tuition and fees still fall below the SREB average by comparison.

In the fall semester of the baseline year (AY0910), the College's international student enrollment was 632. In fall 2015, international student enrollment totaled 319. This is a 49.5% decrease in enrollment since the baseline year. It is possible the recent increases in non-resident tuition and fees have affected the College's international student enrollment.

Baseline, Actual and Projected Increases for Non-Resident Tuition								
	2009-10 (Baseline)	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Projected	2015-16 Actual
Tuition	$5,082	$5,892	$6,190	$6,366	$6,993	$7,686	$7,531	$8,270
% Inc.	n/a	15.9%	5.1%	2.8%	9.8%	9.9%	------	7.6%

Measure

i. Total tuition and fees charged to non-resident students				
Academic Year	**Non-resident Tuition/Fee Amount**	**SREB Peer Non-Resident Tuition/Fee Amount***	**Difference from Peer Amount**	**Percent Difference from Peer Amount**
2009-2010 (Baseline)	$5,082	$7,444	-$2,362	-46.48%
2010-2011	$5,892	$7,444	-$1,552	-26.34%
2011-2012	$6,190	$7,528	-$1,338	-21.62%
2012-2013	$6,366	$7,904	-$1,538	-24.16%
2013-2014	$6,993	$8,271	-$1,278	-18.28%
2014-2015	$7,686	$8,446	-$760	-9.89%
2015-2016	$8,270	$8,502	-$232	-2.81%

***Source: 2008-2009 SREB Data Exchange Table 101 and 2014-15 SREB Data Exchange Table 135**
See Appendix N4 for SREB Table 101 and SREB Table 135

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.

Delgado Community College has 2 centers of excellence – the Culinary Center for Workforce Excellence and the Advanced Manufacturing & Technology Center for Workforce Excellence.

The Board of Regents shall continue developing a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

Measure

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

	2014-15
No. of Mandatory or Recommended Programs	38
No. of Programs Discipline Accredited	35
Percent of Eligible Programs Discipline Accredited	**92.1%**

Performance Objective: Reporting Requirements (5)

a) Number of students by classification

Undergraduate Headcount (Fall 2015)	16,520
Undergraduate Budgeted FTE (2015-16)	11,132.76

