



Baton Rouge Community College

Annual Report

for the
Louisiana Granting Resources and Autonomy for Diplomas Act
(LA GRAD Act)

*Submitted to the
Louisiana Community and Technical College System
May 1, 2011*

Baton Rouge Community College
201 Community College Drive
Baton Rouge, LA 70806

Performance Objective 1 – Student Success

1a. Implement policies established to achieve cohort graduation rate

Policies adopted by the management board for LCTCS:

LCTCS Executive Vice President proposed for board action an Approval of the *Two-year College Student Success Measure framework*. This framework will allow two-year colleges to utilize student success measures that are more relevant to the goal, mission and students enrolled in 2-year colleges. While the proposed framework will adequately measure the college student success it will also emphasize institutional performance and accountability. This framework is scheduled to be presented to the LCTCS Board of Supervisors at the April, 2011 meeting.

Policies adopted by the institution:

Mandatory new student orientation policy helps new students understand college life better and give them accurate information to address challenges as they may arise.

Other campus-wide strategies that impacted student's success are:

BRCC has improved the advisement processes. Faculty members have become more proficient in advising and students are assigned to faculty members in the major degree. The web-base early warning system, Starfish, is in the pilot phase and being used by a selected group of faculty volunteers. This software has helped to improve tracking students who are experiencing any educational issues, with the end result of improving retention. Early alerts are sent to the students' teachers and mentors that trigger them to contact the students to find out what the specific problem is and assist with possible solutions.

BRCC established the Career Services and Job Placement Center in 2010 to assist students with preparing for internships and job interviews, development of softskills through the "Taking Care of Business" series.

Timeline:

Fall 2011	Starfish will increase in use by faculty on a volunteer basis in 2011.
Fall 2011	An online orientation will be implemented so that students could access it from the web if they cannot attend in person.

Entering students by exception: BRCC has an open admissions policy.

1b. Increase the percentage of program completers

The number of certificates awarded increased with the certificate of General Studies. BRCC is educating the students on the value of receiving some type of credential before leaving BRCC to transfer to a four year institution and/or to enter the workforce. The certificate of General Studies includes all general education courses. BRCC is working with the four year institutions to accept this certificate in total. Students who receive this certificate have completed their developmental sequence as well. We do not anticipate the current level of increases in this certificate to continue in future years.

The college had a number of degree programs that had a significant increase from spring 2009: Liberal Arts, General Studies, General Science, Criminal Justice, Nursing, and Business Technology with the increases from 19% to 200%.

1c. Partnerships with high schools

BRCC has five avenues of relationships with secondary schools in Region 2: dual enrollment, early admission, career coaching, Upward Bound Program, professional development activities for high school faculty and staff, and summer academic experiences, in addition to our overall recruitment efforts.

(See chart on BRCC Secondary Partnerships at

http://www.mybrcc.edu:8000/index.php?option=com_content&view=article&id=93&Itemid=104

Newly created partnerships for BRCC in 2009-2010 year were five schools where career coaching was inaugurated. Relationships were re-established with two schools in EBR and the Baker School District. **Strengthening** of existing relationships was accomplished by BRCC continuing to partner with EBR, Livingston, Baker, Central, and West Baton Rouge Parish school districts for Career Pathways Leadership Certification course. Other partnerships activities included: the Spring Counselors Breakfast, Dual Enrollment Orientation for Parents and Students, 2nd Annual Dual Enrollment Administrators Meeting, Journey to Careers Professional Development for Career & Technical Education Faculty and District Career & Technical Education Supervisor, Character and Leadership Curriculum In-Service for Jackson and Live Oak High Schools, and the 2nd Annual Entrepreneurial Challenge. Relationships were strengthened through improved communication and increased site visits by the Director of Dual Enrollment and BRCC's College to Career Transition Coordinator (CCTC), and Career Coaches. The school contacts have one point of contact at BRCC for the dual enrollment program which has allowed BRCC to respond to issues quickly. The Upward Bound Staff strengthens the relationship with parents and students by hosting annual financial literacy workshops, Black History programs, tutorial session all year long in preparation for the GEE and overall academic preparation, and annual awards programs. **Feedback** reports are given to the schools in the form of mid-term and final grades, end of semester visits and Site Visit Reports by the Director, shared survey results from the Administrators Meetings, survey of all partners by the CCTC and

