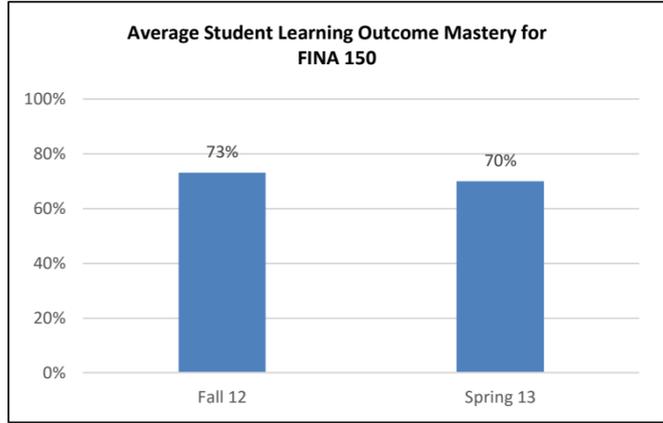
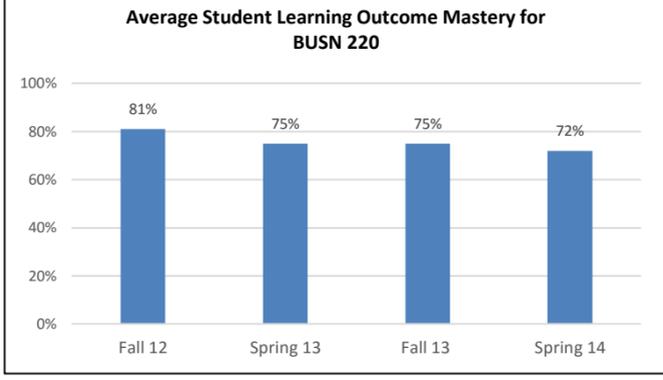
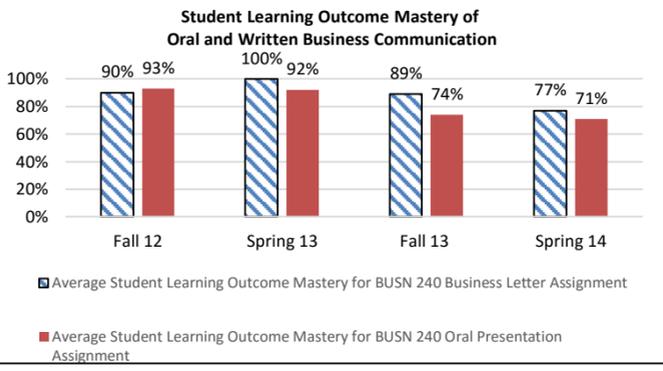