b) Number of instructional staff members

Headcount (Fall 2015)	839
FTE (Fall 2015)	531.74

c) Average class student-to-instructor ratio

Average undergraduate class size (Fall 2015)	17.43

d) Average number of students per instructor

Ratio of FTE students to FTE instructional faculty (Fall 2015)	20.94

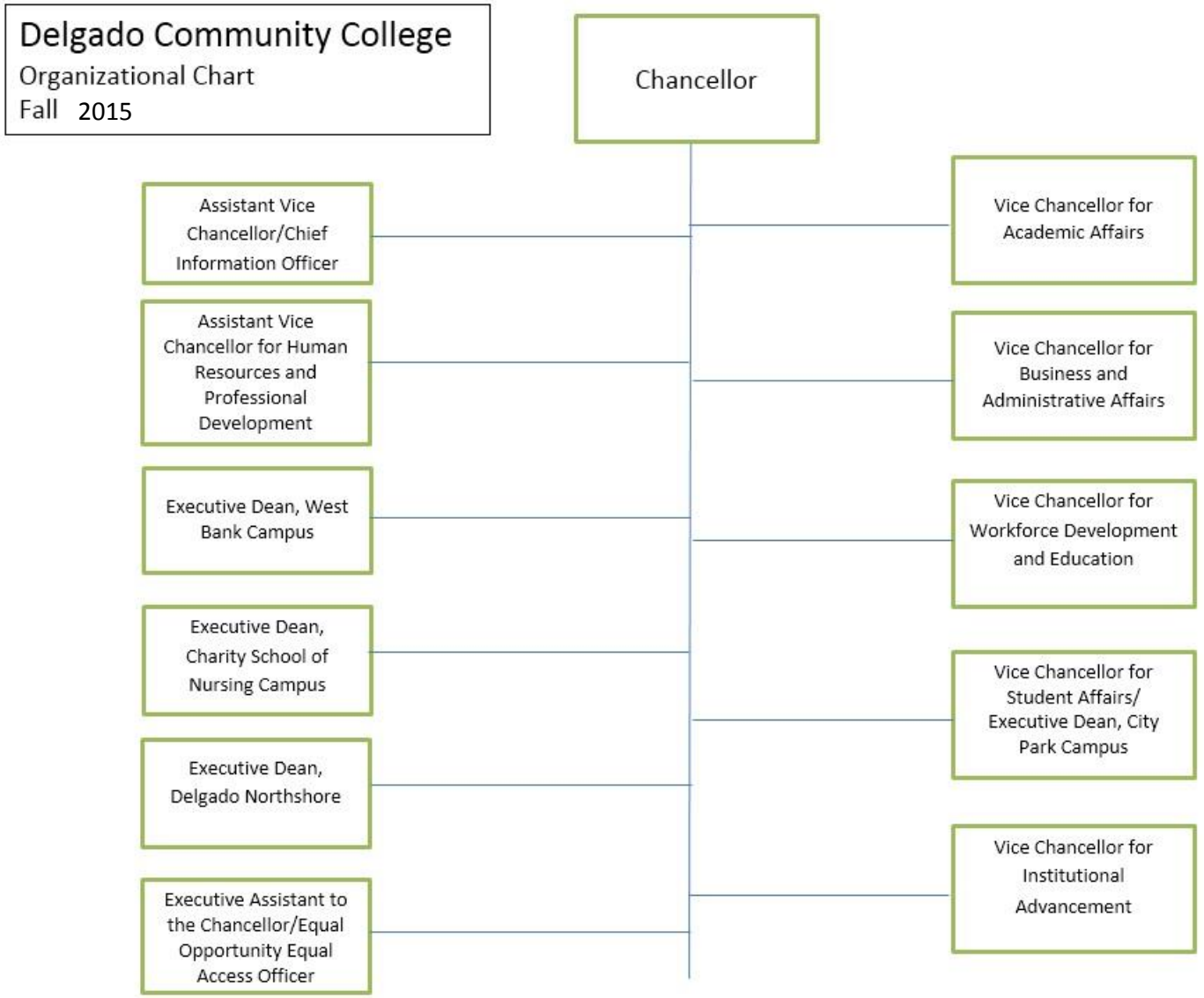
e) Number of non-instructional staff members in academic colleges and departments

Department	No.	FTE
Academic Affairs	1	1
Allied Health	2	2
Arts and Humanities	2	2
Business and Technology	2	2
Communication	1	1
Distance Learning & Instructional Technology	1	1
Library Services	1	1
Math & Science	1	1
School of Nursing	2	2
Workforce Development and Education	1	1
Delgado City Park Campus	1	1
Delgado Jefferson Site	1	1
Delgado Northshore Site	1	1
Delgado Sidney Collier	1	1
Delgado Westbank Campus	1	1
TOTAL	**19**	**19**

Number of staff in administrative areas

Department	No.	FTE
Accounts Receivable	1	1
Business and Administrative Affairs	1	1
Chancellor's Office	2	2
Controller's Office	1	1
Facilities & Planning	2	2
Finance	1	1
Human Resources	4	4
Information Technology	2	2
Institutional Advancement	1	1
Maintenance	1	1
Payroll	1	1
Student Affairs	1	1
TOTAL	**18**	**18**