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results sent back to the principals electronically. The Upward Bound Director gives summary academic reports on all participants to the principals and counselors of participant schools. These reports are generated partially from the monthly meetings the Upward Bound counselor has with the school counselor and the participants in the program. The visits and surveys refer to the successes of the year and the upcoming needs expressed by the high schools' principals and how BRCC can continue to address those needs.

Types of progress that will be tracked to evaluate the partnerships are:

- increase in the number of students that enroll in dual enrollment /early admissions courses offered by BRCC;
- sustained current partnerships;
- increase in the number of new partnerships with high schools or secondary entities;
- increase in the number of different courses offered for dual enrollment;
- increase in the number of students who attend the secondary type activities, such as dual enrollment orientation and summer camps;

Types of progress that will demonstrate improvement of student readiness for post secondary education are:

- increase in the number of students who are retained in the Upward Bound cohort;
- increase in the number of Upward Bound students who successfully complete their end of year course exams for the junior and senior years;
- increase in the number of dual enrollment students who achieve a grade of "C" or better in classes
-

BRCC will be involved in other activities that will assist in preparing students for college. They are:

- in the number of schools where BRCC services with career coaches ;
- increase in the number of students at the career coaches presentations;
- increase in the number of students who complete the career assessments, register/log-in consistently at the KUDER Career Planning system;
- increase in the number of students who complete the career e-portfolios;
- increase in the number of students and parents who attend the dual enrollment orientation;
- increase in the number of students who fill out the BRCC application and FAFSA after working with the career coaches

1d. Increase passage rates in licensures and certification exams and workforce foundational skills.

In 2009-2010 academic year BRCC had two programs where licensure/certification was part of a success measure for the degree programs. They are Nursing and Teacher Education. BRCC

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recently established the Career and Work Readiness Center where staff will track all of the graduates' employment and results of licensure/certification exam results. Center staff will work with the deans to report summary data on all degree programs to the Senior Leadership. The Nursing program has had a 100% licensure passage rate since the inception of the degree program beginning in Fall 2008. To date the 2009-10 passage rate for Teacher Education is 43.75%.

The Career and Work Readiness Center will develop ongoing relationships with graduates to track graduates to obtain pertinent information. In addition, The Office of Institutional Effectiveness will work with La. Workforce Commission to research employment data for graduates with a certificate as well as a degree

Credit certificates are relatively new for BRCC. The academic departments are increasing the number of certificates for the upcoming academic year.

1d.iii. Regarding WorkKeys, BRCC has recently signed a contract to re-institute the testing center for WorkKeys. We will begin giving the Career Readiness certificate exam which is a WorkKeys product in the fall of 2011. We would like to establish baseline data in the Fall 2011 semester.

BRCC - Louisiana GRAD Act Response - 2011

Student Success (1)

		<u>Baseline</u>	<u>Year 1</u>	
a.	i. 1st to 2nd year retention rate	48.10%	48.27%	
	1. No. of first-time, full-time, degree-seeking students enrolled	1226	1243	
	2. No. of the above students retained (enrolled) at same inst 2nd fall	590	600	
	iv. Same institution graduation rate	2.92%	3.26%	
	1. Number of completers	26	31	
	2. Number of revised full-time, entering freshmen	889	950	
	v. Graduation productivity			
	1. Number of completers		468	
	2. Number of annual full-time equivalent		5708.40	
	vi. Award productivity			
1. Number of awards		495		
2. Number of annual full-time equivalent		5708.40		
b.	i. Percent change in program completers	2008-09	2009-10	
	1. Certificate	9	155	1622.22%
	2. Associate	305	340	11.48%
c.	i. Number of high school students			
	1. Summer 2009		2	
	2. Fall 2009		295	
	3. Spring 2010		346	
	ii. Number of semester credit hours in which high school students enroll			
	1. Summer 2009		9	
	2. Fall 2009		966	
	3. Spring 2010		1116	
	iii. Number of semester credit hours completed by high school students	Summer 2009 hours	Fall 2009	Spring 2010
	Grade A	9	366	468
	Grade B	0	402	330
	Grade C	0	117	159
	Grade D	0	18	39
	Grade F	0	12	30
	Grade P	0	0	0
	Grade W	0	51	63
	Total Semester Credit hours completed by high school students	9	966	1089
d.	i. Passage rates on licensure exams	See Appendix #2		
	ii. Number of students receiving certifications	See Appendix #2		
	iii. Number of students assessed and receiving WorkKeys certificates			0

