



HCR69 RESPONSE

House Concurrent Resolution No. 69 (HCR69) from the Louisiana 2011 legislative session requires that each public institution of postsecondary education make certain key information is more easily accessible so that citizens may review and analyze such information and make informed choices with respect to postsecondary education.

(1) A profile of the institution and its students, including the following:

<p>(a) The purpose and mission of the institution</p> <p>(b) The institution’s admissions standards</p> <p>(c) A clear, accurate, and comprehensive description, annually updated, of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score</p> <p>(d) Information regarding the institution's tuition, fees, and total cost of attendance</p> <p>(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded</p> <p>(f) The institution's statistics regarding on-campus crime</p>	<p>National Center for Education Statistics: College Navigator</p>
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(2) Indicators of student and faculty engagement, including the following:

<p>(a) The percentage of lower-level classes taught by full-time faculty</p>	<p>Lower-level classes for the reporting year include the following:</p> <ul style="list-style-type: none"> ▪ ELAB 1000 Supplemental Instruction in English Composition I ▪ MLAB 1000 Supplemental Instruction in College Algebra ▪ MLAB 1160 Contemporary Mathematics with Integrated Algebra Lab <p>The percent of these classes taught by full-time faculty = 86.0%</p>
<p>(b) The average teaching load by discipline, including the average number of credit hours taught per student</p>	<p>The average of teaching discipline averages (division code) = 12.7</p> <p>The number of credit hours taken/the number of credit hours taught = 16.2</p>

(c) The number and type of general education courses required for each degree program	2020-2021 Fletcher Catalog – Appendix D – Associate Degree General Education Requirements (p. 171)
(d) Criteria for transferring to the institution	2020-2021 Fletcher Catalog – Transfer Student Admission (p. 20)
(e) The process for evaluating the effectiveness of each program	Program Assessment Policy
(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured	2020-2021 Fletcher Catalog – Summary of Programs and Student Learning Outcomes (pp. 53-118)
(g) A definition of what constitutes satisfactory academic progress for students	2020-2021 Fletcher Catalog – Satisfactory Academic Progress (SAP) Policy (p. 23)
(h) The percentage of faculty members who possess the highest degree possible in their given fields of study	100% of faculty meet at least the minimum qualifications. Identifying the highest award for given fields among faculty who teach in two-year colleges varies.
(3) Measurements of academic achievement, including the following:	
(a) The freshman to sophomore student retention rates	First-to-second year retention rates for full-time students = 56%; first-to-second year retention rates for part-time students = 30%
(b) The institution's four-year, five-year, and six-year graduation rates	<p>Graduation rates can be measured over different lengths of time. "Normal time" is the typical amount of time it takes full-time students to complete their program. For example, the "normal" amount of time for many associate's degree programs is 2 years. Not all students complete within the normal time, so graduation rates are measured by other lengths of time as well, including "150% of normal time" (e.g., 3 years for a 2-year program) and "200% of normal time," or twice as long as the normal time (e.g., 4 years for a 2-year program).</p> <p>Graduation rates for the college are included at the following: NCES Graduation Rates</p>
(c) The percentage of students enrolled in remedial courses	<p>The college no longer offers "true" remedial courses. However, the college does offer supplemental instruction courses to assist students who place below the minimum requirements to enter college-level math and English courses. For the purpose of this report, these are referred to as lower-level classes—as stated in (2) (a) above.</p> <p>Lower-level classes for the reporting year include the following:</p>

	<ul style="list-style-type: none"> ▪ ELAB 1000 Supplemental Instruction in English Composition I ▪ MLAB 1000 Supplemental Instruction in College Algebra ▪ MLAB 1160 Contemporary Mathematics with Integrated Algebra Lab <p>The percent of students enrolled in lower-level classes for the reporting year = 19.1%</p>
(d) The average time it takes for a student to earn a degree	<p>Using the definitions outlined in (3) (b) related to graduation rates for two-year colleges, the following time-to-completion data is presented by cohort as reported by NCES:</p> <ul style="list-style-type: none"> ▪ 5% of students who began in fall of 2015 completed in “normal time.” ▪ 14% of students who began in fall of 2016 completed in “normal time.” ▪ 20% of students who began in fall of 2015 completed within 150% of “normal time.” ▪ 30% of students who began in fall of 2016 completed within 150% of “normal time.” ▪ 36% of students who began in fall of 2015 completed within 200% of “normal time.”
(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable	<p>The average <u>writing ACT</u> score of students who applied to the college for <u>fall</u> of the reporting year = 19.3</p> <p>The average <u>math ACT</u> score of students who applied to the college for <u>fall</u> of the reporting year = 17.1</p>
(f) Measurements of student satisfaction	Noel-Levitz Report
(g) Measurements of employee satisfaction	2020 GREAT COLLEGES TO WORK FOR® Recognized
(h) The average scores on graduate school admission tests and licensure exams	Not applicable for two-year colleges.
(i) Admission rates of baccalaureate degree recipients into graduate programs	Not applicable for two-year colleges.
(j) Job placement rates by discipline	See data sheets for each program: Program Data
(4) Indicators of institutional efficiency and fiscal conditions, including the following:	
(a) The percentage of the institution's educational and general budget spent on the following:	
(i) Instruction and academic support	64.6%
(ii) Research and public service	Not applicable
(iii) Student services	7.1%
(iv) Administrative support	18.3%
(v) Operation and maintenance of facilities	6.7%
(b) The ratio of administrative staff to total staff	11:82 or 13.4%

(c) Measurements of classroom and laboratory space utilization	Space Utilization Report
(d) General fund appropriations per in-state full-time equivalent student	\$2,755
(e) Total expenditures per full-time equivalent student	\$7,098