

**Accreditation Council for Business Schools and Programs  
Associate Degree Commission Accredited Institutions  
Quality Assurance (QA) Report**

Baton Rouge Community College  
February 15, 2013

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# Accreditation Council for Business Schools and Programs Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report

## Overview (O) 1.

**O3. Institution:** Baton Rouge Community College  
**Address:** 201 Community College Drive, Baton Rouge, LA 70806  
**Date:** February 15, 2013

**O4. Year Accredited:** 2009  
**This Report Covers Years:** 2011-Present

**O5. Accredited Programs:** **Associate of Applied Science (AAS) in Business Technology** which, beginning Fall 2012, includes concentrations in Entrepreneurship and Management  
**Associate of Science (AS) in Business**

**O6. Unaccredited Programs:** **Associate of Applied Science (AAS) in Accounting Technology (Discontinued as of Fall 2012)**  
In Spring 2009, Baton Rouge Community College added an Associate of Applied Science in Accounting Technology. At the time of the February 2011 QA report, not enough data had been collected nor enough graduates obtained to make an accurate assessment of the program so information about the degree was not included in the report. In the process of evaluating the AAS in Accounting Technology program, it was discovered that most graduates were transferring to four year schools. Since the AAS in Accounting Technology was designed for non-transfer, these students would have been better served in the AS in Business (transfer) degree. Additionally, surveys of current students in the program revealed that most intended to transfer or did not intend to pursue an entire associate degree, but only obtain 24 hours of college level accounting credit for promotion or employment with the State of Louisiana. As a result of this information, the Business Department felt students would be better served by changing the AAS in Accounting Technology to a 24 credit hour Certificate of Technical Studies in Accounting. The change was approved in Spring 2012 and implemented in Fall 2012.

The Associate of Applied Science in Accounting Technology (or the Certificate of Technical Studies in Accounting) is not and was never listed as accredited by ACBSP on either the BRCC website or in the catalog. The BRCC website and catalog clearly state that the only accredited business degrees are as follows: Associate of Applied Science (AAS) in Business Technology, Associate of Science (AS) in Business.

**O7. Campuses from which a student can earn a business degree:** Baton Rouge Community College (Main campus is the only campus.)

**O8. Person completing report:** Andrea Vidrine, Program Manager, Associate of Science in Business

**Phone:** (225) 216-8124

**E-mail address:** vidrinea@mybrcc.edu

**ACBSP Champion name:** Andrea Vidrine

**ACBSP Co-Champion name:** Angela Pursley

**O9. Conditions / Notes to be Addressed:**

There are no conditions or notes to which we were asked to respond.

**O10. The business unit must routinely provide reliable information to the public on their performance, including student achievement. Describe how you do this.**

The Business Advisory Board represents all segments of BRCC stakeholders and is updated regularly on the progress of business students. Furthermore, since the Business Department is a recipient of Perkins federal grant funds, regular reports on the retention and completion of business students are submitted to the Louisiana Community and Technical College System, which in turn submits reports to the federal office. Additionally, the BRCC Department of Public Relations highlights student accomplishments as well as departmental successes, such as ACBSP accreditation. Also, Baton Rouge Community College provides a link to its ACBSP QA report on its website ([http://www.brcc.cc.la.us/index.php?option=com\\_content&view=article&id=207&Itemid=202](http://www.brcc.cc.la.us/index.php?option=com_content&view=article&id=207&Itemid=202).) Future reports, including this one, will also be added and available for the public. Information on college wide student performance can be gathered at the Louisiana Board of Regents website, the IPEDS website ([http://nces.ed.gov/globallocator/col\\_info\\_popup.asp?ID=437103](http://nces.ed.gov/globallocator/col_info_popup.asp?ID=437103)), or College Navigator (<http://nces.ed.gov/collegenavigator/?q=baton+rouge+community+college&s=all&id=437103>). Also, CAAP (Graduate Achievement Test) results are available to the public on request (with identifying student data removed). BRCC CCCSE data is also available on the CCCSE website (<http://www.ccsse.org>).

**Standard #1 Leadership**

**Organization**

**A. List any organizational or administrative personnel changes within the business unit since your last report.**

In February 2012, Monique Cross, Dean for Business and Social Sciences, was promoted to the position of Interim Vice Chancellor for Academic Affairs at Baton Rouge Community College. At that time, Todd Dozier, Department Chair for Social Sciences, was promoted to the position of Interim Dean for Business and Social Sciences. Monique Cross was named permanent Vice Chancellor for Academic Affairs in August 2012. A search for a permanent Dean for Business and Social Sciences is currently in progress. In August 2012, Andrea Vidrine, who was the Associate Dean for Business and Social Sciences, made the decision to return to teaching as a full-time faculty member in the Business Department. She continues to be involved the administration of the department by serving as Program Manager for the Associate of Science in Business degree. Upon the decision of Ms. Vidrine to return to a full-time teaching position, BRCC administration restructured the Division of Business and Social Sciences by replacing the position of Associate Dean for Business and Social Sciences with a Department Chair for Business. Stephen Robichaux, a Business Department faculty member with 25 years of higher education teaching and administrative experience, was promoted to Interim Department Chair for Business in January 2013. The search for a permanent Department Chair for Business is currently in progress.

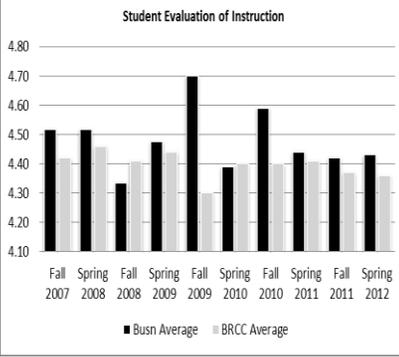
**B. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?**

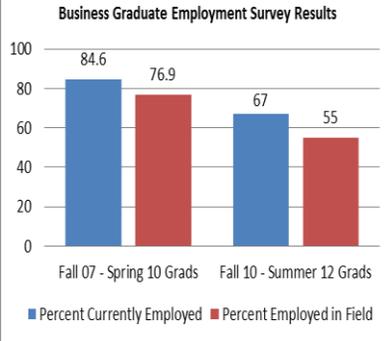
No new sites were added.