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Performance Objective 2 – Articulation and Transfer

2a. Phase in increased admission standards to increase student retention

The mission of Baton Rouge Community College is to identify and meet the educational and workforce needs of our community through innovative, accessible, and dynamic programs. Because of its open admission policy, to it has no admission standards in place to prohibit students from enrolling in the institution. However, the institutions have subsequent policies in place to improve student success.

Subsequent Policies

BRCC strives to make transfer of credits and degrees seamless. 2+2 agreements have been negotiated with regional colleges and universities for specific programs.

BRCC has an open admission policy however, several initiatives have been instituted with four year institutions that require students to strengthen their academic pursuits and persist until they receive the associate degree thus increasing BRCC's student retention and graduation rates. The first is the "Bears 2 Tigers" program which is a formal agreement between LSU and BRCC. BRCC students register in one of the Louisiana Transfer degrees or one of the 2+2 transfer degree programs for LSU, business, science or humanities and social sciences associate degrees. The students can be admitted to LSU as a junior in the specific degree program, with the goal of obtaining a bachelor's degree. Bears 2 Tigers will be in place for fall 2011.

Associate Degree	Transfer to 4 year Institution
Criminal Justice	Northwestern State University
Criminal Justice	Southern University
Business	Nicholls State University
Business	Southeastern Louisiana University
Business	Southern University
Computer Science	Southeastern Louisiana University
Computer Science	Southern University
Landscape Management	Louisiana State University
Engineering	Louisiana State University

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Timeline for implementing policies:

Fall 2011

Bears 2 Tigers will be in place

BRCC does not admit **students with exception**. We have an open admission policy.

2b. Provide feedback to community colleges on performance of associate degrees recipients enrolled at the institution.

BRCC is in the final stages of executing the full core services with the National Student Clearinghouse. We anticipate being able to track the retention of BRCC students who attend four year institutions as a result of being a part of the Clearinghouse.

At this time we have been in contact with the Chief Articulation Officers for Southern and Southeastern Louisiana University to begin a dialogue about getting a follow up report regarding BRCC students who transferred either before or after receiving the associate degree to a Louisiana four-year college. BRCC has contacted LSU and hopes to begin a dialogue soon regarding the tracking of transfer students. The goal is to develop one “feedback” report that all three of the universities will agree to use. The “feedback” report will include common data elements by the major program and will include GPAs, persistence, and completion. The Southeastern Louisiana report presently includes those who transferred regardless of whether or not they completed an associate degree. This is an example of a data element that will have to be reported in both ways, those students with an associate degree and those who transferred without the degree. Both data sets would be important as feedback data.

The Southeastern Louisiana University feedback report can be accessed at http://www.mybrcc.edu:8000/index.php?option=com_content&view=article&id=93&Itemid=104

BRCC’s Enrollment Services and Counseling and Advising staff made note of specific issues that students had in transferring to a four-year institution. This is anecdotal information only. (A more formal record will be kept for GRAD Act purposes.) The issues are:

1. Not knowing how to find information regarding specific course transfer (In students’ words this comes out as, “My work did not transfer.”)
2. Not aware of specific requirements (beyond general admission requirements) for admission to specific programs of study
3. Problems relating to the transfer of financial aid/TOPS funding

The deans and academic department chairs will use the “feedback” data to identify academic challenges students may have and determine if any strategies could be deployed in courses at

BRCC to assist them in overcoming the challenges. The reports will also be used to initiate dialogue between the universities and BRCC regarding other potential programs that may prove successful based on the “feedback” data from related programs. This report will be shared with faculty and industry-based advisory groups.