Table 2: Measurement and Analysis of Student Learning and Performance (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition														
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>														
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative														
<p>Program: Associate of Applied Science in Business Technology (Program Outcomes 1-6 listed below are used in both the Entrepreneurship Concentration and the Management Concentration. Each concentration has one additional outcome specific to it, 7E for Entrepreneurship and 7M for Management.</p>															
<p>Course(s): Vary by Outcome</p>															
<p>Program Outcomes Measurable Goals: 70% of students will express competence in each assessment. Competence is defined as a score of 70% or better on each individual assessment.</p>															
<p>AAS PROGRAM OUTCOME 1: Students will be able to apply accounting terms and concepts to make business decisions.</p> <p>ACCT 201 ACCT 203</p>	<p>Summative, Internal, Learning Outcomes Assessment administered at the end of each semester.</p> <p>Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.</p>	<p>ACCT 201</p> <p>This outcome as measured in ACCT 201 has only been met successfully in Spring 2013, and even then, the score was right at 70%.</p>	<p>ACCT 201</p> <p>The general decline of mastery of outcomes for this course, which is taught by experienced teachers whose students have shown mastery in other courses indicates that the problem may be with the course setup itself or perhaps the methods of learning outcome assessment.</p>	<p>ACCT 201</p> <p>The results of these outcomes represent an area which needs to be examined closely by the accounting department over the next semesters. The department met at beginning of Spring 2015 and faculty are working on course and learning outcome assessment revision to make sure that the assessments line up with true course goals.</p>	<table border="1"> <caption>Average Student Learning Outcome Achievement for ACCT 201</caption> <thead> <tr> <th>Semester</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>65%</td> </tr> <tr> <td>Spring 13</td> <td>70%</td> </tr> <tr> <td>Fall 13</td> <td>55%</td> </tr> <tr> <td>Spring 14</td> <td>60%</td> </tr> </tbody> </table>	Semester	Achievement (%)	Fall 12	65%	Spring 13	70%	Fall 13	55%	Spring 14	60%
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		<p>ACCT 203</p> <p>This outcome as measured in ACCT 203 has been successfully met each semester, with students performing at greater than 70% on average.</p>	<p>ACCT 203</p> <p>Although the outcome has been successfully met, the department recognizes that there has been fluctuation in success over the reporting period. The accounting department continues to work toward improvement in student learning.</p>	<p>ACCT 203</p> <p>The greater use of text publisher-created online learning programs in conjunction with faculty instruction seems to have helped students' understanding. Additionally, faculty encourage students to visit the BRCC Academic Learning Center for tutoring.</p>	<p>Average Student Learning Outcome Achievement for ACCT 203</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>73%</td> </tr> <tr> <td>Spring 13</td> <td>81%</td> </tr> <tr> <td>Fall 13</td> <td>77%</td> </tr> <tr> <td>Spring 14</td> <td>74%</td> </tr> </tbody> </table>	Semester	Achievement (%)	Fall 12	73%	Spring 13	81%	Fall 13	77%	Spring 14	74%										
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<p>AAS PROGRAM OUTCOME 3: Students will be able to use financial tools in making business decisions.</p> <p>FINA 150</p>	<p>Summative, Internal, Learning Outcomes Assessment administered at the end of each semester.</p> <p>Semesters included are: Fall 2012 and Spring 2013.</p>	<p>This outcome has been successfully met both semesters data was available, with students performing at greater than 70% on average.</p>	<p>Students were right at 70% for the last semester data was available. Although data was not analyzed during Fall 2013 and Spring 2014 due to personnel changes, as of Fall 2014, a new full-time faculty member has been appointed as course coordinator, making consistent data collection easier.</p>	<p>The Department Chair and Dean will help to ensure that the outcome as assessed in FINA 150 is consistently reported. The Department will continue to monitor closely student achievement of this learning outcome.</p>	 <table border="1"> <caption>Average Student Learning Outcome Mastery for FINA 150</caption> <thead> <tr> <th>Semester</th> <th>Mastery (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>73%</td> </tr> <tr> <td>Spring 13</td> <td>70%</td> </tr> </tbody> </table>	Semester	Mastery (%)	Fall 12	73%	Spring 13	70%									
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<p>AAS PROGRAM OUTCOME 4: Students will be able to identify legal considerations applicable in a business.</p> <p>BUSN 220</p>	<p>Summative, Internal, Learning Outcomes Assessment administered at the end of each semester.</p> <p>Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.</p>	<p>This outcome as measured in BUSN 220 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 department will continue to monitor closely student achievement in this area.</p>	<p>The Business Department will continue to monitor closely student achievement of this learning outcome in order to recognize a downward trend early.</p>	 <table border="1"> <caption>Average Student Learning Outcome Mastery for BUSN 220</caption> <thead> <tr> <th>Semester</th> <th>Mastery (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>81%</td> </tr> <tr> <td>Spring 13</td> <td>75%</td> </tr> <tr> <td>Fall 13</td> <td>75%</td> </tr> <tr> <td>Spring 14</td> <td>72%</td> </tr> </tbody> </table>	Semester	Mastery (%)	Fall 12	81%	Spring 13	75%	Fall 13	75%	Spring 14	72%					
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<p>AAS PROGRAM OUTCOME 5: Students will be able to use oral and written business communication skills appropriate to targeted audiences.</p> <p>BUSN 240</p>	<p>Oral Presentation Assignment - Formative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered during the semester.</p> <p>Written Business Letter Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered at the end of each semester.</p> <p>Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.</p>	<p>Students mastered this outcome for each semester in the reporting period.</p>	<p>As in the past, students have done very well in successfully meeting outcomes as measured in two assignments in the course BUSN 240.</p>	<p>Spring 2014 is lower than previous semesters but still meets the threshold. These assessments should be closely examined each semester should a downward trend emerge. Faculty teaching the course continue to make adjustments to ensure continued success in obtaining oral and written business communication skills necessary for today's workforce.</p>	 <table border="1"> <caption>Student Learning Outcome Mastery of Oral and Written Business Communication</caption> <thead> <tr> <th>Semester</th> <th>Business Letter Assignment (%)</th> <th>Oral Presentation Assignment (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>90%</td> <td>93%</td> </tr> <tr> <td>Spring 13</td> <td>100%</td> <td>92%</td> </tr> <tr> <td>Fall 13</td> <td>89%</td> <td>74%</td> </tr> <tr> <td>Spring 14</td> <td>77%</td> <td>71%</td> </tr> </tbody> </table>	Semester	Business Letter Assignment (%)	Oral Presentation Assignment (%)	Fall 12	90%	93%	Spring 13	100%	92%	Fall 13	89%	74%	Spring 14	77%	71%
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<p>AAS PROGRAM OUTCOME 6: Students will be able to demonstrate tenets of professionalism including professional image, teamwork, and customer relations.</p> <p>BUSN 240</p>	<p>Professional Image 1) Resume & Cover Letter Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered at the end of the semester.</p> <p>2) Mock Interview Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) taking place at the end of the semester.</p> <p>Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.</p>	<p>Students mastered this outcome for each semester in the reporting period.</p>	<p>Students are doing well in these areas. Fall 13's resume/cover letter assignment seems to be an anomaly. Perhaps directions or deadlines for the assignment were unclear.</p>	<p>Faculty will continue to reinforce these important concepts. Business Advisory Board members consistently stress the importance of these skills.</p>	<p style="text-align: center;">Student Learning Outcome Mastery of Professional Image</p> <table border="1"> <caption>Student Learning Outcome Mastery of Professional Image</caption> <thead> <tr> <th>Semester</th> <th>Average Student Learning Outcome Mastery for BUSN 240 Resume/Cover Letter Assignment</th> <th>Average Student Learning Outcome Mastery for BUSN 240 Mock Interview Assignment</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>89%</td> <td>88%</td> </tr> <tr> <td>Spring 13</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Fall 13</td> <td>63%</td> <td>96%</td> </tr> <tr> <td>Spring 14</td> <td>100%</td> <td>86%</td> </tr> </tbody> </table>	Semester	Average Student Learning Outcome Mastery for BUSN 240 Resume/Cover Letter Assignment	Average Student Learning Outcome Mastery for BUSN 240 Mock Interview Assignment	Fall 12	89%	88%	Spring 13	100%	100%	Fall 13	63%	96%	Spring 14	100%	86%
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	<p>Teamwork Group Project Report and Peer Assessment Assignment - Formative Outcome Assessment (assignment using departmentally-designed rubric) taking place during the semester.</p> <p>Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.</p>	<p>Students mastered this outcome for each semester in the reporting period.</p>	<p>Business students generally do well with group projects. Since BUSN 240 is usually taken near the end of the program, students are serious in their studies and recognize the importance of being able to work with others to achieve a goal.</p>	<p>Faculty teaching this assignment, along with Business Department, will make sure that the assignment or assignments measuring teamwork reflect as accurately as possible real world situations.</p>	<p style="text-align: center;">Average Student Learning Outcome Mastery of Teamwork</p> <table border="1"> <caption>Average Student Learning Outcome Mastery of Teamwork</caption> <thead> <tr> <th>Semester</th> <th>Average Student Learning Outcome Mastery</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>94%</td> </tr> <tr> <td>Spring 13</td> <td>100%</td> </tr> <tr> <td>Fall 13</td> <td>90%</td> </tr> <tr> <td>Spring 14</td> <td>100%</td> </tr> </tbody> </table>	Semester	Average Student Learning Outcome Mastery	Fall 12	94%	Spring 13	100%	Fall 13	90%	Spring 14	100%					
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<p>BUSN 130</p>	<p>Customer Relations - Group Project Report and Peer Assessment Assignment - Formative Outcome Assessment (assignment using departmentally-designed rubric) taking place during the semester.</p> <p>Semesters included are: Fall 2012 and Fall 2013.</p>	<p>Students mastered this outcome for the two semesters in the reporting period.</p>	<p>Business students generally do well with customer relations as the concepts are touched upon in almost every business course. This may be due to most students having had some work experience in customer relations which allows them to relate concepts with real world situations.</p>	<p>Only two semesters were included due to staffing changes. A full-time faculty member now has responsibility for assessment reporting. The Department Chair and Dean will help to ensure that the outcome as assessed in BUSN 130 is consistently reported.</p>	<p style="text-align: center;">Average Student Learning Outcome Mastery for BUSN 130</p> <table border="1"> <caption>Average Student Learning Outcome Mastery for BUSN 130</caption> <thead> <tr> <th>Semester</th> <th>Average Student Learning Outcome Mastery</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>85%</td> </tr> <tr> <td>Fall 13</td> <td>85%</td> </tr> </tbody> </table>	Semester	Average Student Learning Outcome Mastery	Fall 12	85%	Fall 13	85%									
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<p>AAS PROGRAM OUTCOME 7E: Students will be able to produce and present an original, detailed business plan.</p> <p>MANG 222</p>	<p>Summative, Internal, Learning Outcomes Assessment administered at the end the semester. Assessment (business plan creation and presentation assignments using departmentally-designed rubrics) taking place at the end of the semester.</p> <p>Semester included is Fall 2014.</p> <p>From Fall 2012 to Spring 2014, the course which includes the business plan development (MANG 222), was not offered. Fall 2014 was the first time the course was offered as the first group of students in the entrepreneurship concentration were ready to take the course.</p>	<p>Students mastered both parts of the outcome, the creation of the business plan as well as the presentation of it.</p>	<p>86% of students created a business plan demonstrating competence. Students were successful because of the intense preparation in both MANG 122 and 222 leading up to the creation of the plan. Also, by the end of the semester students were extremely comfortable presenting their idea since the concepts had been developed throughout both MANG 122 and 222.</p>	<p>Faculty teaching MANG 122 and 222 will continue to use both courses to develop skills enabling students to present orally and in writing their business concept. Faculty should continue to focus on the business development process throughout both courses so that by the end of MANG 222, students are able to create and present their idea.</p>	<p>Fall 2014 - Percent of Students Demonstrating Competency: Business Plan Creation - 85% Business Plan Presentation - 100%</p>										
<p>AAS PROGRAM OUTCOME 7M: Students will be able to use the functions of management to address a standardized management situation in keeping with organizational goals.</p> <p>MANG 201</p>	<p>Summative, Internal, Learning Outcomes Assessment administered at the end of each semester.</p> <p>Semesters included are: Fall 2012, Fall 2013, Spring 2014.</p>	<p>Of the three semesters included, this outcome as measured in MANG 201 has only been met successfully in Fall 2013. Data from Spring 2013 was not available.</p>	<p>The Department recognizes that there are challenges in the way that this outcome is assessed. Faculty believe that students are actually achieving this outcome, but this is not reflected in the assessment tool that was used.</p>	<p>The Department is working with the College's Assessment Committee Chair on re-designing the assessment tool so that it adequately captures whether or not students have met this program outcome.</p>	<p>Average Student Learning Outcome Mastery for MANG 201</p> <table border="1"> <caption>Average Student Learning Outcome Mastery for MANG 201</caption> <thead> <tr> <th>Semester</th> <th>Mastery Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>57%</td> </tr> <tr> <td>Spring 13</td> <td>0%</td> </tr> <tr> <td>Fall 13</td> <td>78%</td> </tr> <tr> <td>Spring 14</td> <td>60%</td> </tr> </tbody> </table>	Semester	Mastery Percentage	Fall 12	57%	Spring 13	0%	Fall 13	78%	Spring 14	60%
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Program: Associate of Science in Business

Course(s): Vary by Outcome

Program Outcomes Measurable Goals: 70% of students will express competence in each assessment. Competence is defined as a score of 70% or better on each individual assessment.

AS PROGRAM OUTCOME 1:
Students will be able to apply accounting terms and concepts to make business decisions.

ACCT 201
ACCT 203

Summative, Internal, Learning Outcomes Assessment administered at the end of each semester.

Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.

ACCT 201

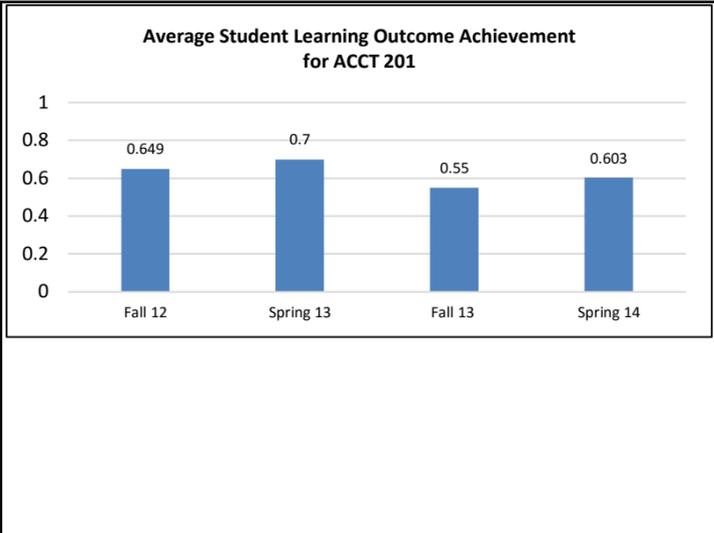
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ACCT 201

The general decline of mastery of outcomes for this course, which is taught by experienced teachers whose students in other classes have shown mastery indicates that the problem may be with the course setup itself or perhaps the methods of learning outcome assessment.

ACCT 201

The results of these outcomes represent an area which needs to be examined closely by the accounting department over the next semesters. The department met at beginning of Spring 2015 and faculty are working on course and learning outcome assessment revision to make sure that the assessments line up with true course goals.



ACCT 203

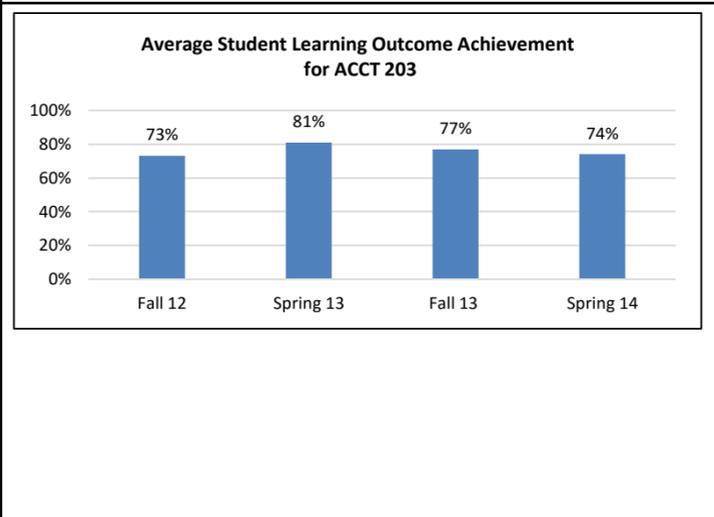
This outcome as measured in ACCT 203 has been successfully met each semester, with students performing at greater than 70% on average.