f) Organization chart



g) Salaries of all personnel identified in Subparagraph (g) 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 Since 6/30/2008 Reported for Fall 2010	Salary Changes Since 6/30/2010 Reported for Fall 2011	Salary Changes Since 6/30/2011 Reported for Fall 2012	Salary Changes Since 6/30/2012 Reported for Fall 2013	Salary Changes Since 6/30/2013 Reported for Fall 2014	Salary Changes Since 6/30/2014 Reported for Fall 2015
Chancellor	$185,000.00		$170,000 Interim Chancellor appointed; therefore decrease in salary of $15,000.	$185,000 Chancellor hired in Summer 2012			
Vice Chancellor Business & Administrative Affairs	$138,562.84			$145,491 Merit Increase	$120,000 Previous VC retired & new VC hired at lesser salary		$124,407 New interim VC hired
Vice Chancellor Workforce Development & Education	$124,643.48			$130,875 Merit Increase	$121,500 Previous VC retired & new VC hired at lesser salary		
Vice Chancellor Academic Affairs	$128,068.00		$125,000 Interim VC appointed; therefore decrease in salary of $3,068	$134,472 merit increase and change in personnel.			$134,400 Hired new VC
Asst. Vice Chancellor/Chief Information Officer/Executive Dean, Sidney Collier	$116,341.68			$122,159 Merit Increase		Added duties no salary increase	
Vice Chancellor Student Affairs	$118,078.22			$123,982 Merit Increase			
Vice Chancellor Institutional Advancement					$115,000 New Position		
Executive Dean, West Bank					$108,000 Started reporting to the Chancellor		
Executive Dean, Charity School of Nursing					$115,000 Started reporting to the Chancellor		
Executive Dean, Northshore					$87,984 Started reporting to the Chancellor		
Asst. Vice Chancellor, Human Resources						$108,000 Started reporting to the Chancellor	

h) A cost performance analysis

i. Total operating budget by function, amount, and percent of total

Expenditures by Function:	Amount	% of Total
Instruction	$40,307,264	51.9%
Research		
Public Service		
Academic Support	$9,491,050	12.2%
Student Services	$5,452,831	7.0%
Institutional Services	$10,311,061	13.3%
Scholarships/Fellowships	$1,613,746	2.1%
Plant Operations/Maintenance	$8,233,608	10.6%
Total E&G Expenditures	**$75,409,560**	**97.1%**
Hospital		
Transfers out of agency	$1,206,373	1.6%
Athletics	$676,308	0.9%
Other	$362,792	0.5%
Total Expenditures	**$77,655,033**	**100.0%**

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

Section 1: Part F

Part F – Net Price Calculation for Group 3

The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

		YOUR PRIOR YEAR DATA 2012-13	YOUR PRIOR YEAR DATA 2013-14	2014-15
	Components of cost of attendance			
01	Published tuition and required fees (lower of in-district or in-state)	2,991	3,302	3,695
02	Books and supplies	1,200	1,200	1,200
03	**Room and board and other expenses by living arrangement**			
03b	Off-campus (with family)	3,075	3,626	3,626
03c	Off-campus (not with family)	11,717	12,415	12,415
04	**Number of Group 3 students by living arrangement**			
04b	Off-campus (with family)	647	668	644
04c	Off-campus (not with family)	943	819	798
04d	Unknown	1	0	0
05	**Weighted average for room and board and other expenses by living arrangement (excluding unknown values)** See instructions for the formula for this calculation	8,200	8,467	8,490
06	**Total cost of attendance** This value is calculated using the following formula: [F01+F02+F05]	12,391	12,969	13,385
07	**Average amount of grant or scholarship aid awarded to Group 3 students from the following sources: the federal government, state/local government, and the institution**	5,545	5,376	5,515
08	**Average institutional net price for Group 3 students** This value is calculated using the following formula: [F06-F07]	6,846	7,593	7,870

As required by the Higher Education Opportunity Act of 2008, these amounts will be posted on the U.S. Department of Education's College Navigator website and used in the U.S. Department of Education's College Affordability and Transparency Lists.