2c. Develop referral agreements with community colleges to redirect students

BRCC has cross-enrollment agreements with LSU, Southern University, and Southeastern University. These agreements permit BRCC students to register for pre-approved courses at one of these institutions while concurrently enrolled at BRCC. The Office of Enrollment Services at both BRCC and the primary institution of interest will assist the student through this process. BRCC hopes to begin a dialogue with LSU, SU, and SLU universities to formalize the referral of students.

BRCC has proposed a process to refer and track these students:

- Students will present a BRCC referral form along with a letter from the referring institutions’ Enrollment Services Office;

Referral form can be viewed at

http://www.mybrcc.edu:8000/index.php?option=com_content&view=article&id=93&Itemid=104

- There is a special designation in the Banner student information system for all students who apply with the referral form for tracking purposes;
- The students will be referred to the Title III STARS (Students Toward Achievement, Retention, and Success) for registration, COMPASS testing, and scheduling assistance;
- The students will be participants in the STARS cohort and will be provided services based on their needs assessment, i.e. an advisor, a mentor, and enrollment in the early warning system (Starfish).
- A tracking system will be set up for the students (short term and long term).

2d. Demonstrate collaboration for articulation

BRCC responded to the statewide mandate to implement the legislation of the AALT, ASLT, and AST by adjusting our Liberal Arts AA and General Science AS to accommodate the Louisiana Transfer Degree Guarantee. The Deans and Vice Chancellor for Academic Affairs reviewed the curriculum with the faculty to conform the number of hours to the 60 credit hour maximum. In addition, for those students whose academic goal was not covered by the Louisiana Transfer Degree Guarantee, BRCC broadened the 2+2 agreements with the four year institutions in response to degree programs in business and engineering. This collaboration allowed for a seamless transfer from BRCC to the four year universities.

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BRCC has taken a proactive position regarding issues that may occur in the transfer or articulation processes on the four year campuses. The academic deans contact their counterparts as courses are being develop so that the BRCC course matches the course prerequisites. In addition, the Chancellor hosts a Graduate Transfer Luncheon for the Chancellors of receiving institutions, Louisiana State University, Southern University, and Southeastern Louisiana University and their transfer counselors. BRCC students attend and are provided an opportunity to meet the Chancellors and be advised by the counselors from the institution in which they wish to transfer.

Articulation & Transfer (2)

		<u>Year 1</u>
d.	i. Number of students enrolled in a transfer degree program	2,708
	ii. Number of students completing a transfer degree	N/A
	iii. 1st to 2nd year retention rate of those who transfer with transfer degree	N/A

Performance Objective 3 – Workforce and Economic Development

3 a. Elimination of academic programs

Current process:

BRCC has developed a workflow to assist all deans and department chairs in developing sustainable degree programs. The process of researching a non-credit program and moving it to a successful credit program is in a chart titled, ‘non-credit to certificate or degree program process’. The second is the Workflow Analysis for Program Approval to Implementation process.

These charts can be accessed at

http://www.mybrcc.edu:8000/index.php?option=com_content&view=article&id=93&Itemid=104

The two charts provide direction regarding the steps taken in providing a foundation for the development of degree programs. Louisiana Workforce Commission is consulted via the web for labor information when researching a new program. In addition, we consult with the La. Workforce Commission data department when researching “emerging industries.” BRCC also works with the La. Economic Development Office and monitors all publications regarding industry growth. BRCC has a Rapid Response Quality Team made up of the Institutional Advancement staff, the academic deans, and economic development staff to discuss current industry trends and BRCC possible response to those trends. This quality team stays abreast of the Louisiana Economic Development’s forecast and LWC monthly reports. Once the background work is complete an industry base focus group is held.