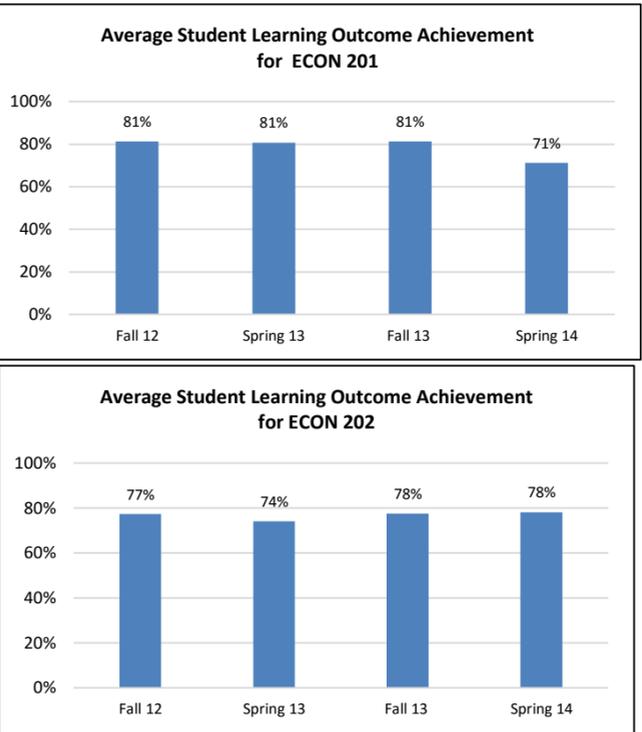
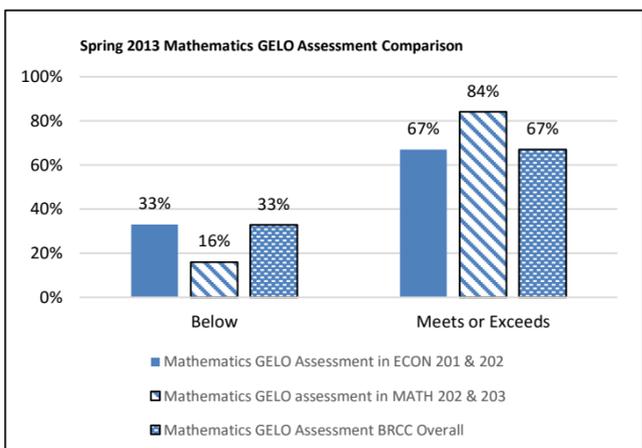
ACCT 203

Although the outcome has been successfully met, the department recognizes that there has been a decrease from higher scores in the middle of the reporting period. The accounting department continues to work toward improvement in student learning.

ACCT 203

The greater use of text publisher-created online learning programs in conjunction with faculty instruction seems to have helped students' understanding. Furthermore, Accounting faculty have increased encouragement of student use of tutoring through the BRCC's Academic Learning Center.