**Standard #2 Strategic Planning – N/A (Not To Be Addressed in QA Report)**

**Standard #3 - Student and Stakeholder-Focused Results**

Performance Indicator		Definition																		
<b>Student- and Stakeholder-Focused Results</b>		Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.																		
Analysis of Results																				
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs or Tables of Resulting Trends															
At least 75% of current business students will respond either "Strongly Agree" or "Agree" to satisfaction in the areas of instruction in business courses, content in business courses, instruction in general education courses, and content in general education courses.	Survey of currently enrolled business students administered during Fall 2012 by the Office of Institutional Research.	The performance standard was met in all areas. Current business students were generally very satisfied with their general education and business course instruction and content, with at least 87% of students responding either "Strongly Agree" or "Agree" to satisfaction in those areas. Additionally, the percent of students satisfied increased from Fall 2010 to Fall 2012 in three of the four areas measured, Instruction in Gen Ed Courses, Content in Gen Ed Courses, and Instruction in Business Courses.	Business students are extremely satisfied with instruction and content in both General Education and Business Courses, with numbers above 87%. There was a slight decrease from Fall 2010 to Fall 2012 in satisfaction in Content in Business Courses, which dropped from 95% to 92%.	A greater effort needs to be made to institutionalize this process in collaboration with the Office of Institutional Research so that students are surveyed on a more regular basis.	<table border="1"> <caption>Satisfaction Levels by Category and Year</caption> <thead> <tr> <th>Category</th> <th>Fall 2010 (%)</th> <th>Fall 2012 (%)</th> </tr> </thead> <tbody> <tr> <td>Instruction in Gen Ed Courses</td> <td>86%</td> <td>92%</td> </tr> <tr> <td>Content in Gen Ed Courses</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>Instruction in Business Courses</td> <td>86%</td> <td>90%</td> </tr> <tr> <td>Content in Business Courses</td> <td>95%</td> <td>92%</td> </tr> </tbody> </table>	Category	Fall 2010 (%)	Fall 2012 (%)	Instruction in Gen Ed Courses	86%	92%	Content in Gen Ed Courses	86%	87%	Instruction in Business Courses	86%	90%	Content in Business Courses	95%	92%
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<p>Business faculty's ratings from Student Evaluations of Instruction will equal or exceed the College's average.</p>	<p>Completed student evaluation of instruction surveys administered through the Office of Institutional Research every fall and spring.</p>	<p>During this reporting period, this standard has been met.</p>	<p>Although the standard has been met, since the application of an online evaluation system in Fall 2009, averages have declined in both the Business Department as well as BRCC as a whole from prior years. Overall student participation in the evaluation process has decreased significantly.</p>	<p>The College is currently reviewing ways to improve student participation and increase sample size.</p>	 <table border="1"> <caption>Student Evaluation of Instruction</caption> <thead> <tr> <th>Year</th> <th>Busn Average</th> <th>BRCC Average</th> </tr> </thead> <tbody> <tr> <td>Fall 2007</td> <td>4.50</td> <td>4.40</td> </tr> <tr> <td>Spring 2008</td> <td>4.45</td> <td>4.45</td> </tr> <tr> <td>Fall 2008</td> <td>4.35</td> <td>4.40</td> </tr> <tr> <td>Spring 2009</td> <td>4.45</td> <td>4.40</td> </tr> <tr> <td>Fall 2009</td> <td>4.70</td> <td>4.35</td> </tr> <tr> <td>Spring 2010</td> <td>4.35</td> <td>4.40</td> </tr> <tr> <td>Fall 2010</td> <td>4.55</td> <td>4.40</td> </tr> <tr> <td>Spring 2011</td> <td>4.40</td> <td>4.40</td> </tr> <tr> <td>Fall 2011</td> <td>4.40</td> <td>4.35</td> </tr> <tr> <td>Spring 2012</td> <td>4.40</td> <td>4.35</td> </tr> </tbody> </table>	Year	Busn Average	BRCC Average	Fall 2007	4.50	4.40	Spring 2008	4.45	4.45	Fall 2008	4.35	4.40	Spring 2009	4.45	4.40	Fall 2009	4.70	4.35	Spring 2010	4.35	4.40	Fall 2010	4.55	4.40	Spring 2011	4.40	4.40	Fall 2011	4.40	4.35	Spring 2012	4.40	4.35
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<p>Business Advisory Board Meetings will be held annually.</p>	<p>Minutes of Business Advisory Board Meetings</p>	<p>In the reporting period, this standard was not met. The Business Advisory board was convened in Fall 2010 and again in Fall 2012. While the Advisory Board may not have held a meeting on campus, Board members were surveyed and input was received for guidance in the restructuring of the AAS in Business Technology degree.</p>	<p>During academic year 2011-2012, the Business Department used input from the Advisory Board to significantly restructure the AAS in Business Technology degree. The new curriculum now offers students concentrations in Entrepreneurship and Management and became effective in Fall 2012. The new curriculum was presented to the Advisory Board at the Fall 2012 meeting. The Board overwhelmingly supported changes made.</p>	<p>At the Fall 2012 Board meeting, it was decided to increase the number of meetings to quarterly. The Board feels that this is necessary to become more active and further contribute to business programs. Efforts are currently underway to recruit additional Board members with particular expertise in the new areas of concentration. In addition, representatives from the Business Colleges at the neighboring four year institutions will be invited to be a part of the Board.</p>	<p>Notable quotes from Business Advisory Board Members after Fall 2012 Meeting:</p> <p>William Dufrene:</p> <p>“Over the years, BRCC’s Business Faculty has continued to improve academic rigor, relevance, and options for its students. The AAS in Business Technology degree program has improved academic rigor by requiring more challenging public speaking and accounting courses than it previously required. The program has improved its relevance to real-world applications by now requiring customer service and financial management courses that did not exist a couple of years ago. Finally, the addition of the entrepreneurship and management concentrations has added options that students who are headed into the workforce so desperately need.”</p>																																	

				<p>This will help to strengthen collaboration with the institutions to which the AS graduates will transfer. The expansion of the Advisory Board will enhance input that will better enable the department to respond to the needs of industry and prepare students for transfer.</p>	<p>Arbrie King:</p> <p>“I am very impressed with the changes that have been made to the AAS in Business Tech curriculum. It is now more structured and focused on exposing the students to a wide array of course content relevant to situations they will encounter in their future career. Additionally, having the option of choosing one of two concentrations allows them to narrow their scope and dig deeper into their area of interest.”</p>									
<p>Business graduates will have a placement rate of 75% in a business-related field of employment.</p>	<p>Survey of business students who graduated in Fall 2010 through Summer 2012</p>	<p>This criterion was not met. Of the sample surveyed, 67% are currently employed. 55% of the sample surveyed indicated that they are employed in a business-related field. It should be noted that the sample included AS in Business graduates as well; these students are possibly still completing their four year degree and may not be ready to be in the workforce yet.</p>	<p>As evidenced in the chart, there has been a decline overall in graduate employment reported from the prior reporting period. This may be attributed to the overall decline in economic opportunity in the local market.</p>	<p>BRCC’s Office of Career Services, under new leadership, has made significant strides in connecting with area employers and sharing job opportunities with faculty. The Business Department is confident that this increased cooperation and communication with Career Services along with increased input and participation by the advisory board will lead to more business graduates being employed in their field.</p>	 <table border="1"> <caption>Business Graduate Employment Survey Results</caption> <thead> <tr> <th>Reporting Period</th> <th>Percent Currently Employed</th> <th>Percent Employed in Field</th> </tr> </thead> <tbody> <tr> <td>Fall 07 - Spring 10 Grads</td> <td>84.6</td> <td>76.9</td> </tr> <tr> <td>Fall 10 - Summer 12 Grads</td> <td>67</td> <td>55</td> </tr> </tbody> </table>	Reporting Period	Percent Currently Employed	Percent Employed in Field	Fall 07 - Spring 10 Grads	84.6	76.9	Fall 10 - Summer 12 Grads	67	55
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## Standard #4 Measurement and Analysis of Student Learning and Performance

### A. Program Outcomes

#### Associate of Applied Science (AAS) in Business Technology Program Outcomes\*

The AAS in Business Technology is specifically designed to meet the employment needs of the business community of the Greater Baton Rouge metropolitan area. This program of study is not intended for college transfer. It provides general education and work skills needed for employment. Specific student learning outcomes for the degree are as follows:

Students will:

1) be able to apply accounting terms and concepts to make business decisions.
2) be able to apply economic theory in business decisions.
3) be able to solve mathematical problems relating to business applications
4) be able to identify legal considerations applicable in a business.
5) be able to use oral and written business communication skills appropriate to targeted audiences.
6) be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.
7) demonstrate tenets of professionalism including professional image, teamwork, and customer relations.
8) apply strategies for personal financial planning.

**\*Beginning Fall 2012, program outcomes for the AAS in Business Technology were modified to reflect curriculum revision (changing of curriculum, addition of two concentrations). For reporting purposes, this report will reflect data gathered through academic year 2011-2012. In the next reporting period, the new program outcomes will be used and will start with data from Fall 2012.**

#### Associate of Science (AS) in Business Program Outcomes

The AS in Business degree offers courses, objectives, materials and instruction to enable students to enter a four-year college as a business major. The overall goal of the degree program is to place well-prepared students in four-year colleges and universities. Specific student learning outcomes for the degree are as follows:

Students will:

1) be able to apply accounting terms and concepts to make business decisions.
2) be able to apply economic theory in business decisions.
3) be able to organize, analyze, and make information useful by employing mathematic principles.
4) be able to use oral and written communication skills appropriate to targeted audiences.
5) be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.