Once the degree is approved, BRCC has an Assessment Committee that conducts, with the assistance of the department chair and faculty, program reviews on a scheduled basis. This complete assessment process includes academic deans monitoring completers for their programs annually. The deans and department chairs meet with the industry – base advisory committees each semester and stay abreast of strategic workforce needs.

Academic programs are assessed on a three-year cycle. Program Assessments are designed to evaluate student success and program relevance (transferability and workforce needs). Assessment includes, but shall not be limited to: enrollment, retention, and attrition; academic preparedness; academic program completers; attainment of professional accrediting and credentialing standards as required by industry; student success rates with certification and licensure examinations; employer satisfaction surveys; and data from the Graduate Assessment Program.

3b. Increase use of technology

In 2008 the hiring of a director for online learning provided consistent professional development for faculty, annual reviews of online courses and faculty, and the enhancement of online student assessment processes. This is the foundation for BRCC's current initiatives to improve technology for distance learning.

Faculty members seeking to teach online for the first time are offered the opportunity to participate in a training session during the summer. The online training program at the college is called Quality Online Teacher Training (QOTT). QOTT has three phases. Phase I is instruction in Blackboard, Phase II is fluency in distance education, and Phase III is online course completion and presentation to the Quality Matters Online Course Review Committee. The intent of the summer training for faculty is to eventually offer several degree programs 100% online that have Louisiana Board of Regents approval. The current programs are: AAS in Process Technology (55% online), AA in Liberal Arts (90% online), AS in General Science (52% online), AS in Criminal Justice (80% online), AAS in Business Technology (83% online), and the Certificate in Business Technology (90% online). There were no approved hybrid online courses for the fall 2010 semester. There are 29 online courses (81 sections) offered for the fall 2010 semester. This accommodated 1,315 students for the fall 2010 semester.

The Electronic Learning Quality Team (ELQT) is charged with identifying, reviewing and suggesting technology that will enhance the teaching and learning process at the college. The ELQT membership is made up of staff and faculty from various departments on campus. The Quality Matters Committee is charged with assisting the director in reviewing faculty and their newly created online courses. Members of this committee have been trained in Quality Matters, a nationally recognized organization for online course standards. The members also serve as mentors to the new online faculty during QOTT. This committee makes recommendations to the chair and the chair makes recommendations to the Vice Chancellor of Academic Affairs as to whether the faculty member and/or their course meet identified standards for online courses.

Finally, a standardized assessment, Smarter Measures, has been piloted to assist our students with assessing necessary skills for success in online learning environments. The pilot was successful and the assessment will be included in all on-line courses where first time on-line students will be required to take it. It will alert them to those skills they need to sharpen and be aware of to strengthen their percentage of success. BRCC has an established Banner User Group Quality Team that addresses innovation in educational technology on a regular basis.

BRCC - Louisiana GRAD Act Response - 2011

3d. Demonstrate progress in increasing number placed in jobs.

Thus far BRCC has tracked employment history for eight programs. The results are

Degree Program	Number graduated	Number employed	Number transferred to a four year institution	Number attempting to contact at this time
Accounting Technology	18	1		17
Computer Information System	3	2	1	
Construction Management	7	4		3
Criminal Justice	32	6	3	23
Entertainment Technology	15	9	3	3
Nursing	40	40		
Process Technology	23	17		6
Science Technology	5	3		2

The Career Services and Job Placement Center is outlining procedures to collect the data on a regular basis.

We have tracked 82 graduates who are employed in their field of study out of 143 graduates in eight degree programs.