Section 1: Part G

Part G – Net Price Calculation for Group 4

The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

			YOUR PRIOR YEAR DATA 2012-13	YOUR PRIOR YEAR DATA 2013-14	2014-15
	Components of cost of attendance				
01	Published tuition and required fees (lower of in-district or in-state)		2,991	3,302	3,695
02	Books and supplies		1,200	1,200	1,200
03	**Room and board and other expenses by living arrangement**				
	03b	Off-campus (with family)	3,075	3,626	3,626
	03c	Off-campus (not with family)	11,717	12,415	12,415
04	**Number of Group 4 students by living arrangement**				
	04b	Off-campus (with family)	666	667	664
	04c	Off-campus (not with family)	945	825	813
	04d	Unknown	0	0	0
05	**Weighted average for room and board and other expenses by living arrangement (excluding unknown values)** See instructions for the formula for this calculation		8,144	8,486	8,464
06	**Total cost of attendance by income level** This value is calculated using the following formula: [G01+G02+G05]		12,335	12,988	13,359
07	**Average amount of grant or scholarship aid awarded to Group 4 students from the following sources: the federal government, state/local government, and the institution**		5,383	5,201	5,263
	07a	**$0-30,000**	5,999	5,838	5,901
	07b	**$30,001-48,000**	4,866	4,835	4,962
	07c	**$48,001-75,000**	2,231	2,156	2,786
	07d	**$75,001-110,000**	773	727	641
	07e	**$110,001 and more**	798	969	1,142
08	**Average institutional net price for Group 4 students** This value is calculated using the following formula: [G06-G07]				
	08a	**$0-30,000**	6,336	7,150	7,458
	08b	**$30,001-48,000**	7,469	8,153	8,397
	08c	**$48,001-75,000**	10,104	10,832	10,573
	08d	**$75,001-110,000**	11,562	12,261	12,718
	08e	**$110,001 and more**	11,537	12,019	12,217

As required by the Higher Education Opportunity Act of 2008, these amounts will be posted on the U.S. Department of Education's College Navigator website.

iii. Average time to degree for completion of academic programs	6.4
iv. Average cost per degree awarded	$2,312
v. Average cost per non-completer	$2,312
vi. All expenditures of the institution	$141,789,592

Appendix 2 – Part 1 Licensure/Certification Exams

Appendix 2 - Part 1 Licensure/Certification Exams
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.

Institution: Delgado 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
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2014-2015	8	8	100.0%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	2014-2015	10	9	90.0%
Dietetics Technician	National Registration Exam for Techicians	Commission on Dietetic Registration of the American Dietetics Association	2014-2015	2	2	100.0%
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2014-2015	6	4	66.7%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2014-2015	54	31	57.4%
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors	2015	4	4	100.0%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Managament Association	2014-2015	7	6	86.0%
Massage Therapy	MBLEX (Massage & Bodywork Licensing Exam)	Louisiana Board of Massage Therapy (LABMT)	2015	13	13	100.0%
Medical Coding	American Health Information Management Association (AHIMA) Certified Coding Association (CCA)	Certified Coding Association	2014-2015	5	3	60.0%
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	2014-2015	6	6	100.0%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2014	269	233	86.6%
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	2014-2015	19	17	89.0%
Ophthalmic Medical Assisting	Joint Commission on Allied Health Personal in Ophthalmology	Joint Commission on Allied Health Personal in Ophthalmology	2014	6	6	100.0%
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy	2014-2015	30	30	100.0%
Polysomnographic Technology	Board of Registered Polysomnographic Technologists Exam (BRPT)	Louisiana State Board of Medical Examiners	2014-2015	5	5	100.0%
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)	2015	21	21	100.0%
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners	2014-2015	3	3	100.0%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2015	31	30	97.0%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)	2014-2015	21	21	100.0%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2014-2015	22	22	100.0%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine	2014-2015	20	15	75.0%

March 24, 2016

Appendix 2 – Part 2 Certifications

Appendix #2 to Attachment B

Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.