**B. Performance Results**

**Standard #4 Student Learning Results**

Analysis of Results															
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs or Tables of Resulting Trends										
<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 1: Students will be able to apply accounting terms and concepts to make business decisions.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses included: ACCT 200 (Fall 2010-Spring 2012), ACCT 201 (Fall 2010-Spring 2012), ACCT 203 (Fall 2011-Spring 2012)</p>	<p>This outcome has been successfully met each semester, with students performing at greater than 70% on average.</p>	<p>Although the outcome has been successfully met, the department recognizes that there has been a decrease in success over the reporting period. The accounting department continues to work toward improvement in student learning.</p>	<p>Recently, accounting faculty have collaborated with BRCC’s Academic Learning Center (ALC) to provide free tutoring for accounting students. This should supplement classroom instruction and help students master the often challenging area of accounting. Also, the ALC now offers accounting help through Smarthinking, an online tutoring resource.</p>	<p><b>Average Student Learning Outcome Mastery for ACCT</b></p> <table border="1"> <caption>Average Student Learning Outcome Mastery for ACCT</caption> <thead> <tr> <th>Term</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>70%</td> </tr> <tr> <td>Spring 11</td> <td>75%</td> </tr> <tr> <td>Fall 11</td> <td>73%</td> </tr> <tr> <td>Spring 12</td> <td>72%</td> </tr> </tbody> </table>	Term	Mastery Percentage	Fall 10	70%	Spring 11	75%	Fall 11	73%	Spring 12	72%
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<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 2: Students will be able to apply economic theory in business decisions.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses included from Fall 2010 –Spring 2012: ECON 201, ECON 202, ECON 203</p>	<p>This outcome has been successfully met each semester, with students performing at greater than 70% on average.</p>	<p>Although the outcome has been successfully met, economics faculty consciously look for ways to continue to keep learning relevant and meaningful.</p>	<p>Faculty in economics will continue to actively participate in professional development related to teaching economics at the community college level through offerings by the Federal Reserve and the Center for Economics Education housed at BRCC. Also, BRCC recently hired a Director for Teaching and Learning who is an added resource for faculty.</p>	<p><b>Average Student Learning Outcome Mastery for ECON</b></p> <table border="1"> <caption>Average Student Learning Outcome Mastery for ECON</caption> <thead> <tr> <th>Term</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>74%</td> </tr> <tr> <td>Spring 11</td> <td>77%</td> </tr> <tr> <td>Fall 11</td> <td>80%</td> </tr> <tr> <td>Spring 12</td> <td>79%</td> </tr> </tbody> </table>	Term	Mastery Percentage	Fall 10	74%	Spring 11	77%	Fall 11	80%	Spring 12	79%
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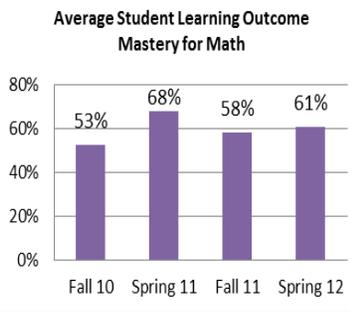
<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 3: Students will be able to solve mathematical problems relating to business applications</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Course included Is BUSN 121 (Fall 2010-Spring 2012).</p>	<p>Students only earned below 70% mastery on this outcome for one semester (Spring 11) in the reporting period.</p>	<p>The department believes that the decline in Spring 11 may have been partly the result of inconsistent administration of the assessment instrument by faculty teaching the class.</p>	<p>BUSN 121 is a course that is being discontinued in the new AAS curriculum. Relevant concepts have been moved to other courses (FINA 150 and FINA 252) in the curriculum beginning Fall 2012.</p>	<p><b>Student Learning Outcome Mastery For Business Math</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>79%</td> </tr> <tr> <td>Spring 11</td> <td>67%</td> </tr> <tr> <td>Fall 11</td> <td>73%</td> </tr> <tr> <td>Spring 12</td> <td>71%</td> </tr> </tbody> </table>	Semester	Mastery Percentage	Fall 10	79%	Spring 11	67%	Fall 11	73%	Spring 12	71%
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<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 4: Students will be able to identify legal considerations applicable in a business.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Course included Is BUSN 220 (Spring 2011-Spring 2012).</p>	<p>Students mastered this outcome for two of the three semesters available in the reporting period (Spring 11 and Fall 11). In Fall 2012, students scored 59%.</p>	<p>The department recognizes that business law concepts continue to be a challenge for many students.</p>	<p>Faculty will continue to look for ways to connect students to these important concepts. Additionally, faculty may want to advise students to take this course later in their curriculum after their critical thinking skills have improved. Also, beginning Fall 2012, the course will now be taught by a full-time faculty member in the Business Department in addition to adjuncts, whereas in the past, it was taught only by adjuncts. The guidance of the full-time instructor should bring more stability in the instruction of the course.</p>	<p><b>Student Learning Outcome Mastery for Business Law</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 11</td> <td>79%</td> </tr> <tr> <td>Fall 11</td> <td>70%</td> </tr> <tr> <td>Spring 12</td> <td>59%</td> </tr> </tbody> </table>	Semester	Mastery Percentage	Spring 11	79%	Fall 11	70%	Spring 12	59%		
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<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 5: Students will be able to use oral and written business communication skills appropriate to targeted audiences.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Course included IS BUSN 240 (Fall 2010 – Fall 2012).</p>	<p>Students mastered this outcome for each semester in the reporting period.</p>	<p>Although the threshold was met each semester, in Spring 2012, the percent mastery dropped to 75%, the lowest in the reporting period. Analysis revealed that this semester was the first semester in which the course was taught in an online format, which may have contributed to the decline.</p>	<p>Faculty teaching the course have worked hard to find materials which support student learning in an online environment in response to Spring 2012 numbers. Additionally, as part of the curriculum redesign, learning outcomes for the course have been significantly modified, effective Fall 2012.</p>	<p style="text-align: center;"><b>Student Learning Outcome Mastery for Business Communication</b></p> <table border="1"> <thead> <tr> <th>Term</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>83%</td> </tr> <tr> <td>Spring 11</td> <td>82%</td> </tr> <tr> <td>Fall 11</td> <td>81%</td> </tr> <tr> <td>Spring 12</td> <td>75%</td> </tr> </tbody> </table>	Term	Mastery Percentage	Fall 10	83%	Spring 11	82%	Fall 11	81%	Spring 12	75%
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<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 6: Students will be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses included: BUSN 295 (Fall 2010, Spring 2011, and Spring 2012) and MANG 201 (Fall 2010-Spring 2012).</p>	<p>Students mastered this outcome for three of the four semesters available in the reporting period. In Fall 2011, students scored slightly below the threshold, 69.4%.</p>	<p>In Fall 2011, BUSN 295 piloted a standardized assessment test to measure student learning that semester. The sample size collected was extremely small (8 students) and results were not considered statistically valid or a true measure of student learning that semester. Therefore, Fall 2011 BUSN 295 numbers were not included. In Spring 2012, BUSN 295 returned to its original assessment method. Additionally, in Fall 2011, MANG 201 experienced a slight drop to below the threshold in the online section of the course.</p>	<p>BUSN 295 has been discontinued in the new curriculum with its concepts reassigned to other classes (BUSN 240, MANG 122, for example.) MANG 201 teachers continue to improve online learning through implementation of Quality Matters standards.</p>	<p style="text-align: center;"><b>Student Learning Outcome Mastery for Business Problem Solving - AAS Courses</b></p> <table border="1"> <thead> <tr> <th>Term</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>78%</td> </tr> <tr> <td>Spring 11</td> <td>80%</td> </tr> <tr> <td>Fall 11</td> <td>69%</td> </tr> <tr> <td>Spring 12</td> <td>80%</td> </tr> </tbody> </table>	Term	Mastery Percentage	Fall 10	78%	Spring 11	80%	Fall 11	69%	Spring 12	80%
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Fall 11	69%														
Spring 12	80%														