<p>AS PROGRAM OUTCOME 2: Students will be able to apply economic theory in business decisions.</p> <p>ECON 201 ECON 202</p>	<p>Summative, Internal, Learning Outcomes Assessment administered at the end of each semester.</p> <p>Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.</p>	<p>ECON 201 ECON 202</p> <p>This outcome has been successfully met each semester, with students performing at greater than 70% on average in both classes used for assessment.</p>	<p>ECON 201 ECON 202</p> <p>As in the past, students have done extremely well in successfully meeting outcomes in all three of the key economics courses.</p>	<p>ECON 201 ECON 202</p> <p>Economics faculty will continue to provide excellent instruction. Faculty will also continue to participate in professional development opportunities as available. Economics faculty are able to receive exceptional resources free from the Federal Reserve's education branch. Also, the Business Department will continue to seek out and maintain a qualified pool of adjuncts for economics courses.</p>	 <p>Average Student Learning Outcome Achievement for ECON 201</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>81%</td> </tr> <tr> <td>Spring 13</td> <td>81%</td> </tr> <tr> <td>Fall 13</td> <td>81%</td> </tr> <tr> <td>Spring 14</td> <td>71%</td> </tr> </tbody> </table> <p>Average Student Learning Outcome Achievement for ECON 202</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>77%</td> </tr> <tr> <td>Spring 13</td> <td>74%</td> </tr> <tr> <td>Fall 13</td> <td>78%</td> </tr> <tr> <td>Spring 14</td> <td>78%</td> </tr> </tbody> </table>	Semester	Achievement (%)	Fall 12	81%	Spring 13	81%	Fall 13	81%	Spring 14	71%	Semester	Achievement (%)	Fall 12	77%	Spring 13	74%	Fall 13	78%	Spring 14	78%
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<p>AS PROGRAM OUTCOME 3: Students will be able to organize, analyze, and make information useful by employing mathematic principles.</p> <p>ECON 201 ECON 202 MATH 202 (Statistics I) MATH 203 (Statistics II)</p>	<p>BRCC General Education Learning Outcomes Assessment on the college-wide outcome of "Comprehend and apply quantitative concepts and methods to interpret and critically evaluate data and to problem-solve in a variety of contexts demanding quantitative literacy" as measured in ECON 201, ECON 202, MATH 202, and MATH 203, all of which are general education courses at BRCC. Goal is 70% of students meeting or exceeding expectations as defined by the common rubric devised by BRCC Gen. Ed. Committee.</p> <p>Summative, Comparative, Internal, Learning Outcomes Assessment administered at the end of each semester.</p> <p>Semester included is Spring 2013.</p>	<p>The goal of 70% of students meeting or exceeding outcome was not successfully met in Spring 2013. In the two ECON courses measured, 67% of students assessed scored meets or exceeds expectations on the instrument. This was equal to the overall BRCC average of 67%. The goal was met easily in MATH 202 and MATH 203, with 84% meeting or exceeding achievement of the outcome.</p>	<p>The Business Department needs to examine why students in the two ECON classes did not score above 70% on the math assessment administered as a part of the BRCC General Education assessment.</p>	<p>BRCC's Gen. Ed. assessment in Spring 2013 is only one data point, which limits the ability of the Department to analyze this outcome. In the past, the Department has been able to get data on business students in business-related MATH courses such as statistics for each semester. However, other areas of the College have not required course assessment each semester. The Department needs to focus on working with the MATH department so that proper assessments are completed more regularly in order to help analyze business program outcomes or devise its own assessments for this outcome.</p>	 <p>Spring 2013 Mathematics GELO Assessment Comparison</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Below (%)</th> <th>Meets or Exceeds (%)</th> </tr> </thead> <tbody> <tr> <td>Mathematics GELO Assessment in ECON 201 & 202</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Mathematics GELO assessment in MATH 202 & 203</td> <td>16%</td> <td>84%</td> </tr> <tr> <td>Mathematics GELO Assessment BRCC Overall</td> <td>33%</td> <td>67%</td> </tr> </tbody> </table>	Category	Below (%)	Meets or Exceeds (%)	Mathematics GELO Assessment in ECON 201 & 202	33%	67%	Mathematics GELO assessment in MATH 202 & 203	16%	84%	Mathematics GELO Assessment BRCC Overall	33%	67%								
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<p>AS PROGRAM OUTCOME 4: Students will be able to be able to use oral and written communication skills appropriate to targeted audiences.</p> <p>BUSN 240</p>	<p>Oral Presentation Assignment - Formative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered during the semester.</p> <p>Written Business Letter Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered at the end of each semester.</p> <p>Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.</p>	<p>BUSN 240</p> <p>Students mastered this outcome for each semester in the reporting period.</p>	<p>As in the past, students have done very well in successfully meeting outcomes as measured in two assignments in the course BUSN 240.</p>	<p>Spring 2014 is lower than previous semesters but still meets the threshold. These assessments should be closely examined each semester should a downward trend emerge. Faculty teaching the course continue to make adjustments to ensure continued success in obtaining oral and written business communication skills necessary for today's workforce.</p>	<table border="1"> <caption>Student Learning Outcome Mastery of Oral and Written Business Communication</caption> <thead> <tr> <th>Semester</th> <th>Average Student Learning Outcome Mastery for BUSN 240 Business Letter Assignment</th> <th>Average Student Learning Outcome Mastery for BUSN 240 Oral Presentation Assignment</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>90%</td> <td>93%</td> </tr> <tr> <td>Spring 13</td> <td>100%</td> <td>92%</td> </tr> <tr> <td>Fall 13</td> <td>89%</td> <td>74%</td> </tr> <tr> <td>Spring 14</td> <td>77%</td> <td>71%</td> </tr> </tbody> </table>	Semester	Average Student Learning Outcome Mastery for BUSN 240 Business Letter Assignment	Average Student Learning Outcome Mastery for BUSN 240 Oral Presentation Assignment	Fall 12	90%	93%	Spring 13	100%	92%	Fall 13	89%	74%	Spring 14	77%	71%
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<p>AS Transfer Student Success - Data from Louisiana Board of Regents</p>	<p>Data report acquired by BRCC's Office of Institutional Research from the Louisiana Board of Regents of BRCC AS in Business graduates' subsequent enrollment at other colleges and universities.</p>	<p>BRCC's AS in Business graduates are successfully transferring to other colleges and universities to continue their studies. From Spring 12 to Spring 14, graduates were successfully matriculating at numerous colleges and universities. According to the data, 22 BRCC AS in Business graduates received bachelor's degrees at other universities.</p>	<p>Part of the mission of BRCC is to prepare students for transfer to other schools to continue their education. As mentioned, BRCC's AS in Business graduates are continuing on to notable universities. Although 22 have received bachelor's degrees, it is unclear why that number is such a small percentage of AS in Business graduates. Additionally, data received from the Board of Regents lacks detail and thus makes in-depth analysis difficult.</p>	<p>The Business Department needs to improve its advising of students in its area if students are graduating with the AS and not transferring. Students who don't intend to transfer would be better served with the workforce-oriented degree, the AAS in Business Technology. Faculty advisors need to continually work with their advisees to ensure that the student is following the curriculum best suited for their needs. Also, the Business Department will work closely with the Office of Institutional Research to get more detailed information from the Board of Regents.</p>	<table border="1"> <thead> <tr> <th>Transfer Colleges & Universities of AS BUSN Graduates</th> </tr> </thead> <tbody> <tr><td>Florida Institute of Technology - University Alliance</td></tr> <tr><td>Lamar University - Beaumont</td></tr> <tr><td>Liberty University</td></tr> <tr><td>Louisiana State University</td></tr> <tr><td>Northwestern State University</td></tr> <tr><td>Our Lady of the Lake College</td></tr> <tr><td>Southeastern Louisiana University</td></tr> <tr><td>Southern University</td></tr> <tr><td>University of Louisiana - Lafayette</td></tr> <tr><td>University of New Orleans</td></tr> <tr><td>University of North Texas</td></tr> <tr><td>University of Phoenix</td></tr> <tr><td>Upper Iowa University</td></tr> </tbody> </table>	Transfer Colleges & Universities of AS BUSN Graduates	Florida Institute of Technology - University Alliance	Lamar University - Beaumont	Liberty University	Louisiana State University	Northwestern State University	Our Lady of the Lake College	Southeastern Louisiana University	Southern University	University of Louisiana - Lafayette	University of New Orleans	University of North Texas	University of Phoenix	Upper Iowa University	
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