2-year Colleges and Technical Colleges

Institution: Delgado Community College

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR [1-8]	# Students receiving certifications
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence	2014-15	36
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners	2014-15	13
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition	2014-15	5
Child Development -- 190709		La Pathways Assn	2014-15	0
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology	2014-15	21
Culinary -- 120503	Certified Culinarian	American Culinary Federation	2014-15	23
Drafting -- 15.1301	CD	American Design Drafting Assn.	2014-15	0
Electrician -- 46.0302	State License	Louisiana State Licensing Board for Contractors	2014-15	0
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry	2015	11
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd	2012-13	0
Heating, Ventilation and Air Conditioning -- 47.0201	Student Outcome Assessment Exam	HVAC Excellence	2014-15	8
HVAC - EPA -- 47.0201	EPA	ESCO Institute	2014-15	28
Horticulture	Lands Horticulture	Louisiana Ag & Forestry	2014-15	17
National Restaurant Association	Servsafe	National Restaurant Association	2014-15	66
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2014-15	517
Nursing - PN	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)	2014-15	34
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals	2015	321
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	2014-15	12
Real Estate	Salesperson	Louisiana Real Estate Commission	2015	11
Welding		NCCER AWS Sense EG2.0 Compliant NCCER Welding	2014-15	83 83
WorkKeys (all areas, levels)	workkeys	ACT	2014-15	0
Baseline Year = most recent year data published by entity that grants licensure/certification				

Notes:

[1] Automotive: While we prepare the students to take the exams, the certifications are voluntary. No state or local laws require them. ASE will not release the data to us due to privacy laws; therefore there may be more students who have received this certification

[2] Child Development: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

[3] Drafting: It is the program's intent to start a process next academic year to encourage the CADD students to attempt the certification. It is not required at this time.

[4] Electrician: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

[5] Graphic Arts Education and Research Foundation: While we prepare the students to take the exams we do not administer the exam nor do we collect or receive the results of the exam.

[6] ETC: The Telecommunicator courses are no longer offered, so there will not be any current or future completers

[7] Welding: students receive AWS certification or NCCER certification. Those receiving the NCCER certification are not included in the NCCER certification total above.

[8] WorkKeys: No workkeys assessments were done at the college during the last reporting year.

Updated by DCC on 3/24/2016

Appendix N1
Narrative 1 – Student Success

d.i.c. Passage Rate on Licensure Exam in Nursing (PN)

NCLEX® Statistics from NCSBN

2014

Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

RN	Jan-Mar 2014[3]		Apr-Jun 2014		Jul-Sep 2014		Oct-Dec 2014		Year to Date Total	
Type of Candidate	#[1]	%[2]	#	%	#	%	#	%	#	%
First Time, US Educated										
Diploma	594	87.88%	415	81.93%	1,491	83.43%	287	74.91%	2,787	83.28%
Baccalaureate Degree	16,370	87.96%	21,975	89.32%	23,971	80.37%	5,859	78.67%	68,175	84.93%
Associate Degree	21,304	82.09%	28,355	83.84%	28,517	76.57%	8,201	65.42%	86,377	79.26%
Invalid or Special Program Codes	7	71.43%	12	41.67%	9	44.44%	5	80.00%	33	54.54%
Total First Time, US Educated	38,275	84.69%	50,757	86.19%	53,988	78.44%	14,352	71.02%	157,372	81.78%
Repeat, US Educated	8,309	47.26%	10,304	43.78%	13,445	49.12%	13,846	45.05%	45,904	46.36%
First Time, Internationally Educated	1,737	30.51%	1,970	29.65%	2,046	27.47%	2,037	28.18%	7,790	28.88%
Repeat, Internationally Educated	2,799	18.86%	3,353	16.82%	3,302	17.81%	3,608	17.52%	13,062	17.70%
All Candidates	51,120	73.16%	66,384	74.42%	72,781	68.84%	33,843	52.11%	224,128	68.95%

PN	Jan-Mar 2014[4]		Apr-Jun 2014[5]		Jul-Sep 2014		Oct-Dec 2014		Year to Date Total	
Type of Candidate	#	%	#	%	#	%	#	%	#	%
First Time, US Educated	14,096	83.80%	11,190	81.06%	19,230	84.16%	10,973	77.65%	55,489	82.16%
Repeat, US Educated	3,530	34.39%	4,026	28.27%	3,853	28.55%	4,271	33.93%	15,680	31.26%
First Time, Internationally Educated	214	53.74%	350	51.71%	558	50.90%	501	45.91%	1,623	49.91%
Repeat, Internationally Educated	190	18.42%	233	14.16%	240	14.58%	276	18.84%	939	16.51%
All Candidates	18,030	73.08%	15,799	65.97%	23,881	73.71%	16,021	63.99%	73,731	69.79%

[1] The # symbol denotes the number of candidates who took the exam.
[2] The % symbol denotes the percentage of candidates that passed the exam.
[3] The RN Passing Standard is 0.00 logits.
[4] The PN Passing Standard was -0.27 logits.
[5] The PN Passing Standard was -0.21 logits.

NCSBN NCLEX® Examinations
National Council of State Boards of Nursing

1/21/2015

2015

Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

RN	Jan-Mar 2015[3]		Apr-Jun 2015		Jul-Sep 2015		Oct-Dec 2015		Year to Date Total	
Type of Candidate	#[1]	%[2]	#	%	#	%	#	%	#	%
First Time, US Educated										
Diploma	481	88.57%	406	87.93%	1,461	85.97%	259	76.06%	2,607	85.77%
Baccalaureate Degree	17,517	88.34%	23,281	90.89%	23,871	85.05%	6,188	81.77%	70,857	87.49%
Associate Degree	21,676	82.73%	27,808	85.44%	26,922	81.56%	7,973	69.51%	84,379	82.00%
Invalid or Special Program Codes	8	75.00%	13	92.31%	7	42.86%	11	81.82%	39	76.92%
Total First Time, US Educated	39,682	85.27%	51,508	87.92%	52,261	83.27%	14,431	74.89%	157,882	84.53%
Repeat, US Educated	10,090	43.36%	11,831	42.97%	13,450	48.77%	12,917	42.42%	48,288	44.52%
First Time, Internationally Educated	1,729	28.92%	2,166	32.50%	2,212	32.51%	2,534	32.12%	8,641	31.67%
Repeat, Internationally Educated	3,174	15.31%	3,648	18.12%	3,756	20.37%	4,070	18.01%	14,648	18.06%
All Candidates	54,675	71.69%	69,153	74.81%	71,679	71.93%	33,952	52.53%	229,459	69.87%

PN	Jan-Mar 2015[4]		Apr-Jun 2015		Jul-Sep 2015		Oct-Dec 2015		Year to Date Total	
Type of Candidate	#	%	#	%	#	%	#	%	#	%
First Time, US Educated	11,874	81.39%	10,933	79.71%	18,028	84.11%	10,123	80.87%	50,958	81.89%
Repeat, US Educated	3,576	33.50%	4,369	32.16%	3,960	32.40%	4,346	39.02%	16,251	34.35%
First Time, Internationally Educated	467	47.97%	423	45.39%	432	47.22%	403	45.66%	1,725	46.61%
Repeat, Internationally Educated	221	21.72%	286	23.43%	335	22.39%	321	29.28%	1,163	24.42%
All Candidates	16,138	68.99%	16,011	64.82%	22,755	73.50%	15,193	66.87%	70,097	69.04%

[1] The # symbol denotes the number of candidates who took the exam.
[2] The % symbol denotes the percentage of candidates that passed the exam.
[3] The RN Passing Standard is 0.00 logits.
[4] The PN Passing Standard was -0.21 logits.

NCSBN® EXAMINATIONS

01/21/16

Appendix N4
Narrative 4 – Institutional Efficiency and Accountability

2008-09 SREB Data Exchange Table 101 and 2014-15 SREB Data Exchange Table 135

Table 101

Median Annual Tuition and Required Fees
Full-Time Out-of-State Undergraduate Students
Public Two-Year Colleges and Technical Institutes or Colleges, 2008-09

	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	size unknown	All
SREB states	$8,322	$7,530	$7,526	$6,330	7,444	$2,847	$2,475	$1,395	$2,250
Alabama		5,085	4,830	4,830	4,830	4,830	4,875		4,830
Arkansas		4,190	4,502	4,240	4,250				
Delaware			6,194	6,194	6,194				
Florida	8,213	8,438	8,522	8,357	8,436				
Georgia	8,322	7,824	8,080	7,581	7,826	2,838	2,835	2,835	2,835
Kentucky		11,700	11,700	11,700	11,700	11,700		11,700	11,700
Louisiana	5,984	4,982	4,662	4,086	4,520	2,842	2,872	1,395	1,395
Maryland		8,443	7,170	7,034	7,380				
Mississippi		3,700	3,587	4,600	3,650				
North Carolina		7,553	7,545	7,536	7,547				
Oklahoma	9,143	7,047	7,394	6,243	6,551	3,600	2,250		2,250
South Carolina	14,576	6,912	5,372	9,731	6,912				
Tennessee		10,297	10,267	10,277	10,275				
Texas		3,685	3,450	3,120	3,450				
Virginia*		7,839	7,839	7,839	7,839				
West Virginia	6,766		8,110	6,912	6,912				

*In Virginia community colleges, mandatory fees for 2008-09 vary from no fee up to $551 per academic year, and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply. In Technical Institutes and Colleges in Georgia, degree program students are charged slightly higher fees than those shown above that reflect charges to students in certificate or diploma programs.

December 2009

Table 135

Median Annual Tuition and Required Fees
Full-Time Out-of-State Undergraduate Students
Public Two-Year Colleges and Technical Institutes or Colleges, 2014-15

	Two-Year					Technical Institute or College			
	with Bachelor's	1	2	3	All	1	2	Size Unknown	All
SREB states	$11,434	$8,122	$8,524	$7,710	8,502	$5,928	$3,150		$4,520
Alabama		7,680	7,650	7,650	7,650	7,560	7,650		7,620
Arkansas		5,920	4,925	5,235	5,280				
Delaware		8,282	8,282		8,282				
Florida	11,596	11,880	11,829	12,525	11,723				
Georgia	12,146	11,086	11,050		11,106	5,888			5,888
Kentucky		15,570	15,570	15,570	15,570	15,570			15,570
Louisiana		7,686	6,717	7,684	7,519	6,400			6,400
Maryland		10,490	8,640	8,460	8,713				
Mississippi		4,875	4,572	5,360	4,800				
North Carolina		8,538	8,530	8,515	8,528				
Oklahoma	10,171	9,497	7,024	8,196	8,412	3,600	3,150		3,150
South Carolina		7,434	8,208	12,471	8,323				
Tennessee		19,335	19,306		19,307				
Texas	4,725	4,733	5,120	4,970	4,996				
Virginia*		9,918	9,918	9,918	9,918				
West Virginia	9,936		7,668	7,870	8,935				

*In Virginia community colleges, mandatory fees vary and are not included.

Notes: The amounts shown for each state are the medians (middle values) of the institutions in each state. The "SREB states median" is the middle value of all institutions of each type. Full-time undergraduate students are defined by a 30 credit hour load per year. For two-year colleges, "in-district" rates are reported in the "in-state" column and "out-of-district" may be reported in the "out-of-state" column, if no other out-of-state rates apply.

February 2016