<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 7: Students will be able to demonstrate tenets of professionalism including professional image, teamwork, and customer relations.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses included: BUSN 295 (Fall 2010, Spring 2011, and Spring 2012) and BUSN 240 (Fall 2010-Spring 2012).</p>	<p>Students mastered this outcome for each semester in the reporting period, with each semester's number over 80%.</p>	<p>Students are doing well in these areas. As mentioned previously, Fall 2011, BUSN 295 piloted a standardized assessment test to measure program outcomes. The sample size collected was extremely small (8 students) and results were not considered statistically valid or a true measure of student learning that semester. Therefore, Fall 2011 BUSN 295 numbers were not included. In Spring 2012, BUSN 295 returned to its original assessment method.</p>	<p>Faculty will continue to reinforce these important concepts. The recent Advisory Board meeting confirmed that these are critical skills for students. BUSN 295 has been discontinued in the new curriculum with its concepts reassigned to other classes (BUSN 240, MANG 122, for example.) BUSN 240 now includes a required mock interview (conducted by BRCC Career Center staff). Faculty have also increasingly promoted student participation in soft skills sessions offered by the BRCC Career Center.</p>	<p><b>Student Learning Outcome Mastery for Professionalism, Teamwork, Customer Relations</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>83%</td> </tr> <tr> <td>Spring 11</td> <td>83%</td> </tr> <tr> <td>Fall 11</td> <td>81%</td> </tr> <tr> <td>Spring 12</td> <td>82%</td> </tr> </tbody> </table>	Semester	Mastery Percentage	Fall 10	83%	Spring 11	83%	Fall 11	81%	Spring 12	82%
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Spring 12	82%														
<p><b>AAS Business Technology</b></p> <p><b>Program Outcome 8: Students will be able to apply strategies for personal financial planning.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Course included: FINA 110 (Fall 2010-Spring 2012).</p>	<p>Students mastered this outcome for each semester in the reporting period, with each semester's number over 74%.</p>	<p>These concepts resonate with students as they are able to apply them immediately to their personal lives, which improves student learning.</p>	<p>In the new curriculum, the department sought to introduce business financial concepts as well so that students' knowledge base in finance would increase. As a result, FINA 110, Personal Finance, has been discontinued with its concepts reassigned to another class, FINA 150 (Intro to Financial Management). The new course exposes students to corporate as well as personal finance.</p>	<p><b>Student Learning Outcome Mastery for Personal Financial Planning</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>77%</td> </tr> <tr> <td>Spring 11</td> <td>76%</td> </tr> <tr> <td>Fall 11</td> <td>74%</td> </tr> <tr> <td>Spring 12</td> <td>80%</td> </tr> </tbody> </table>	Semester	Mastery Percentage	Fall 10	77%	Spring 11	76%	Fall 11	74%	Spring 12	80%
Semester	Mastery Percentage														
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Spring 11	76%														
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Spring 12	80%														

**Standard #4 Student Learning Results**

<b>Analysis of Results</b>															
<b>Performance Measure</b>	<b>Description of Measurement Instrument</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement Made</b>	<b>Graphs or Tables of Resulting Trends</b>										
<p><b>AS Business</b></p> <p><b>Program Outcome 1: Students will be able to apply accounting terms and concepts to make business decisions.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses included: ACCT 200 (Fall 2010-Spring 2012), ACCT 201 (Fall 2010-Spring 2012), ACCT 203 (Fall 2011-Spring 2012)</p>	<p>This outcome has been successfully met each semester, with students performing at greater than 70% on average.</p>	<p>Although the outcome has been successfully met, the department recognizes that there has been a decrease in success over the reporting period. The accounting department continues to work toward improvement in student learning.</p>	<p>Recently, accounting faculty have collaborated with BRCC’s Academic Learning Center (ALC) to provide free tutoring for accounting students. This should supplement classroom instruction and help students master the often challenging area of accounting. Also, the ALC now offers accounting help through Smarthinking, an online tutoring resource.</p>	<p><b>Average Student Learning Outcome Mastery for ACCT</b></p> <table border="1"> <caption>Average Student Learning Outcome Mastery for ACCT</caption> <thead> <tr> <th>Semester</th> <th>Mastery (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>70%</td> </tr> <tr> <td>Spring 11</td> <td>75%</td> </tr> <tr> <td>Fall 11</td> <td>73%</td> </tr> <tr> <td>Spring 12</td> <td>72%</td> </tr> </tbody> </table>	Semester	Mastery (%)	Fall 10	70%	Spring 11	75%	Fall 11	73%	Spring 12	72%
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Spring 12	72%														
<p><b>AS Business</b></p> <p><b>Program Outcome 2: Students will be able to apply economic theory in business decisions.</b></p>	<p>Learning Outcomes Assessment given at the end of each semester. Courses included from Fall 2010 – Spring 2012: ECON 201, ECON 202, ECON 203</p>	<p>This outcome has been successfully met each semester, with students performing at greater than 70% on average.</p>	<p>Although the outcome has been successfully met, economics faculty consciously look for ways to continue to keep learning relevant and meaningful.</p>	<p>Faculty in economics will continue to actively participate in professional development related to teaching economics at the community college level through offerings by the Federal Reserve and the Center for Economics Education housed at BRCC.</p>	<p><b>Average Student Learning Outcome Mastery for ECON</b></p> <table border="1"> <caption>Average Student Learning Outcome Mastery for ECON</caption> <thead> <tr> <th>Semester</th> <th>Mastery (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>74%</td> </tr> <tr> <td>Spring 11</td> <td>77%</td> </tr> <tr> <td>Fall 11</td> <td>80%</td> </tr> <tr> <td>Spring 12</td> <td>79%</td> </tr> </tbody> </table>	Semester	Mastery (%)	Fall 10	74%	Spring 11	77%	Fall 11	80%	Spring 12	79%
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Spring 12	79%														

<p><b>AS Business</b></p> <p><b>Program Outcome 3: Students will be able to organize, analyze, and make information useful by employing mathematic principles.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses included are MATH 110, MATH 201, and MATH 202. (Fall 2010-Spring 2012).</p>	<p>This outcome has not been successfully met during the reporting period.</p>	<p>Results indicate that students continue to struggle with difficult math concepts. On a positive note, learning outcomes assessment has now become a consistent part of mathematics courses and the results are being analyzed for continuous improvement.</p>	<p>In addition to institutionalizing the process of assessment, the math department now works with a federally-funded grant program, Starsgate, to improve math skills through the use of a math specialist, boot camps, and tutoring.</p>	<p style="text-align: center;"><b>Average Student Learning Outcome Mastery for Math</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Term</th> <th>Mastery</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>53%</td> </tr> <tr> <td>Spring 11</td> <td>68%</td> </tr> <tr> <td>Fall 11</td> <td>58%</td> </tr> <tr> <td>Spring 12</td> <td>61%</td> </tr> </tbody> </table>	Term	Mastery	Fall 10	53%	Spring 11	68%	Fall 11	58%	Spring 12	61%																				
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<p><b>AS Business</b></p> <p><b>Program Outcome 4: Students will be able to use oral and written communication skills appropriate to targeted audiences.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses include ENGL 101, ENGL 102, and SPCH 120. Semesters assessed include Fall 2010 through Spring 2012.</p>	<p>Students successfully met the 70% threshold for this outcome in all but one semester of the reporting period, Fall 2010.</p>	<p>Overall, students seem to be doing well in communication. The Liberal Arts Division, however, chooses to assess less regularly for high volume classes. Results are available from at least one course each semester.</p>	<p>The Business Department recognizes the importance of communication skills and will continue to work with the Division of Liberal Arts to ensure students are meeting this outcome.</p>	<p style="text-align: center;"><b>Average Student Learning Outcome Mastery for Communication</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Fall 10</th> <th>Spr 11</th> <th>Fall 11</th> <th>Spr 12</th> </tr> </thead> <tbody> <tr> <td>ENGL 101</td> <td>NA</td> <td>83%</td> <td>NA</td> <td>88%</td> </tr> <tr> <td>ENGL 102</td> <td>62%</td> <td>NA</td> <td>67%</td> <td>NA</td> </tr> <tr> <td>SPCH 120</td> <td>NA</td> <td>70%</td> <td>73%</td> <td>NA</td> </tr> <tr> <td>Average</td> <td>62%</td> <td>77%</td> <td>70%</td> <td>88%</td> </tr> <tr> <td>NA= Not Assessed</td> <td colspan="4"></td> </tr> </tbody> </table>		Fall 10	Spr 11	Fall 11	Spr 12	ENGL 101	NA	83%	NA	88%	ENGL 102	62%	NA	67%	NA	SPCH 120	NA	70%	73%	NA	Average	62%	77%	70%	88%	NA= Not Assessed				
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<p><b>AS Business</b></p> <p><b>Program Outcome 6: Students will be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.</b></p>	<p>Learning Outcomes Assessment administered at the end of each semester. Courses included are ACCT 200, ACCT 201, ACCT 203, ECON 201, and ECON 202.</p>	<p>Students met the threshold of 70% in each semester in the reporting period.</p>	<p>Overall, students continue to meet the 70% threshold in business-related transfer courses.</p>	<p>As evidenced by student achievement in crucial transfer business classes, the Business Department is successfully preparing students to transfer into undergraduate business programs at universities.</p>	<p><b>Student Learning Outcome Mastery for Business Problem Solving - AS Courses</b></p> <table border="1"> <caption>Student Learning Outcome Mastery for Business Problem Solving - AS Courses</caption> <thead> <tr> <th>Semester</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 10</td> <td>73%</td> </tr> <tr> <td>Spring 11</td> <td>77%</td> </tr> <tr> <td>Fall 11</td> <td>78%</td> </tr> <tr> <td>Spring 12</td> <td>75%</td> </tr> </tbody> </table>	Semester	Mastery Percentage	Fall 10	73%	Spring 11	77%	Fall 11	78%	Spring 12	75%
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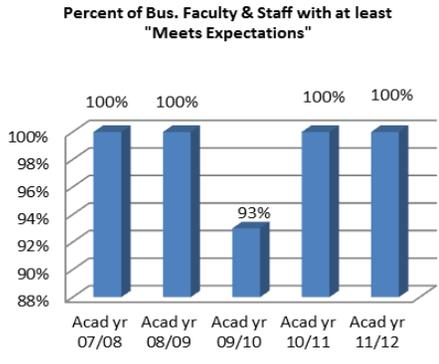
**Standard #4 Student Learning Results**

Analysis of Results						
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs or Tables of Resulting Trends	
Data from Louisiana Board of Regents	Data report acquired by BRCC's Office of Institutional Research from Louisiana Board of Regents of BRCC business graduates and their subsequent enrollment in Louisiana public institutions from Fall 2009 to Fall 2011.	BRCC's business graduates are successfully transferring to other schools to continue their studies. From Fall 2009 - Fall 2011, 126 business graduates were found to have enrolled in state public institutions. It can also be assumed that some students may be enrolled in private or proprietary schools not included in this count.	Part of the mission of BRCC is to prepare students for transfer to other schools to continue their education. As mentioned, BRCC business graduates are successfully transferring to other schools with the largest number going to Louisiana State University. Other popular schools are Southeastern Louisiana University and Southern University.	The Business Department will continue to foster good relationships with partner institutions. The Department is also considering including stakeholders from local institutions on its advisory board. In 2012, BRCC and LSU leaders signed a 2+2 articulation for students obtaining the AS in Business who want to enter LSU's Ourso College of Business.	<b>School</b>	<b>Number of Business Grads -Transfer</b>
					La. State University	40
					Southeastern La. University	38
					Southern University	20
					University of La. Lafayette	4
					Capital Area Technical College	2
					La. Tech University	2
					Northwestern State University	2
					University of New Orleans	2
					South La. CC	1
					Southern University NO	1
					University of La. Monroe	1

**Standard #5 Faculty- and Staff-Focused Results**

Performance Indicator		Definition													
<b>Faculty- and Staff-Focused Results</b>		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.													
Analysis of Results															
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs or Tables of Resulting Trends										
Employee turnover can be a reflection of employee job satisfaction and commitment to the college. Therefore the Business Department will strive for a "low turnover" in faculty and staff due to job dissatisfaction.	Annual review of employment of faculty and staff	During the reporting period (2010-2011 and 2011-2012), there were 11 full-time faculty in the Business Department. In the 2011-2012 academic year, three faculty members left the College. One of the three retired and one still serves as an adjunct. During the 2011-2012 academic year, the Dean was promoted to Vice Chancellor for Academic Affairs (VCAA). The Division Coordinator (Staff) was promoted to Interim Assistant to VCAA. The Interim Coordinator was appointed from within the college.	The department strives to maintain a positive, supportive working environment for all faculty. Full time openings were filled from within the department (one person was an adjunct, one person moved from business to accounting, and one person moved from administration back to faculty). The majority of full time faculty members in the Business Department have been with the College for more than five years, as shown in the chart.	The department will continue to be supportive of full time and adjunct faculty. The department recognizes the importance of maintaining a pool of qualified adjuncts and fostering a positive relationship with them through regular communication.	<p>Business Department Full Time Faculty Length of Employment</p> <table border="1"> <caption>Business Department Full Time Faculty Length of Employment Data</caption> <thead> <tr> <th>Length of Employment</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Less than 3 years</td> <td>27%</td> </tr> <tr> <td>Greater than 10 years</td> <td>27%</td> </tr> <tr> <td>3 - 5 years</td> <td>9%</td> </tr> <tr> <td>5 - 9 years</td> <td>37%</td> </tr> </tbody> </table>	Length of Employment	Percentage	Less than 3 years	27%	Greater than 10 years	27%	3 - 5 years	9%	5 - 9 years	37%
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<p>100% of the Business Department faculty and staff will participate in at least one professional development activity each academic year.</p>	<p>Faculty portfolio and staff's annual evaluation instrument</p>	<p>Review of business faculty portfolios indicates all faculty have participated in at least one professional development activity for the past three academic years. Staff evaluations do not have any specific professional development requirements. However, the Dean, Associate Dean (now Department Chair), and Coordinator actively participate in internal as well as external professional development sessions.</p>	<p>The department will continue to monitor and investigate any deviations from this benchmark.</p>	<p>The department has been fortunate to have had the opportunity for professional development despite reduction in travel and professional development funding due to budget constraints. In the future, the department will need to seek alternative funding sources or free or low cost professional development opportunities as budgets are likely to continue to be constrained. The College recently made a commitment to improving instruction by establishing a Teaching and Learning Center and hiring a Director who will provide a more focused approach to faculty development college wide and will give more opportunities for professional development that can make a difference in the classroom.</p>	<p>During the reporting period (Spring 2011 – Fall 2012), BRCC business faculty and staff have participated in the following national, regional, and state conferences:</p> <table border="1" data-bbox="1461 318 1938 834"> <thead> <tr> <th colspan="2">National, State, &amp; Regional Conferences and Number of Participants Spring 2011 - Fall 2012</th> </tr> </thead> <tbody> <tr> <td>Sloan-C International Symposium Emerging Technologies for Online Learning - Las Vegas, NV</td> <td>1</td> </tr> <tr> <td>National Institute for Staff and Organizational Development (NISOD) Annual Conference - Austin, TX</td> <td>1</td> </tr> <tr> <td>ACBSP Annual Conference</td> <td>2</td> </tr> <tr> <td>Council on Economic Education Annual Conference</td> <td>1</td> </tr> <tr> <td>Pearson Course Redesign Workshop - New Orleans, LA</td> <td>1</td> </tr> <tr> <td>Southern Mississippi Blackboard Symposium - Hattiesburg, MS</td> <td>1</td> </tr> <tr> <td>Louisiana Community &amp; Technical College System (LCTCS) Annual Conference</td> <td>7</td> </tr> <tr> <td>Economics at Community College National Workshop - Palo Alto, CA</td> <td>1</td> </tr> </tbody> </table> <p>Comparison:</p> <table border="1" data-bbox="1476 932 1923 1065"> <tbody> <tr> <td>National, State, &amp; Regional Conferences and Number of Participants Spring 2011 - Fall 2012</td> <td>15</td> </tr> <tr> <td>National, State, &amp; Regional Conferences and Number of Participants 2007 - 2010</td> <td>21</td> </tr> </tbody> </table>	National, State, & Regional Conferences and Number of Participants Spring 2011 - Fall 2012		Sloan-C International Symposium Emerging Technologies for Online Learning - Las Vegas, NV	1	National Institute for Staff and Organizational Development (NISOD) Annual Conference - Austin, TX	1	ACBSP Annual Conference	2	Council on Economic Education Annual Conference	1	Pearson Course Redesign Workshop - New Orleans, LA	1	Southern Mississippi Blackboard Symposium - Hattiesburg, MS	1	Louisiana Community & Technical College System (LCTCS) Annual Conference	7	Economics at Community College National Workshop - Palo Alto, CA	1	National, State, & Regional Conferences and Number of Participants Spring 2011 - Fall 2012	15	National, State, & Regional Conferences and Number of Participants 2007 - 2010	21
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<p>100% of the Business Department faculty and staff will earn a minimum of "Meets Expectations" on their individual employee evaluation performance each year.</p>	<p>Faculty portfolio and staff's annual evaluation instrument</p>	<p>This criterion was met in academic years 10/11 and 11/12.</p>	<p>Faculty and staff in the Business Department continue to meet and exceed expectations set by the College.</p>	<p>The Department will provide support for faculty enabling them to perform their duties as set by the College.</p>	<p style="text-align: center;"><b>Percent of Bus. Faculty &amp; Staff with at least "Meets Expectations"</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Acad yr</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>07/08</td> <td>100%</td> </tr> <tr> <td>08/09</td> <td>100%</td> </tr> <tr> <td>09/10</td> <td>93%</td> </tr> <tr> <td>10/11</td> <td>100%</td> </tr> <tr> <td>11/12</td> <td>100%</td> </tr> </tbody> </table>	Acad yr	Percent	07/08	100%	08/09	100%	09/10	93%	10/11	100%	11/12	100%
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## Faculty Qualifications