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Workforce and Economic Development (3)

		<u>Year 1</u>
a.	i. Number of programs eliminated	1
	ii. Number of programs modified or added	4
	iii. Percent of programs aligned with workforce and economic development needs	60%
b.	i. Number of course sections with 50% and 100% instruction through distance education	81
	ii. Number of students enrolled in courses with 50% and 100% instruction through distance education	1,315
	iii. Number of programs offered through 100% distance education	0
d.	i. Percent of completers found employed	57%

Performance Objective 4 – Institutional Effectiveness and Accountability

4c. Increase non-resident tuition amounts

- Annual Plan for increasing non-resident tuition amounts
 - The plan to increase non-resident tuition amounts was approved by the LCTCS Board on February 9, 2011. The plan is for yearly increases so that BRCC reaches the SREB average for non-resident tuition by 2016.
- Impact on enrollment and revenue
 - This increase will not have a negative impact on the enrollment of non-residents but it will increase revenue generated by non-resident tuition and fees by approximately 30%. This is an overall impact of a 2% increase in self-generated revenues.

Instructional Efficiency and Accountability (4)

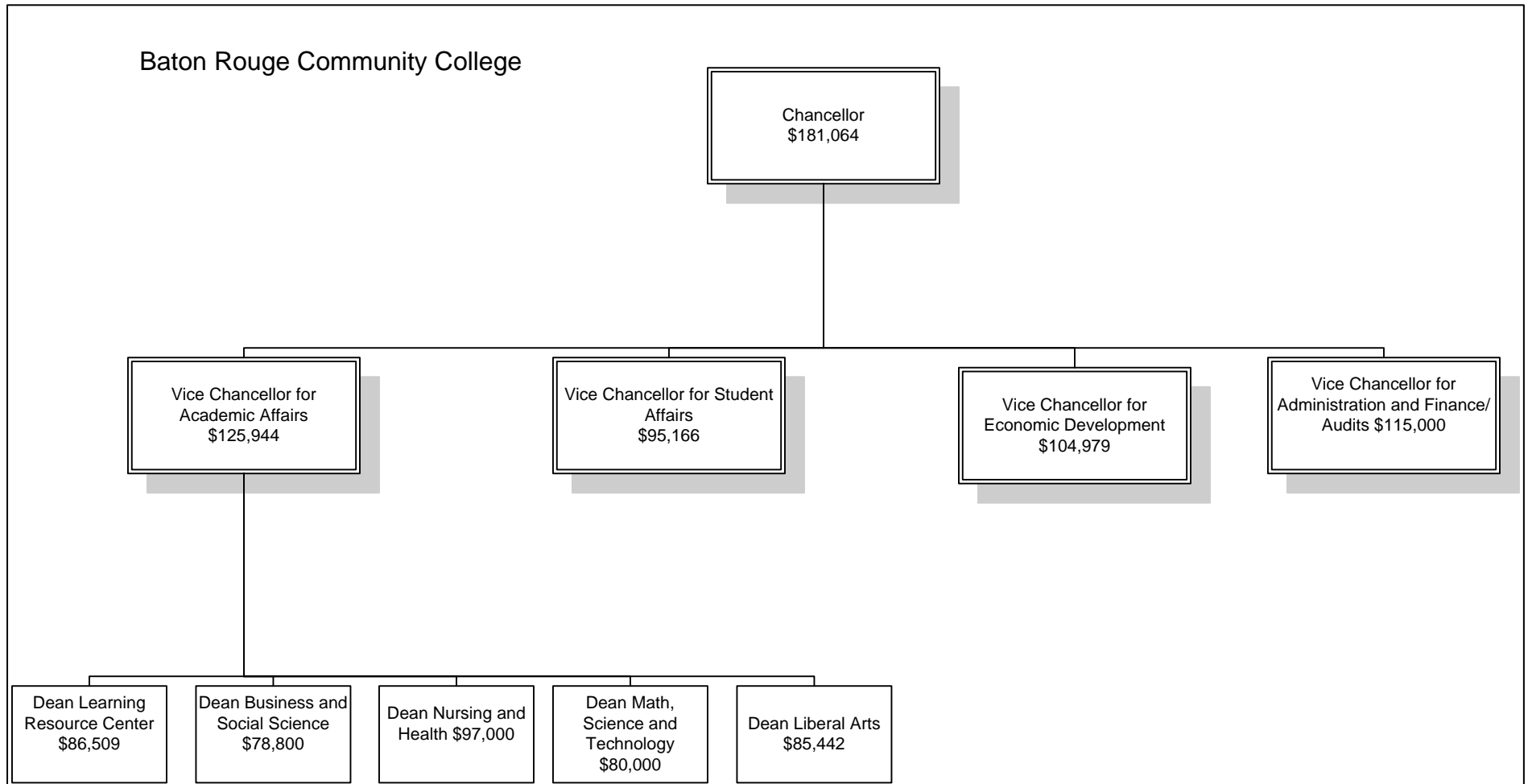
		<u>Year 1</u>
c.	i. Total tuition and fees charged to non-resident students	\$ 4,746
	Actual peer non-resident amount (annualized)	\$ 7,444
	Calculated difference of the above tuition/fee from the peer rate	\$ 2,698
	Percent difference	37%