### Standard 5 – NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

Name	Major Teaching Field	Courses Taught	Degrees Earned	Field	Professional Certification	ACBSP Qualification
Alford, Matthew	Economics	ECON 201, 202, 205	Ph.D./Applied Economics/Mississippi State University/December 2009 BA/Economics - A&S/Mississippi State University/December 2001	Economics		Doctorate
Bean, Caronda	Business	BUSN 201	MBA/Human Resources Management/University of Phoenix/May 2007 BS/Business Management/Southern University/July 2002	Business		Masters
Faerber, David	Economics	ECON 203	MA/Economics for Education/University of Delaware/May 1997 MS/Secondary Education/Southern University/August 1989 BS/Athletic Administration and Coaching/University of Southern Mississippi/May 1980	Economics Education		Masters
Gurt, Jamie	Paralegal	BUSN 220	Juris Doctor/Law/Georgetown University Law Center/2006 Bachelor of Music/Music/Louisiana State University/May 2000	Law		Masters
Horent, Eric	Economics	ECON	Ph.D./Economics/Louisiana State University/August 2002 Masters of Science/Louisiana State University/August 1998	Economics		Doctorate
Joshua, Shonda	Business	BUSN 110	MBA/Strategic Management/Amberton University/November 2001 BS/Biology/Xavier University/May 1994	Business		Masters
Landry, Tory	Business	BUSN 110	MBA/Business Admin/Human Resources/Louisiana State University/August 2011 BS/Business/Marketing/Louisiana State University/May 2008 AS/Business/Baton Rouge Community College/May 2006	Business		Masters
Patterson, Lauri	Accounting	ACCT 203	MS/Accounting/University of New Orleans/May 2011 Juris Doctor/Law/Loyola University School of Law/May 2006 BS/Accounting/Southern University/Accounting/May 1997	Accounting		Masters
Pursley, Angela*	Accounting	ACCT 200, ACCT 211, MANG 201	MBA/Business Admin/Southern Methodist University/May 1998 BS/Accounting/Dillard University/May 1990 Additional ACCT graduate hours taken at Southeastern Louisiana University/Summer 2012	Accounting		Masters Out of Field (18 graduate hours earned)
Robichaux, Stephen	Business	BUSN 110, MANG 201, MANG 204	MBA/Louisiana State University/1982 BS/Psychology/Louisiana State University/1977	Business		Masters
Wilson, Auburn	Business	BUSN 110	MBA/Accounting/Southeastern Louisiana University/July 2012 BS/Accounting/Southeastern Louisiana University/December 2008	Business		Masters

\*Angela Pursley was previously a full-time instructor in the Business Department. In Summer 2012, she completed additional coursework to receive 18 graduate hours in Accounting in order to make her qualified to teach Accounting classes as well.

## Standard #6 Educational and Business Process Management

### A. Curriculum

1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table 6 – Curriculum Summary for each program.

#### **AAS in Business Technology (with two areas of concentration, Entrepreneurship and Management)**

2. List any **new** degree programs that have been developed and attach a Table 6 – Curriculum Summary for each new program since your last report.

None have been developed.

3. List any accredited programs that have been terminated since your last report.

None have been terminated.

**TABLE 6 Curriculum Summary for revised program, AAS in Business Technology – (now includes choice of concentration in Entrepreneurship or Management)**

<b>A.A.S. in Business Technology, Concentration in Entrepreneurship Curriculum</b>				
Total Number of Hours for Degree: 60 hours				
a. Professional Component				
	<u>Course Title</u>		<u>Areas of Study</u>	<u>Credit Hours</u>
	ACCT 203	Financial Accounting	a	3
	BUSN 110	Introduction to Business	e	3
	BUSN 201	Principles of Marketing	f	3
	CSCI 190	Computer Applications for Business	b	3
	FINA 150	Introduction to Financial Management	h	3
	MANG 122	Introduction to Entrepreneurship	g	3
	MANG 201	Principles of Management	i	3
Area total credit hours				21
				35%
b. General Education				
	<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
	ECON 201, 202 or 203	Macroeconomics, Microeconomics, or Economic Principles	8	3
	ENGL 101	English Composition I	1	3
	ENGL 102	English Composition II	1	3
		General Education Mathematics Course	6	3
		General Education Natural/Physical Science Course	6	3
	SPCH 120 or 210	Public Speaking or Interpersonal Communication	1	3
Area total credit hours				18
% of total program hours				30%

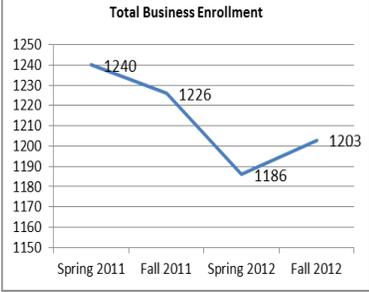
c	Business Major			
	<u>Course Title</u>		-	<u>Credit Hours</u>
	ACCT 221	Computer-Based Accounting	-	3
	BUSN 220	Business Law		3
	BUSN 240	Business Communication		3
	BUSN 130	Customer Service for Business Professionals		3
	FINA 252	Entrepreneurial Finance		3
	MANG 222	Small Business Management		3
	MANG 231	Human Resource Management		3
			Area total credit hours	21
			% of total program hours	35%

<b>A.A.S. in Business Technology, Concentration in Management Curriculum</b>			
Total Number of Hours for Degree: 60 hours			
a.	Professional Component		
	<u>Course Title</u>	<u>Areas of Study</u>	<u>Credit Hours</u>
	ACCT 203	Financial Accounting	a 3
	BUSN 110	Introduction to Business	e 3
	BUSN 201	Principles of Marketing	f 3
	CSCI 190	Computer Applications for Business	b 3
	FINA 150	Introduction to Financial Management	h 3
	MANG 201	Principles of Management	i 3
Area total credit hours			18
			30%
b.	General Education		
	<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credit Hours</u>
	ECON 201, 202 or 203	Macroeconomics, Microeconomics, or Economic Principles	8 3
	ENGL 101	English Composition I	1 3
	ENGL 102	English Composition II	1 3
		General Education Mathematics Course	6 3
		General Education Natural/Physical Science Course	6 3
	SPCH 120 or 210	Public Speaking or Interpersonal Communication	1 3
Area total credit hours			18
			% of total program hours 30%

c	Business Major			
	<u>Course Title</u>			<u>Credit Hours</u>
	ACCT 211	Managerial Accounting		3
	BUSN 220	Business Law		3
	BUSN 240	Business Communication		3
	BUSN 130	Customer Service for Business Professionals		3
	MANG 150	Negotiations in Business		3
	MANG 224	Supervisory Management		3
	MANG 226	Organizational Leadership		3
	MANG 231	Human Resource Management		3
	Area total credit hours			24
	% of total program hours			40%

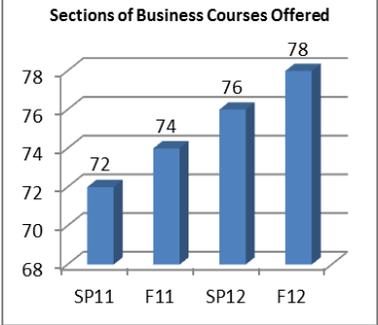
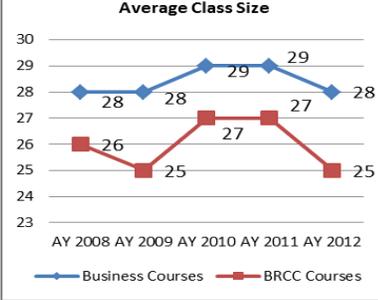
**Standard #6 Budgetary, Financial and Market Results**

Performance Indicator		Definition											
<b>Budgetary, Financial, and Market Performance Results</b>		Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.											
Analysis of Results													
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs or Tables of Resulting Trends								
The Business Department will be allocated sufficient college funds to carry out its mission and pursue its goals.	Annual budget from the Office of Accounting and Finance from Academic Year 2009/2010 through Academic Year 2011/2012.	Over the reporting period, the budget for the Business Department has seen slight growth of 5% from Academic year 2009/2010 to Academic Year 2011/2012.	Although the budget numbers show slight growth, it should be noted that the Dean’s salary was previously included in the budget for the College’s Office of Academic Affairs, however, in Academic Year 2011/2012, the Dean’s salary was shifted to the Business Department budget. Therefore, the increased amount of the Business Department budget does not reflect true budget growth.	The Department continues to work more efficiently with less funding to meet the needs of students.	<table border="1"> <caption>Business Department Budget</caption> <thead> <tr> <th>Academic Year</th> <th>Budget</th> </tr> </thead> <tbody> <tr> <td>AY 2010</td> <td>\$885,683</td> </tr> <tr> <td>AY 2011</td> <td>\$899,425</td> </tr> <tr> <td>AY 2012</td> <td>\$927,816</td> </tr> </tbody> </table>	Academic Year	Budget	AY 2010	\$885,683	AY 2011	\$899,425	AY 2012	\$927,816
Academic Year	Budget												
AY 2010	\$885,683												
AY 2011	\$899,425												
AY 2012	\$927,816												
Spending per business student will be sufficient to provide the necessary services.	Annual budget from the Office of Accounting and Finance from Academic Year 2009/2010 through Academic Year 2011/2012.	Spending per business student increased by 11% from Academic Year 2009/2010 to Academic Year 2011/2012.	Although the spending per student shows growth over the reporting period, it should be noted that the Dean’s salary was previously included in the budget for the College’s Office of Academic Affairs, however, in Academic Year 2011/2012, the Dean’s salary was shifted to the Business Department budget. Therefore, the increased amount of the Business Department budget does not reflect true budget growth.	The Department will need to continue to work more efficiently with less funding to meet the needs of students while still accommodating growth.	<table border="1"> <caption>Spending Per Business Student</caption> <thead> <tr> <th>Academic Year</th> <th>Spending per Student</th> </tr> </thead> <tbody> <tr> <td>AY 2010</td> <td>\$346</td> </tr> <tr> <td>AY 2011</td> <td>\$356</td> </tr> <tr> <td>AY 2012</td> <td>\$385</td> </tr> </tbody> </table>	Academic Year	Spending per Student	AY 2010	\$346	AY 2011	\$356	AY 2012	\$385
Academic Year	Spending per Student												
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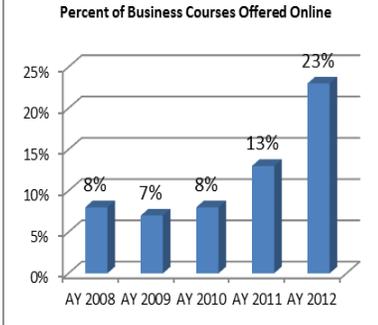
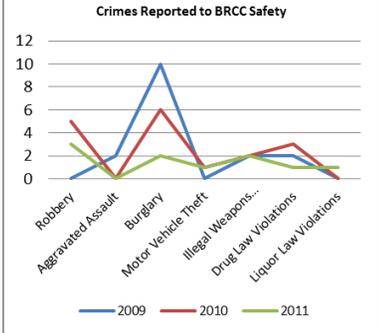
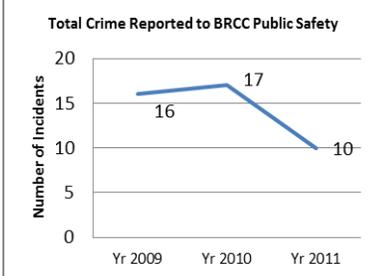
<p>The Business Department will strive to increase program enrollment.</p>	<p>Enrollment report (count by majors) provided by the Office of Institutional Advancement</p>	<p>Overall, business enrollment dipped 3% between spring 2011 and fall 2012.</p>	<p>Business enrollment has seen a slight decline (1,240 students to 1,203 students) from Spring 2011 to Fall 2012. Business enrollment is still very strong, accounting for 13% of overall enrollment at Baton Rouge Community College.</p>	<p>The Department feels more focus is needed in marketing business programs. The Advisory Board has expressed willingness and interest in providing this assistance in the future.</p>	 <p>The graph shows a downward trend from Spring 2011 to Spring 2012, followed by a slight increase in Fall 2012. The y-axis represents enrollment counts from 1150 to 1250, and the x-axis shows the four semesters.</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Total Business Enrollment</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>1240</td> </tr> <tr> <td>Fall 2011</td> <td>1226</td> </tr> <tr> <td>Spring 2012</td> <td>1186</td> </tr> <tr> <td>Fall 2012</td> <td>1203</td> </tr> </tbody> </table>	Semester	Total Business Enrollment	Spring 2011	1240	Fall 2011	1226	Spring 2012	1186	Fall 2012	1203
Semester	Total Business Enrollment														
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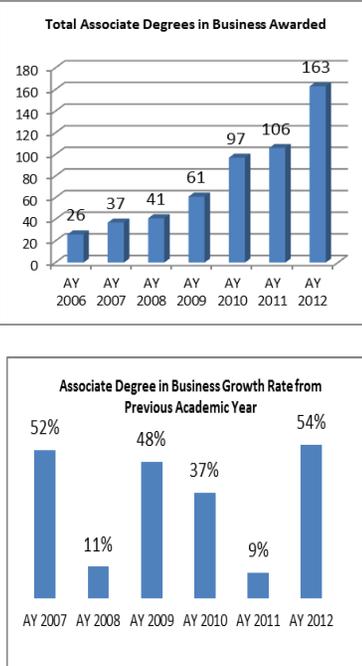
**Standard #6 Organizational Performance Results**

Performance Indicator		Definition															
<b>Organizational Effectiveness Results</b>		Organization effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance.															
Analysis of Results																	
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Graphs or Tables of Resulting Trends												
The Business Department programs will have a year to year retention rate of 40% or greater.	Year to year retention rates are measured by the Office of Institutional Effectiveness. This is based on the entire credit population in the cohort term and the number of students who graduate or are enrolled in the succeeding year term.	This threshold was met by both programs in Fall 2012 but not Fall 2011.	Retention rates for both the AAS in Business Technology and the AS in Business improved to above 40% in Fall 2012 but both were below the BRCC average in both Fall 2011 and Fall 2012. Overall, the graduation rate for business degrees has grown, so students are clearly seeing the benefit of getting the degree. However, retention rates are still unacceptably low.	The department will continue to focus on actions that will improve retention, such as the recently added accounting tutoring provided in the Academic Learning Center, as well as improvements in advising.	<table border="1"> <thead> <tr> <th></th> <th>Fall 2011</th> <th>Fall 2012</th> </tr> </thead> <tbody> <tr> <td>AS BUSN</td> <td>26.50%</td> <td>40.70%</td> </tr> <tr> <td>AAS BUSN TECH</td> <td>33.33%</td> <td>43.50%</td> </tr> <tr> <td>BRCC Avg.</td> <td>47.40%</td> <td>54.50%</td> </tr> </tbody> </table>		Fall 2011	Fall 2012	AS BUSN	26.50%	40.70%	AAS BUSN TECH	33.33%	43.50%	BRCC Avg.	47.40%	54.50%
	Fall 2011	Fall 2012															
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BRCC Avg.	47.40%	54.50%															

<p>The Business Department will increase the number of sections offered by 5% over the reporting period.</p>	<p>Banner generated report</p>	<p>This standard was met as the number of sections offered increased by 8% over the reporting period of Spring 2011 to Fall 2012.</p>	<p>The department was able to sustain growth in sections offered despite budgetary constraints.</p>	<p>Although budgetary constraints continue to impact sections offered, the department will strive to advocate for the number offerings necessary to foster growth and success in business programs.</p>	 <table border="1"> <caption>Sections of Business Courses Offered</caption> <thead> <tr> <th>Term</th> <th>Sections Offered</th> </tr> </thead> <tbody> <tr> <td>SP11</td> <td>72</td> </tr> <tr> <td>F11</td> <td>74</td> </tr> <tr> <td>SP12</td> <td>76</td> </tr> <tr> <td>F12</td> <td>78</td> </tr> </tbody> </table>	Term	Sections Offered	SP11	72	F11	74	SP12	76	F12	78								
Term	Sections Offered																						
SP11	72																						
F11	74																						
SP12	76																						
F12	78																						
<p>To ensure a favorable instructor to student ratio and enhance the educational experience, the Business Department will strive to maintain an average class size not to exceed 30 students. According to the American Association of Community College's website, the average community college class size is between 25 and 35 students<sup>1</sup></p>	<p>Banner generated report</p>	<p>The Business Department has met this criterion.</p>	<p>The average class size for business classes is back down to 28, the same level as academic year 2007-2008. Although the average business class size is greater than that of BRCC, the business class size is within the AACCC's recommended standard.</p>	<p>The Department will continue to monitor this measure in an effort to maintain a balance between recommended class size and budget constraints.</p>	 <table border="1"> <caption>Average Class Size</caption> <thead> <tr> <th>Year</th> <th>Business Courses</th> <th>BRCC Courses</th> </tr> </thead> <tbody> <tr> <td>AY 2008</td> <td>28</td> <td>26</td> </tr> <tr> <td>AY 2009</td> <td>28</td> <td>25</td> </tr> <tr> <td>AY 2010</td> <td>29</td> <td>27</td> </tr> <tr> <td>AY 2011</td> <td>29</td> <td>27</td> </tr> <tr> <td>AY 2012</td> <td>28</td> <td>25</td> </tr> </tbody> </table>	Year	Business Courses	BRCC Courses	AY 2008	28	26	AY 2009	28	25	AY 2010	29	27	AY 2011	29	27	AY 2012	28	25
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<sup>1</sup>AACC Website, 2011. <http://www.aacc.nche.edu/Resources/aaccprograms/international/Pages/ccuniqueopportunity.aspx> (accessed February 1, 2011).

<p>In order to provide more flexibility for students, the percent of business courses offered online will remain at least 10% of business course offerings.</p>	<p>Banner generated report</p>	<p>This criterion has been met. The percent of business courses offered online has grown from 8% in academic year 2007-2008 to 23% in academic year 2011-2012.</p>	<p>Over the reporting period, the department continued to recognize the importance of offering choices and flexibility in course delivery to meet student needs.</p>	<p>Looking forward, the Department will continue to encourage new faculty members to seek online teaching certification. Faculty will also be encouraged to develop more classes for online offering.</p>	 <table border="1"> <caption>Percent of Business Courses Offered Online</caption> <thead> <tr> <th>Academic Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>AY 2008</td> <td>8%</td> </tr> <tr> <td>AY 2009</td> <td>7%</td> </tr> <tr> <td>AY 2010</td> <td>8%</td> </tr> <tr> <td>AY 2011</td> <td>13%</td> </tr> <tr> <td>AY 2012</td> <td>23%</td> </tr> </tbody> </table>	Academic Year	Percent	AY 2008	8%	AY 2009	7%	AY 2010	8%	AY 2011	13%	AY 2012	23%																												
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<p>The Business Department will provide a safe and secure campus environment.</p>	<p>Annual security report filed by the College</p>	<p>The number of incidents reported has decreased by from 16 incidents in 2009 to 10 incidents in 2011, a decline of 38%.</p>	<p>The BRCC Department of Public Safety has worked hard to improve safety and security measures through increased presence and education. The Annual Security Report, which details crime statistics and gives safety tips, is available as a link on BRCC's website. Students, faculty, and staff are made aware of resources available in emergency situations, such as red emergency phones, emergency call boxes, and solar powered outdoor call stations. Also, BRCC has an emergency text messaging service called FirstCall which texts and calls students, faculty, and staff in the case of an emergency. The Annual Security Report can be viewed at: <a href="http://www.mybrcc.edu/index.php?option=com_content&amp;view=article&amp;id=198&amp;Itemid=194">http://www.mybrcc.edu/index.php?option=com_content&amp;view=article&amp;id=198&amp;Itemid=194</a></p>	<p>The Department will continue to inform students of safety resources and procedures through the course syllabus, announcements in class, etc.</p>	 <table border="1"> <caption>Crimes Reported to BRCC Safety</caption> <thead> <tr> <th>Crime Category</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Robbery</td> <td>0</td> <td>5</td> <td>3</td> </tr> <tr> <td>Aggravated Assault</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Burglary</td> <td>10</td> <td>6</td> <td>2</td> </tr> <tr> <td>Motor Vehicle Theft</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Illegal Weapons...</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Drug Law Violations</td> <td>1</td> <td>3</td> <td>1</td> </tr> <tr> <td>Liquor Law Violations</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>  <table border="1"> <caption>Total Crime Reported to BRCC Public Safety</caption> <thead> <tr> <th>Year</th> <th>Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>Yr 2009</td> <td>16</td> </tr> <tr> <td>Yr 2010</td> <td>17</td> </tr> <tr> <td>Yr 2011</td> <td>10</td> </tr> </tbody> </table>	Crime Category	2009	2010	2011	Robbery	0	5	3	Aggravated Assault	1	1	1	Burglary	10	6	2	Motor Vehicle Theft	1	1	1	Illegal Weapons...	1	1	1	Drug Law Violations	1	3	1	Liquor Law Violations	1	1	1	Year	Number of Incidents	Yr 2009	16	Yr 2010	17	Yr 2011	10
Crime Category	2009	2010	2011																																										
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<p>The Business Department will strive to maintain a growth rate of at least 20% from year to year for number of graduates.</p>	<p>Enrollment report provided by the Office of Institutional Research</p>	<p>This standard was not met in the first academic year of the reporting period (growth was 9% from 2010 to 2011.) The standard was far exceeded, however, in the second year of the reporting period (2011 to 2012) with growth of 53%.</p>	<p>The number of business degrees awarded has seen stellar growth over the past six academic years (an increase of 527%). It is unclear why the 2010 to 2011 did not meet the targeted growth rate of 20%. However, the growth rate over the total reporting period (2010 to 2012) is 68% (from 97 graduates to 163 graduates), far exceeding a 20% average growth per year.</p>	<p>The Department will continue to monitor graduation student progress and promote completion.</p>	 <p><b>Total Associate Degrees in Business Awarded</b></p> <table border="1"> <thead> <tr> <th>AY</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>26</td> <td>37</td> <td>41</td> <td>61</td> <td>97</td> <td>106</td> <td>163</td> </tr> </tbody> </table> <p><b>Associate Degree in Business Growth Rate from Previous Academic Year</b></p> <table border="1"> <thead> <tr> <th>AY</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Growth Rate</td> <td>52%</td> <td>11%</td> <td>48%</td> <td>37%</td> <td>9%</td> <td>54%</td> </tr> </tbody> </table>	AY	2006	2007	2008	2009	2010	2011	2012	Count	26	37	41	61	97	106	163	AY	2007	2008	2009	2010	2011	2012	Growth Rate	52%	11%	48%	37%	9%	54%
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