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Performance Objective 5 – Reporting Requirements

		Fall 2009	Fall 2010
5a.	Number of students by classification - UG	7900	8340
5b.	Number of instructional staff members	271	280
5c.	Average class student-to-instructor ratio	26	26
5d.	Average number of students per instructor	28	26
5e.	Number of non-instructional staff members in academic colleges and departments		
	Total	43	104
	FTE	43	104
5f.	Number of staff in administrative areas		
	Total	10	68
	FTE	10	68

5g & h. Organizational Chart with Salaries



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: Baton Rouge Community

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER	2010	3
Nursing-CNA	LABENFA	Louisiana Nurse Aide Registry in BR- Department of Health and Hospitals		
OSHA	OSHA		2009-10	26

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

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

March 1, 2011

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

Institution: Baton Rouge 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
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2009-10	16	7	43.75%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2010	30	30	100.00%

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

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

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

March 1, 2011

Louisiana Community and Technical College System

Institution: Baton Rouge Community College

Date: March 29, 2011

GRAD Act Template for Reporting on Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
1. Student Success											
a. i.	Targeted	1st to 2nd Year Retention Rate(+/-)**	Fall 08 to Fall 09	47.8%	49.0%	48.2%	50.0%	51.0%	52.0%	52.0%	53.0%
		<i>Actual Baseline Data: # in Fall 08 Cohort</i>	1224		1248						
		<i># retained to Fall 09</i>	585		602						
ii.	Targeted 4-Yr only	1st to 3rd Year Retention Rate(+/-)**	Fall 07 cohort	na							
		<i>Actual Baseline Data: # in Fall 07 Cohort</i>									
		<i># retained to Fall 09</i>									
iii.	Targeted Tech Coll Only	Fall to Spring Retention Rate(+/-)**	Fall 08 to Spring 09	na							
		<i>Actual Baseline Data: # in Fall 08 Cohort</i>									
		<i># retained to Spring</i>									
iv.	Targeted	Same Institution Graduation Rate(+/-)**	2008 Grad Rate Survey	2.9%	3.4%	3.3%	3.9%	4.4%	4.9%	5.4%	5.9%
		<i>Actual Baseline Data: Fall revised cohort (total)</i>	889		950						
		<i>completers <=150% of time</i>	26		31						
v.	Targeted optional	Graduation Productivity (+/-)**	2008-09 AY	na							
		<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>completers (undergrad)</i>									
vi.	Targeted optional	Award Productivity (+/-)**	2008-09 AY	na							
		<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>awards (duplicated)</i>									
vii.	Targeted optional	Statewide Graduation Rate(+/-)**	Fall 2002 Cohort	na							
		<i>Actual Baseline Data: # of Fall 02 FTF (cohort)</i>									
		<i>completers <=150% of time</i>									
b. i.	Targeted ***	Percent Change in program completers(+/-)**									
		Certificate - 1 yr (Award level 1)		1566.7%	1566.7%	4.4%	6.6%	8.8%	11.0%	13.2%	
			2008-09 AY	9	150	150	9	10	10	10	10
		Associate (Award level 2)		10.4%	11.5%	36.7%	55.0%	73.3%	91.7%	110.0%	
			2008-09 AY	305	318	318	394	446	499	552	605

* Report data in all cells highlighted in BLUE

** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

Institution Notes: