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201 Community College Drive • Baton Rouge, Louisiana 70806

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June 8, 2012

Dr. Joe May, President  
Louisiana Community and Technical College System  
265 South Foster Drive  
Baton Rouge, Louisiana 70806

Dear Dr. May:

Attached you will find revised copies of the 2012 GRAD Act report for Baton Rouge Community College (BRCC) in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. We appreciate the opportunity to amend these documents. Included in this submission are the following documents:

- Student Success Narrative including Attachment B: Licensures and Certifications (IBC)
- The Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- A copy of the GRAD Act online data submission
- Attachment D in two parts: 1) new scoring process and 2) annual benchmarks and 6-year targets
- GRAD Act Performance Objectives Data Chart

The college point of contact for this information is Dr. Shana Corvers. She can be reached at (225) 216-8031 or via email at [corverss@mybrcc.edu](mailto:corverss@mybrcc.edu).

Respectfully,

Andrea Lewis Miller

Enclosures

ALM/sc

cc: Dr. Shana Corvers, Director, Institutional Effectiveness & Planning



210 Community College Drive  
Baton Rouge, La. 70806  
225-216-8000  
[www.mybrcc.edu](http://www.mybrcc.edu)

To: Dr. Albertha Lawson, LCTCS Assistant Vice President for Institutional Research and Planning

From: Dr. Shana Corvers, BRCC Director for Institutional Effectiveness and Planning

6/8/2012

Re: La. Board of Regents GRAD Act Portal Corrections

BRCC has one data correction to be made in the La. Board Of Regent (BoR) GRAD Act data portal. BoR staff advised BRCC to provide documentation of the necessary changes need to be made via this memo. The changes are as follows:

GRAD ACT Section title: Workforce and Economic Development

- a. Eliminate academic programs with low student completion rates
  - i. Number of programs eliminated – No change
  - ii. Number of programs modified or added – change to “12”
  - iii. Percent of programs aligned with workforce and economic development needs:
    - Number of program offerings change to “29”
    - Number of programs aligned with workforce change to “18”

We appreciate the opportunity to amend the report.

# Baton Rouge Community College



## **GRAD Act Performance Objectives Student Success**

### **2012 Annual Report (Reporting Year 2011-2012)**

## Contents

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## Measures for Objective 1: Student Success

For purposes of compiling this report, the guidelines in the Board of Regents document titled “Attachment B” relative to the GRAD Act were followed. *Appendix #1, page 6* includes all data for the required targeted measures for **Objective 1- Student Success: a, b, c, and d**. In addition, BRCC is reporting on two optional measures, **a. v** and **vi** which are graduation and award productivity. BRCC is reporting an unduplicated (head count) number of completers for Graduation Productivity and a duplicated count of awards, (some students receive both certificates and degrees simultaneously) for Award Productivity. Regarding **d. iii**, BRCC does not administer the WorkKeys exams; therefore, there are no scores to report.

### **An explanation for or an observation on any targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

BRCC has met all of the **Objective 1** targeted measures. Though BRCC’s annual retention rates are improving, to sustain this progress BRCC recognizes the need to continue effective retention strategies that yield substantially larger yearly percent increases. Specifically, BRCC’s 2 year average retention rate of 47.9% exceeded the 3- year average LCTCS scoring rubric retention value of 47.8%, only by .1%. Please find in the narrative below, specific activities designed to impact student retention. Retention strategies were implemented in this reporting year which will require further analysis of the data to yield conclusive results.

### **Student success policies/programs/initiatives implemented/continued during the reporting year.**

#### **Student success policies implemented or continued during the reporting year:**

LCTCS and BRCC policies impacting student success continued in the reporting year are listed in *Appendix #2, page 2*. An example of policies which positively impacted student success is as follows:

**Mandatory Placement (BRCC policy #424):** Admitted students, without an ACT score, must take the COMPASS test to determine math, English, and reading placement. The BRCC math COMPASS placement score was increased in response to an amended BoR policy. The new placement scores have resulted in better placement of students in developmental and college level math based on mathematics skill sets and knowledge.

**Articulation Agreements (BRCC policy #415):** BRCC continued to enter into transfer, articulation, and other cooperative agreements with four year colleges and universities. BRCC signed the “Bears2Tigers” agreement with LSU in fall 2010 which eases the transition of students from BRCC to LSU. In the current reporting year, two articulation agreements in the AS Nursing program have been signed with Northwestern State University and Our Lady of the Lake College. The college has a total of 15 articulation agreements.

#### **Student success programs that are continuing and were noted in the last year’s GRAD ACT submission include the following:**

##### **Orientation Program**

The College continued its student orientation program in order to ensure that students obtain the information needed for them to be successful. In an attempt to increase the number of students benefiting from orientation, the College researched successful orientation strategies. An online delivery mode was selected and implemented as the primary orientation method. Additionally, a parent orientation program was added in May 2011.

##### **Title III**

The Title III federal grant continues to fund several initiatives designed to increase student retention and success. These initiatives include: 1) the linking of reading/writing courses with the College Success Skill courses, 2) student ambassadors program, 3) peer tutors, and 4) faculty and staff mentors. The 2011 Annual Performance Report for Title III can be accessed at the following link: <http://www.mybrcc.edu:8000/attachments/article/110/2011TitleIIIAPR.pdf>

##### **Quality Enhancement Plan (QEP)**

The QEP is a required component of SACS Accreditation. BRCC’S QEP is a first-year student orientation program that includes a College Success Skills course (CSSK), in which faculty identify and meet the needs of new students. Of the

students who completed the CSSK class in fall of 2011, 75% were retained to spring 2012. A tool utilized through CSSK includes the College Student Inventory, which assesses a student's potential challenges in academic and non-academic issues, specifically factors that may increase their likelihood of dropping out of school. Faculty, advisors, and mentors use the data to help students to persist through graduation.

### **Academic Programs**

Six new academic programs were implemented during the 2011-2012 academic year. These programs include the AAS in Veterinary Technology, AAS in Diagnostic Medical Sonography; and Certificates in Technology in the following areas: Avionics, Cybersecurity, Surveying, and Highway Engineering. To accommodate students with nontraditional schedules BRCC expanded course offerings in the evening and on weekends.

### **Student success initiatives implemented or continued during the reporting year:**

#### **Developmental Education**

A review of data regarding student pass rates in the developmental math sequence indicated a passage rate of 49.7% in fall 2010 and 52.8 % in fall 2011, representing a 3.1% annualized increase. BRCC continues to study the effectiveness of various educational initiatives related to developmental education and will continue to report on these.

Two boot camps (mathematics and writing) were offered as a Title III initiative in summer 2011 to new students who placed into MATH 092 (first level developmental math) or ENGL 091. The purpose was to increase writing skills, gain knowledge of mathematical concepts, to allow students to retest and potentially place into a higher level of mathematics and/or English. In the summer of 2011, 37 students participated in the Summer Writer's Workshop (English Boot camp) while 49 participated in the Mathematics boot camp.

Of those participants who registered for fall 2011 courses, 33% scored into English 101 while 45% scored into Math 101/110. While not all students tested into college level courses, there was an improvement in their overall placement scores. Of those who placed into English 101, 58% passed their courses. Seventy-five percent of the remaining students whom improved their placement, passed their developmental English courses. Of those who placed into Math 101/110, 41% passed their courses, while 70% of those who improved their placement, passed their developmental mathematics courses.

Of the initial students participating in math boot camp, 71% were retained to fall 2011 while 65% of those in writing were retained to fall 2011. Once completing their fall 2011 semesters, 60% of the writing boot camp participants were retained to spring 2012, while 67% of the math boot camp participants were retained to spring 2012.

#### **Center for Academic Success**

Prior to 2010, the college did not have a designated unit for basic retention activities. As a result, the Chancellor created a new Center for Academic Success which centralizes retention services such as testing, an open math lab, tutoring, counseling, advising, and disability services. In 2011, the center's units continue to meet and collaborate on key student success interventions, such as New Student Orientation, which includes recruiting for special topic courses such as the Integrated Reading and Writing (IRW). Other initiatives include learning communities (course linkage between the IRW courses and College Success Skills-CSSK), peer tutors inside the mathematics classrooms, mentoring partners, College Student Inventory testing, and Student Ambassadors.

#### **Art**

The enrollment for students majoring in art related majors increased by 50.4% from fall 2010 to fall 2011. To better serve this growing population, the Frazier Annex building was extensively renovated to incorporate an additional eight classrooms for instruction in studio and graphic arts. Accommodations in this area have been made for photography, sculpture, drawing, film and an exhibition gallery.

**Partnerships**

BRCC enrollment from the Livingston and Baker School Districts has been in a constant flux since fall 2006. To stabilize and increase the enrollment from these districts, BRCC enriched its relationship to these secondary partners by training and placing three **career coaches** in six high schools within these districts. Enrollment increases from these districts will be monitored to ascertain the effectiveness of the placement of the career coaches.

The annual **High School Counselors Luncheon** was hosted by BRCC with 58 counselors in attendance. This event promotes BRCC programs and serves as an avenue to strengthen secondary partnerships.

BRCC faculty conducted a **professional development course** on reinforcing math concepts in career and technical courses for 15 EBR School District career and technical education teachers. A detailed list of secondary partnerships can be found in *Appendix #3, page 9*.

**Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year. (Other assessments and outcome measures for workforce foundational skills.)**

**GAP TEST:** BRCC uses the Graduate Academic Potential (GAP) Test to measure foundational skill attainment and to support our institutional assessment model of accountability. Results can be utilized to assess math and writing preparation of graduates. This test is given in the spring semester to students who are eligible to graduate. The tests are scored by ACT. The chart below indicates that there is an increase in BRCC student performance from Spring 2010 to Spring 2011, in both subject areas. Additionally BRCC students exceed the national average for foundational skill attainment for Spring 2011. (*Objective 1, d. iv.*). The spring 2012 graduating class data is NOT included in the following chart given test results were not available prior to the writing of this report

Test Semester	Mean Math Scores		% of BRCC students at or above national mean in Math	Writing Essay (Composite score 1.00 to 6.00)		% of BRCC students at or above national mean composite in Writing Essay
	State	National		State	National	
Spring 2010	55.5	56.2	54%	3.0	3.0	70%
Spring 2011	56.0	56.1	59%	3.0	3.0	73%
Spring 2012	Pending	Pending	Pending	Pending	Pending	Pending

**ACT COMPASS:** BRCC continues to administer this exam to all incoming students. The COMPASS results are used to place students in the appropriate math, reading and English courses. BRCC continues to study COMPASS placement scores and correlates it to student performance in developmental education courses.

**ENGLISH 101 EXIT:** Every English 101 student takes a writing exam as an exit requirement to assess course effectiveness at the end of the class. English 101 is a required general education course for every student seeking an associate degree. In order to receive a passing grade for ENGL 101, students must pass the exit exam or portfolio challenge and earn a “C” or better in the course. The results for testing completed in 2011 are in the following chart. Spring 2012 results were not available at the time this report was written.

Semester	Year	Total Tested	Total Pass	Percent Pass
Spring	2011	1,175	803	68.0%
Fall	2011	1,174	856	73.0%

**COLLEGE NET:** In fall 2009 BRCC began using CollegeNet, an online end of course evaluation system, which deploys course evaluations each semester. Students are able to evaluate their courses and instructors using this web based system which is completely confidential. BRCC utilizes this data to monitor student perception of the course and instructors. This data is also tied to the annual performance evaluation of instructors. Prior to the onset of the online end of course evaluations, 7,500-8,200 completed paper evaluations were returned annually. The 2011-2012 academic year was still in session at the time of this report; however, preliminary estimates placed the number of returned evaluations at over 11,800. Administration uses this data to evaluate over 21 aspects of course experiences to ensure quality instruction in the classroom.

### **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**

#### **Tracking mechanisms continued during the reporting year:**

The **Integrated Post-Secondary Education Data System (IPEDS)** is used campus wide to track retention, cohort graduation rate, student enrollment and demographic patterns, financial aid, and fiscal expenditures.

The **Louisiana Board of Regents (BoR)** data collection systems and standardized reports are utilized to track student performance measures such as time to degree, developmental education, and FTF retention.

The **Graduation Survey** is administered each spring to graduates. This survey is utilized to obtain feedback relative to the educational experience of BRCC students, such as quality of instruction and support services, students' perception of educational preparation, and utilization of BRCC student support services. Survey results can be found in *Appendix #4, page 12*.

Prior to 2011, the Career Center did not have formalized procedures for securing, tracking, and monitoring internships. The Career Center now uses a tracking and monitoring system. The new tracking and monitoring system will benefit the areas of Science Technology, Criminal Justice, Teacher Education, Entertainment Technology, and Construction Management which have internships in place. (See *Appendix #5, page 13*). The employment data is reported in Objective 3 entitled Workforce and Economic Development.

#### **Monitoring mechanisms continued during the reporting year:**

##### **Assessment**

BRCC has a long term assessment plan that includes division, department, faculty and staff goals and objectives, as well as program and course assessments which are linked to the college's strategic plan. Courses are assessed every semester using a variety of measures to determine whether students have met the identified course learning outcomes. The data is used by faculty to make course revisions needed to increase success rates. Each division keeps the assessment data for aggregation and trending. This data is included in discussions with program advisory committees made up of external workforce representatives. BRCC Academic Affairs Policy 410 states that program assessments are conducted on a three year cycle. This assessment is designed to evaluate student success and to assess program relevance to the current needs of industry.

#### **Reporting mechanisms continued during the reporting year:**

The AS in Nursing program had its onsite evaluation by the National League for Nursing Accrediting Commission in fall 2010 with initial accreditation granted in March 2011. In spring 2011 the business department submitted its first Quality Assurance report to the Accreditation Council for Business Schools and Programs (ACBSP) to maintain accreditation. ACBSP accepted the report with no qualifications and accreditation was continued.

#### **Objective 1 d, I, ii, iii. Licensure and Certifications: (See Appendices #6 and #7, pages 13-15)**

BRCC continues to perform exceptionally well on licensure exam outcomes and pass rates. Those nursing students who graduated in the fall of 2011 and took the NCLEX had a 100% pass rate on the NCLEX Exam. The graduating students of spring 2012 will be taking the NCLEX after graduation. In the fall 2011, 100% of those taking the PRAXIS passed as well.

OSHA Certification was continued with 90 students receiving the 30 hour OSHA certification. The OSHA certification is of particular interest to students enrolled in the AAS in Construction Management and AAS in Process Technology.

BRCC does not administer WorkKeys. In the GRAD Act portal, the data entry point has been left blank, since we have no students to report taking WorkKeys.



## **Development/use of external feedback reports during the reporting year.**

External feedback reports are essential to supporting the mission of BRCC. Feedback reports come from a variety of sources such as the Board of Regents *Retention, Exit, Transfer Pattern, and Completers* report, Student Clearing House *Student Tracker* report, high school surveys conducted by Upward Bound Program and College to Career Transition staff, and the Louisiana Workforce Commission *Employment Outlook* report. Academic officers utilize these feedback reports to monitor the retention and completion rates of transfer students, rigor and need for associate degree programs, employment rates of graduates, and assessment of the preparation of potential transfer students. These reports are an integral part of BRCC's institutional academic program assessment.

BRCC continues to work with articulation officers from the four year colleges and universities in the state to increase reporting on transfer students. While feedback reports were received in the 2010-11 academic year (see [http://www.mybrcc.edu:8000/index.php?option=com\\_content&view=article&id=113&Itemid=135](http://www.mybrcc.edu:8000/index.php?option=com_content&view=article&id=113&Itemid=135)), it is premature to have received the 2011-2012 feedback reports.

## **Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

In 2011, LCTCS implemented a strategy which encouraged all LCTCS institutions to review retention and graduation rates rankings among SREB peers annually. BRCC has chosen to utilize SREB data as well as IPEDS peer groups as established in the IPEDS annual Feedback reports, for purposes of comparison and benchmarking of graduation and retention rates. IPEDS will be BRCC's *national comparison* point and has identified 39 peer institutions that make a peer cohort for comparison purposes. Southern Regional Education Board (SREB) data will be used as BRCC's *regional peer comparison*. Of the 39 peer institutions identified by IPEDS, South Louisiana Community College (SLCC) was identified and this institution will be used for a *local comparison*.

The LCTCS policy encourages community colleges to use SREB research to strategically plan student success initiatives. In the SREB document "Promoting a Culture of Student Success" published April 2010, BRCC notes alignment and adoption of nearly all recommended programs and policies which the document identified as supporting a "Graduation Oriented Environment". The programs and initiatives BRCC has in place that are identified in the SREB document are: 1) Programs that focus on student academic readiness for college (i.e. Title III program, QEP and Upward Bound); 2) Institution wide student retention and success centers (i.e. Academic Learning center, Center for Academic Success; 3) Learning Communities (i.e. College Success Skills courses, partnerships with Algebra I and developmental math; integrated developmental reading and math courses); 4) Programs for at risk students (i.e. Title III program and Upward Bound); 5) Student advisement (i.e. in depth advising by faculty advisors; 6) Early Student Alerts (i.e. CSI and Starfish system); and 7) College Access (i.e. Affordability).

LCTCS is currently looking at systems that can be put in place to improve the rankings of LCTCS colleges' student success indicators and other key measures among SREB peers. This implementation is a system-wide standardization of data collection where all LCTCS colleges will be using the same Enterprise Resource Planning (ERP) system.

## Appendix #1: Objective 1 Student Success

		<u>Baseline</u>	<u>Year 1</u>	<u>Year 2</u>		
<b>a.</b>	<b>i. 1st to 2nd year retention rate</b>	48.10%	48.27%	47.50%		
	1. No. of first-time, full-time, degree-seeking students enrolled	1,226	1,243	1,331		
	2. No. of the above students retained (enrolled) at same institutions 2nd fall	590	600	632		
	<b>iv. Same institution graduation rate</b>	2.92%	3.26%	5.10%		
	1. Number of completers	26	31	56		
	2. Number of revised full-time, entering freshmen	889	950	1,101		
	<b>v. Graduation productivity</b>					
	1. Number of completers		468	548		
	2. Number of annual full-time equivalent		5,708.40	5,383.1		
	<b>vi. Award productivity</b>					
1. Number of awards		495	577			
2. Number of annual full-time equivalent		5,708.40	5,383.1			
<b>b.</b>	<b>i. Percent change in program completers</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>Percent Increase</b>	
	1. Certificate	9	150	188	25.33%	
	2. Associate	288	318	360	13.21%	
<b>c.</b>	<b>i. Number of high school students</b>					
	1. Summer		2	0		
	2. Fall		295	263		
	3. Spring		346	298		
	<b>ii. Number of semester credit hours in which high school students enroll</b>					
	1. Summer		9	0		
	2. Fall		966	822		
	3. Spring		1,116	969		
	<b>iii. Number of semester credit hours completed by high school students</b>					
	1. Summer		9	0		
	2. Fall		966	779		
	3. Spring		1089	867		
	<b>d.</b>	<b>i. Passage rates on licensure exams</b>	See Appendix #6-7			
		<b>ii. Number of students receiving certifications</b>	See Appendix #6-7			
		<b>iii. Number of students assessed and receiving WorkKeys certificates</b>		N/A	N/A	

## Appendix #2: Policies Impacting Student Success

<b>LCTCS Policies</b>		<b>BRCC Policies</b>	
1.010	Program Assessment	410	Academic Program Assessment
1.034	Participatory Curriculum Development	411	Academic Program Development
No corresponding System policy statement		412	Class Cancellation
1.017	Institutional Agreements and	415	Articulation Agreements
1.025	Articulation Agreements		
1.023	Non-Traditional Credit	416	Credit for Prior Learning
1.045	LCTCS On-line Initial Policy Statement	418	Electronic Learning
No corresponding System policy statement		422	Learning Outcomes
1.004	General Admissions Policy Statement for First Time Freshmen	424	Mandatory Placement
No corresponding System policy statement		448	Graduate Assessment Program

### Appendix #3: BRCC Secondary School Partnerships 2011-12

<i>School</i> <i>EBR School</i> <i>District</i>	Dual Enrollment	Early College	Upward Bound	Career Coaching	Academic Experience/ Outreach	Professional Development	Career Pathways
Arlington Prep						X	
Baton Rouge Magnet	X					X	
Baton Rouge High School		X				X	
Belaire High	X					X	
EBR Lab	X				X	X	
Broadmoor High	X					X	
EBR Accelerated						X	
Glen Oaks High						X	
Istrouma High			X		X	X	
McKinley High	X		X			X	
Northdale High						X	
Northeast High	X					X	
Scotlandville High	X				X	X	X
Tara High						X	
Valley Park High						X	
Woodlawn High						X	
<i>Smaller Schools</i>	Dual Enrollment	Early College	Early College	Career Coaching	Academic Experience/ Outreach	Professional Development	Career Pathways
Central High	X	X			X	X	X

Baker High	X			X	X	X	X
Jackson High							
Zachary High	X						
New Roads High							
St. Francisville High							
Albany High				X		X	
Denham Springs High							
Holden High				X		X	
Maurepas High				X		X	
Denham Springs Freshmen High				X		X	
Walker High				X		X	
Walker Freshmen High							
French Settlement High							
Doyle High							
Live Oak High						X	
Springfield High						X	
<b>Iberville Parish School District</b>	<b>Dual Enrollment</b>	<b>Early College</b>	<b>Upward Bound</b>	<b>Career Coaching</b>	<b>Academic Experience/ Outreach</b>	<b>Professional Development</b>	<b>Career Pathways</b>
Plaquemine High							
White Castle High	X						
Iberville Science Academy	X						

<b>West Baton Rouge Parish Schools</b>	<b>Dual Enrollment</b>	<b>Early College</b>	<b>Upward Bound</b>	<b>Career Coaching</b>	<b>Academic Experience/ Outreach</b>	<b>Professional Development</b>	<b>Career Pathways</b>
Brusly High	X						
Port Allen High	X						
<b>East/West Feliciana Parish Schools</b>	<b>Dual Enrollment</b>	<b>Early College</b>	<b>Upward Bound</b>	<b>Career Coaching</b>	<b>Academic Experience/ Outreach</b>	<b>Professional Development</b>	<b>Career Pathways</b>
West Feliciana High	X						

## Appendix #4: Student Graduation Survey

<b>(Percentage of Total Responses of Very Satisfied and Satisfied)</b>	
<i>Survey Questions</i>	<i>Spring 2011*</i>
Quality of Course Work Very Satisfied	93.9
Quality of Teaching	88.5
Variety of Courses	87.8
Content & Structure	87.8
Prepared for Academics/Career Expectation	89.2
Over all Degree Satisfaction	90.5
Faculty Concern for Academic Progress	81.7
Access to Faculty Outside of Class	86.4
Access to Faculty Advisor	86.4
Overall Experiences at BRCC	79.6
Class Size	87.8
Environment for Learning	81.0
Academic Learning Center	79.6
Availability of Courses	74.1

\*Spring 2012 data was NOT available at the time of this report submission

## Appendix #5: Tracking of Internships for 2011-2012 AY

<b>Degree Programs</b>	<b>No. of Internships in Summer 2011</b>	<b>No. of Internships in Fall 2011</b>	<b>No. of Internships in Spring 2012</b>	<b>Total Number for Reporting Year</b>
Process Technology	15	8	18	41
Criminal Justice	0	15	15	30
Science Technology	0	0	0	0
Construction Management	0	18	11	29
Entertainment Technology	0	12	14	26
Totals for 7 Degree Programs	15	53	58	126

BRCC has a fully accredited Associate of Science Degree in Nursing Program. In the reporting year, 2011–2012, the Nursing Department had 179 students in clinicals. The number of students in clinicals is not reported in the Tracking of Internships chart above. However, BRCC does track the success rate of its nursing students as they progress through clinicals, complete their degree program, sit for the licensure exam, and successfully enter the workforce.



## Appendix #6: Attachment B Licensure/Certifications

DISCIPLINES	2-YEAR COLLEGES
	BRCC
Athletic Training (51.0913)	
Clinical Laboratory Sciences/Medical Laboratory Technology (51.1004 & 51.1005)	
Dental Hygiene (51.0602)	
Diagnostic Medical Sonography (51.0910)	<b>0</b>
Dietetics Technician (51.3103)	
Dietician (51.3101)	
Education (13.0499 - 13.9999)	<b>8</b>
Emergency Medical Technician (all 3 levels) (51.0904)	
Funeral Service Education (12.0301)	
Health Information Technology (51.0706) (51.0707)	
Massage Therapy (51.3501)	
Nuclear Medical Technology (51.0905)	
Nursing (APRN) (include all specializations) (51.3802-51.3801)	
Nursing (PN) (51.3801-51.3901)	
Nursing (RN) (51.3801)	<b>20</b>
Occupational Therapy (51.2306)	
Occupational Therapy Assistant (51.0803)	
Pharmacy (51.2001)	
Pharmacy Technician (51.0805)	
Physical Therapy Assistant (51.2308)	
Radiation Therapy (51.0907)	
Radiologic Technology (51.0911)	
Respiratory Therapy (51.0812) (51.0908)	
Surgical Technology (51.0909)	
Veterinary Assistant (51.0808)	
Veterinary Medicine (51.2401)	

## Appendix #7: Licensure and Certifications (Elements I.d.i and I.d.ii)

		Most Recent Year Data		
ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate *	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Board of Certification (BOC)				
Louisiana State Board of Medical Examiners (LSBME)				
Louisiana State Board of Dentistry				
American Registry of Diagnostic Medical Sonography (ARDMS)	N/A new	0	0	
Commission on Dietetic Registration of the American Dietetics Association				
Louisiana State Department of Education	43.75%	8	8	100%
National Registry of Emergency Medical Technicians (NREMT)				
Louisiana State Board of Embalmers and Funeral Directors				
AHIMA: American Health Information Management Association				
Louisiana Board of Massage Therapy (LABMT)				
Louisiana State Radiologic Technology Board of Examiners				
Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Louisiana State Board of Nursing	100%	20	20	100%
Louisiana Board of Pharmacy				
Louisiana Physical Therapy Board (LPTB)				

Louisiana State Radiologic Technology Board of Examiners				
National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Louisiana Board of Veterinary Medicine				

**Appendix #7 continued:  
Licensure and Certifications  
(Elements 1.d.i. and 1.d.ii)**

<b>Institution: Baton Rouge Community College</b>				<b>Most Recent Year Data</b>		
<b>INDUSTRY-BASED CERTIFICATIONS</b>	<b>EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION</b>	<b>ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)</b>	<b>BASELINE YEAR Passage Rate *</b>	<b># Students who took exam</b>	<b># Students who met standards for passage</b>	<b>Calculated Passage Rate</b>
Adobe Certification		Adobe		0	0	
Adobe Flash		Adobe		0	0	
Aviation		FAA		0	0	
Care and Development of Young Children -- 19.0709		La. Dept of Children and Family Services		0	0	
Certified Clinical Medical Assistant		American Health Information Management Assoc.		0	0	
Certified Coding Associate		American Health Information Management Assoc.		31	29	94%
Certiport's Internet and Computing Core		Certiport		0	0	
Customer Service				0	0	
Electrician -- 46.0302		NCCER		14	14	100%
Floresty		La. Dept. Of Agriculture		20	19	95%
HIPAA		American Medical Association		0	0	
Human Resource Professional		Society for Human Resource Management		25	25	100%
Internet and Computing all areas (COMPTIA, CISCO, IC3)		Industry exam by platform		0	0	
MCITP: Enterprise Administrator on Windows Server 2008				0	0	

Medical Coding Specialist		American Health Information Management Assoc.		10	2	20%
Microsoft Certified IT Professional: Server 2008 Active Directory		Microsoft Corporation		0	0	
Microsoft Certified IT Professional: Server 2008 Application Infrastructure		Microsoft Corporation		0	0	
Microsoft Certified IT Professional: Server 2008 Enterprise Administration		Microsoft Corporation		0	0	
Microsoft Certified IT Professional: Server 2008 Network Infrastructure		Microsoft Corporation		0	0	
Microsoft Certified IT Professional: Windows 7 Configuration		Microsoft Corporation		0	0	
Microsoft Office User Specialist (MOUS)		Microsoft Corporation		0	0	
National Restaurant Association		Food Safety Certification - National Restaurant Assoc.		48	43	90%
NCCER - all areas (National Center for Construction Education and Research)		NCCER	100%	72	72	100%
Notary Public		La. Secretary of State		14	10	71%
Nursing-CNA		Louisiana Nurse Aide Registry - BR DHH		9	9	100%
OSHA		OSHA	100%	6	6	100%
OSHA 30 Hr. Construction Safety		OSHA		84	84	100%
Private Investigator		La. Board of Private Investigators		33	33	100%
Real Estate		La. State Board of Realtors		0	0	
Registered Medical Transcriptionist		Assoc. of Healthcare Documentation Integrity		2	2	100%
Solar Panel Design/Installation		North. American Board of Certified Energy Practitioners		29	15	52%

# **Baton Rouge Community College**



## **GRAD Act Performance Objectives Articulation and Transfer**

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**Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

**Articulation and transfer policies continued during the reporting year:**

<i>LCTCS Policies</i>	<i>BRCC Polices</i>
1.025 Articulation	415 Articulation Agreements
1.017 Institutional Agreements	442 Transfer Courses and GPA Calculation
1.029 Disclosure of Degree Program Transferability	429 Disclosure of Degree Program Transferability

The link to the aforementioned BRCC Academic policies is found below.

[http://www.brcc.cc.la.us/attachments/240\\_sec.%204%20academic%20affairs.pdf](http://www.brcc.cc.la.us/attachments/240_sec.%204%20academic%20affairs.pdf)

**Articulation and transfer programs implemented or continued during the reporting year:**

BRCC has several program to program (2+2) articulation and transfer agreements with several four year institutions. The chart for BRCC's degree programs that transfer to four year universities can be found in **Appendix #1, page 4**, accompanied by the required data for the GRAD Act 2 reporting year

In fall 2011, the Louisiana Transfer Degree Programs had 56 majors, 30 in the AALT and 26 in the ASLT. In spring 2012, the Louisiana Transfer Degree Programs had 307 majors, 182 AALT and 125 in the ASLT. During the reporting year the Advising and Counseling staff as well as the faculty advisors continued becoming more familiar with the transfer degree requirements. This enabled students to receive more information relative to the alignment of the transfer degrees programs to other state institutions. All of the Liberal Arts students were advised on the impact of the curriculum requirements and the ease of transfer to a four year Louisiana institution if they select this transfer degree program.

**Articulation and transfer initiatives implemented or continued during the reporting year:**

The feedback report format from four year institutions to BRCC is expanding to include Louisiana Transfer Degree (LT) programs. BRCC is refining the feedback report process with four year institutions to facilitate tracking of LT transfer students on a semester basis. The current feedback reports regarding students' progress were disseminated to the deans and department chairs to monitor progression towards their bachelor's in a (LT) degree programs.

In accordance with supporting the development of the Louisiana Transfer Degree program, BRCC has collaborated with LSU on significant NSF and NIH grant proposals. Both have been well received by the funding agencies and are in the final stages of the award process. Both are in the STEM discipline and have a transfer and scholarship component which mirrors the ASLT's philosophy of rigor in academic preparation for students who transfer to research institutions. Each year the Chancellor hosts the Graduate Transfer Luncheon to introduce BRCC students to the universities. At the luncheon for the reporting year, Chancellors, their representatives, and recruiters from all four year universities in the area were in attendance.



### ***Objective 2, d, i and ii – Transfer degree enrollment and completion:***

The deans remained in contact with their counter parts at the universities to ensure that courses were providing appropriate academic rigor and knowledge to make a transfer successful. During the reporting year we had an increase of two new transfer degree agreements. Articulation agreements were signed with Northwestern State University and Our Lady of the Lake College for the AS in Nursing program.

### **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

BRCC utilized the Louisiana Board of Regents (BoR) transfer, retention and exit reports to analyze patterns of exit and transfer. This allowed BRCC to study attrition and continued educational pursuit patterns. In addition, BRCC's Institutional Research Director tracked educational market share data utilizing BoR system data and tracked the continued matriculation of those students who left BRCC and then enrolled in another Louisiana college or university.

BRCC developed a standard list of data elements that could be included in the feedback reports from the four year universities. Dialogue between BRCC and the transfer institutions has improved and increased. When the feedback report is fully conceptualized and in place, BRCC anticipates that the reports will be of great use in communicating student educational status, not limited to educational standing, grade point average, and degree matriculation progress towards the goal of completion. BRCC received three preliminary feedback reports this year which were helpful to this evaluation process and which will be used to modify future reports. The data is more comprehensive than previous reports and includes tracking students with degrees versus those who transfer without the degree.

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

In *Objective 2 c, Developing Referral Agreements*, the number of students referred is not a required measure for community colleges. At this time BRCC has not received any referrals of students from any four year institutions.

Number of students enrolled is a required measure to be reported on by community colleges. BRCC has no students to track at this time based on the "0" number of students referred.

Student Clearinghouse has been fully implemented at BRCC. The Student Tracker reports on students who leave BRCC and enroll in other institutions within the Student Clearinghouse membership. BRCC used this service for the first time in October 2011. In its initial report, Student Tracker identified 30 BRCC students who transferred to four year institutions. The report showed that 43% transferred to LSU, 23% to Southeastern, and 10% to Southern University and were currently enrolled in fall 2011. We will be submitting a tracking request to Student Clearinghouse biannually instead of annually to better track students who leave BRCC.

BRCC staff had discussions on how to document challenges being experienced by students who are transferring. Currently, only anecdotal remarks regarding transfer barriers were documented by the advisors. The graduate survey has been redesigned to include a question section regarding transfer experiences. Since these challenges are identified by the student, the survey will provide the feedback needed to use as a platform for discussion with the transfer four year universities.

**Development/use of agreements/external feedback reports during the reporting year.**

As mentioned, BRCC has yet to receive the 2011-2012 feedback reports, given the timing of the submission of this report. BRCC has received and used external feedback reports in the prior years. BRCC is in dialogue with Southeastern University regarding additional data to improve the effectiveness of the feedback reports.

**Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

BRCC has an open admissions policy.

**Appendix #1: BRCC Transfer Agreements**

<b>Associate Degree</b>	<b>Agreements with Transfer Institution</b>	<b>Enrollment 11-12</b>	<b>No. Graduated</b>
Criminal Justice	Northwestern State University, Southeastern Louisiana University and Southern University	466	7
Business	Nicholls State University, Southern University, and Southeastern Louisiana University	882	12
Computer Science	Southern University and Southeastern Louisiana University	309	2
Landscape Management*	Louisiana State University	10	0
Pre-Engineering	Louisiana State University and Southern University	250	2
Nursing	Southeastern Louisiana University, Northwestern State University, Our Lady of the Lake College	96	20
Construction Management	Louisiana State University	145	13
<b>Totals</b>	<b>15</b>	<b>2,158</b>	<b>56</b>

\*BRCC census table does not disaggregate the various concentrations within the Associate Science of General Science area. An alternative query method was used to derive the enrollment figure.

# **Baton Rouge Community College**



## **GRAD Act Performance Objectives Workforce and Economic Development**

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<b>An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year. ....</b>	<b>1</b>
<b>Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs. ....</b>	<b>1</b>
<b>Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts. ....</b>	<b>1</b>
<b>Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report. ....</b>	<b>2</b>
<b>Improved technology/expanded distance learning offerings during the reporting year.....</b>	<b>2</b>
<b>Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development. ....</b>	<b>3</b>
<b>Appendix #1: Objective #3 Workforce and Economic Development Measures Table .....</b>	<b>5</b>
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<b>Appendix #3: New Programs Developed During the Reporting Year.....</b>	<b>7</b>
<b>Appendix #4: Employment and Wage Data 2007 to 2009.....</b>	<b>8</b>

## **Measures for Objective 3: Workforce and Economic Development**

### **An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

BRCC has satisfied all of the targeted and descriptive measures for Objective 3: Workforce and Economic Development. *Appendix #1, page 5*, includes all data for the required targeted and descriptive measures for Objective 3-Workforce and Economic Development: **a**, **b**, and **d**.

### **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

Annually, BRCC faculty and administration reviews enrollment, retention, and graduation data to determine the sustainability and feasibility of the academic programs. All BRCC associate applied science (AAS) programs are aligned with workforce and industry needs. The AAS in Science Technology was identified as a low completion academic program. During the reporting year the completer number went from 0 to 3. The BoR staff rendered a decision of conditionally maintaining the AAS in Science Technology. During the reporting year the BRCC STEM Division initiated several strategies to increase completion, such as: 1) monitoring completion rates; 2) providing peer and faculty tutoring; 3) improving the quality of faculty advising for students in the program; 4) collaborating with industry advisory committees and focus groups on workforce skills and content; 5) working with the BRCC Career Center to connect graduates to internships and jobs; 6) offering math intensive boot camps prior to the semester; 7) implementing math diagnostic tests and individualized instruction; 8) providing professional development for faculty in active teaching and learning and scientific teaching instructional methods; 9) providing faculty online video tutorials and face to face workshops on targeted math topics; 10) obtaining external funding (NSF STEP grant); 11) designating a degree program manager; and 12) restructuring the program course requirements.

### **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents\* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

During the reporting year 68.5% of BRCC degree and certificate programs are aligned to LWC and LED projections and industry needs while 33.3% of our programs are transfer degrees articulating to four year institutions. The academic departments have researched their degree programs (i.e. community and industry focus groups, industry based advisory council input and employer needs assessment surveys) to ensure they meet regional and national industry needs. BRCC received the Louisiana Workforce Commission's approved list of Industry Based Certifications and occupational data from the Occupational Forecasting Conference that identifies key industries in Region 2 that are providing high-wage, high-skill and high-demand jobs. Faculty utilize the data as one factor in determining new programs for development. Louisiana Economic Development released the study called *Blue Ocean* that additionally identified industries of the future that have high potential for quality jobs. This study, which identified six sector themes and 12 growth initiatives, enabled the academic departments to further connect their programs to the workforce and growth needs for the state. The following programs offered by BRCC trains students for these workforce needs: AAS Process Technology, Entertainment Technology, and Science Technology, and the AS Computer Science and Pre- Engineering.

In order to increase the number of students placed in jobs upon graduation and to better equip students for the demands of the workforce, BRCC utilizes a full service Career Center. The center provides individual job search assistance for students and a free job posting site for employers. In addition, the center works in conjunction with the academic departments to hold career fairs, numerous workshops, and classroom presentations focusing on job search skills, résumé writing and interview strategies. Several of the applied science programs include required internships which place students in work environments that reinforce their educational studies. The Career Center also collaborates with industry to secure internships for students.

To better prepare students for changes in skill requirements of industry, several programs were modified. In satisfaction of *Objective 3, a, ii, Appendix # 2, page 6*, outlines changes made to degree programs during this reporting year, as well as the motivating factor for the change. BRCC has developed and received LCTCS and/or Board of Regents approval for 6 new degree and certificate programs all based on industry needs in the region. In satisfaction of *Objective 3, a, ii, Appendix #3, page 7*, lists new programs that have been developed, specific industry involvement in the process, and the source of workforce data that was utilized.

### **Activities conducted during the reporting year with local Workforce Investment Board. Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

BRCC has assigned responsibility for coordinating college activity with the local Louisiana Workforce Commission (LWC) to the Assistant Director for Workforce Readiness, who manages BRCC's data entry on the LWC website. The Assistant Director facilitates all of the WIB 20 and 21 meetings where BRCC and WIB staff members meet to discuss services and collaborations for the good of their clients who eventually will become or currently are BRCC students. BRCC participates in WIB audits and provides all documentation required to track student progress. In addition, BRCC and WIB 21 have co-authored and written letters of support for three project proposals submitted for federal grant funding.

BRCC also met with the research division of LWC this past year to gain a better understanding of the data reports housed on the LWC web site. LWC shared data on emerging industries that are not necessarily tracked on the website but are reported as workforce needs by industry. Academic departments utilize the LWC site for employment projection data and other types of data to support development of new degrees. In addition, BRCC met with the Trade Adjustment Act Unit of LWC to partner on a Department of Labor grant that was received this past year. BRCC will continue to work with these partners to track participants through the grant program and all of the training components.

### **Improved technology/expanded distance learning offerings during the reporting year.**

The use of technology increased access and success in key courses. Expansion of course offerings is not enough; course modality must also be expanded. BRCC increased the number of sections for courses (where 100% of the instruction is online) from 81 to 125 for this reporting year, representing a 54% increase in online course offerings. In addition, BRCC introduced hybrid courses this year in the Business and Social Science Division. The specifics are in the following table. There were two hybrid courses in spring 2011 with a total enrollment of 45 students.

<b>A Comparison of On-line Course Offerings</b>		
<b>Academic Division</b>	<b>Number of Sections 09-10 reporting year</b>	<b>Number of Sections (H- Hybrid Course) 10-11 reporting year</b>
Business and Social Sciences	23 Sections	30 Sections (plus H – 2 Sections)
College Success Skills – Learning Resources	8 Sections	7 Sections
Technology	16 Sections	21 Sections
STEM	16 Sections	23 Sections
Liberal Arts	13 Sections	21 Sections
LCTCS On-line	5 Sections	23 Sections
<b>Totals</b>	<b>81 Sections</b>	<b>125 Sections (plus 2 Hybrid Sections)</b>

The current programs having online course offerings are AAS in Process Technology (55% online), AA in Liberal Arts (90% online), AS in General Science (52% online), AS in Criminal Justice (80% online), AAS in Business Technology (83% online), and the Certificate in Business Technology (90% online).

**Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**

Three programs were evaluated for elimination due to low completion rates by the Louisiana Board of Regents: Certificate for Care and Development of Young Children, AAS in Science Technology, and AAS in Entertainment Technologies. BRCC provided a defense and rationale for continuing these programs, and all were approved to continue. BRCC administration will report on the progress of the AAS in Science Technology Degree program.

***Objective 3 d. i. Percent of completers found employed***

*Please note that the two employment reports referenced in this section represent two different academic years.*

To the extent that information can be obtained, BRCC has demonstrated progress in identifying the number of students found to be employed. LCTCS shared the BRCC completer employment data for academic year 09-10 from the Louisiana Workforce Commission. BRCC found that 272 of the 495 graduates (55%) for academic year 09-10 were employed one quarter from graduation. Longitudinal employment and wage data is presented in **Appendix # 4, page 8**, for years ranging from 2007 to 2009. This data was provided by the Louisiana Board of Regents and was part of the *Louisiana Employment Outcomes Report*, November 2011.

The BRCC Career Center, in conjunction with the academic divisions, has continued to survey graduates regarding employment in their field of study. The 2011-2012 academic year data was not available prior to the submission of this report; however, previous year’s data found 19.7% of those responding to the survey to be employed in their field of study.



<b>*BRCC's 10 -11 Survey of Graduates Employed in Field of Study</b>			
<b>Degree Program</b>	<b>Number Surveyed</b>	<b>Survey Responses</b>	<b>Employed in Field of Study</b>
AAS Business Tech	29	13	9
Construction Management	13	13	13
Criminal Justice	10	2	2
Entertainment Technology	11	9	6
Nursing	50	50	50
AAS Process Technology	44	34	34
<b>Totals</b>	<b>157</b>	<b>121</b>	<b>114</b>

\*2011-2012 data unavailable at the time of report submission

### Appendix #1: Workforce and Economic Development (3)

		<u>09-10</u>	<u>10-11</u>	<u>11-12*</u>
<b>a.</b>	<b>i. Number of programs eliminated</b>	1	0	0
	<b>ii. Number of programs modified or added</b>	4	12	6
	<b>iii. Percent of programs aligned with workforce and economic development needs</b>	59.3%	62.0%	68.5%
	<b>Number of program offerings in the reporting year</b>	27	29	35
	<b>Number of programs aligned with workforce and economic development needs, as identified by Regents utilizing LWC and LED published forecasts.</b>	16	18	24

\*Reporting year is 2011-2012

		<u>09-10</u>	<u>10-11*</u>
<b>b.</b>	<b>i. Number of course sections with 50% or more instruction through distance education</b>	0	2
	<b>i. Number of course sections with 100% instruction through distance education</b>	81	125
	<b>ii. Number of students enrolled in courses with 50% or more instruction through distance education</b>	0	45
	<b>ii. Number of students enrolled in courses with 100% instruction through distance education</b>	1,315	2,456
	<b>iii. Number of programs offered through 100% distance education</b>	0	0
<b>d.</b>	<b>i. Percent of completers found employed</b>		
	<b>Number of graduates in the most recent academic year (LWC Report 09-10 year)</b>	495	
	<b>Number of above graduates placed in jobs (LWC Report 09-10 year)</b>	272	
	<b>Placement rate of graduates - percent</b>	55%	
	<b>Number of graduates in the most recent academic year (10-11 year)</b>		577
	<b>Number of above graduates placed in jobs (10-11 year)</b>		114
	<b>Placement rate of graduates - percent</b>		19.75%
	<b>ii. Increasing the performance of associate degree recipients who transfer</b>		See elements 2b and d

\*Reporting year is 2010-2011

## Appendix #2: Changes to Degree Programs

Degree Program	Changes Made	Motivation
Process Technology	Changes made to the admission process based on the cohort model.	The cohort model increases skill level attainment as students move through the program together. Industry partners included in the decision were Formosa, Placid, and Dow Chemical.
Criminal Justice	Two required courses were added to the degree program.	To improve success rates of students the College Success Skills course was added. An Ethics was added to give students exposure to potential ethical issues faced by the industry.
Entertainment Technology	Prerequisite courses and required courses were changed. A web development course was added.	Growth in the industry indicated film post production is growing at a faster pace than game development. These changes are based on LED data relative to the industry in the State.
Paralegal Studies	Prerequisite changes	To improve success rates by requiring more foundational knowledge.
Liberal Arts	Humanities elective courses were changed and added.	To provide a greater choice and facilitate transferability within the Louisiana Transfer degree.
Nursing	Embedded an IBC in Certified Nursing Assistant in the first year of the Nursing Program.	Award students an IBC that can be used in the field of study that will enhance employability while the student toward the AS in Nursing.
AS Computer Science	Number of hours was reduced from 72 to 60	Meet requirement of the Nevers bill and decrease time to completion.
Construction Management	Modified the curriculum to allow for the addition of courses in Project Management, Trigonometry, and Surveying.	To better prepare students for the actual demands of the industry.
AS Business	Number of hours was reduced from 63 to 60	Meet requirement of the Nevers bill and decrease time to completion.

### Appendix #3: New Programs Developed During the Reporting Year

Degree/Certificate Program	Industry Involvement	Workforce Data Support
Certificate in Avionics	La. Economic Development Office, Baton Rouge Airport Authority, Baton Rouge Airport Commission	LED Data, LWC Emerging Industry data, Aviation Technical Educators Council workforce study
Certificate in Cybersecurity	Transformyx, Franciscan Missionaries of Our Lady Health Systems, Department of Health and Hospitals	LWC data, US Bureau of Labor Statistics
Certificate in Surveying	La. Society of Professional Surveyors, La. Transportation Research Center, GOTECH, Engineering Advisory Committee members, and private company owners	LWC workforce data and national trends
Certificate in Highway Engineering	La. Dept. of Transportation, and DOTD subcontractors	LWC workforce data and national trends
AAS In Diagnostic Medical Sonography	Our Lady Of The Lake Medical Center, Baton Rouge General Medical Center (2), Ochsner Hospital, Baton Rouge Earl K Long Medical Center Lane Regional Medical Center St. Elizabeth Medical Center St. Tammany Parish Hospital Lakeview Regional Medical Center Baton Rouge Radiology Group Lake Imaging Center	LWC workforce data and national trends, US Bureau of Labor Statistics, The Society of Diagnostic Medical Sonographers (SDMS)
AAS Veterinary Technology	LSU School of Veterinary Medicine, Delgado's Veterinary Technology Program Faculty and Staff, National Veterinary Medicine Association	Self-reported need from local clinic owners and local and state professional organizations, LWC workforce data

## Appendix #4: Louisiana Employment Outcome Report November 2011

The four fields of study which are currently being tracked by the Louisiana Workforce Commission for BRCC are:

- Engineering Technologies
- Business, Management, Marketing
- Liberal Arts
- Health Professions

### Employment Rate Six Months after Graduation

Max Degree Level	Number of Completers			Percent Employed		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Associate	194	240	292	77.3%	69.6%	69.9%

### Employment Rate by Field of Study Eighteen Months after Graduation

Field of Study	2006-07	2007-08	2008-09
Engineering Technologies	96%	89%	96%
Business, Management, Marketing	76%	72%	74%
Liberal Arts	70%	63%	64%
Health Professions	N/A	N/A	74%

### Average Calculated Salary by Field of Study

Field of Study		Wages Six Months After Graduation			Wages Eighteen Months After Graduation		
CIP	CIP Category Description	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
15	Engineering Technologies	\$42,227	\$49,448	\$43,367	\$58,953	\$64,548	\$51,961
24	Liberal Arts & Sci; General Studies	\$19,353	\$20,815	\$22,093	\$22,972	\$22,506	\$24,084
51	Health Professions	-	-	\$59,377	-	-	\$51,881
52	Business, Management, Marketing	\$26,959	\$26,413	\$23,015	\$27,376	\$28,459	\$22,048

# **Baton Rouge Community College**



## **GRAD Act Performance Objectives Institutional Efficiency and Accountability**

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**Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution..... 1**

In 2010, the LCTCS Board of Supervisors approved non-resident tuition and fee increases for the first year of a proposed six year plan. The plan increases non-resident tuition and fees to comparable SREB averages. The LCTCS Board of Supervisor approved the subsequent five years of the plan in 2011. The annual non-resident tuition and fees for 2011-2012 totaled \$6,120 for a full-time non-resident student. BRCC continues to make progress towards the SREB average. The approved plan for BRCC is reflected in the table below.

<b>Baton Rouge Community College Out-Of-State Tuition Increase Plan</b>							
	FY11	FY12	FY13	FY14	FY15	FY16	
Tuition & mandatory Fee	1,237	1,416	1,458	1,458	1,458	1,458	
Out of State Fee	1,599	1,644	1,768	1,933	2,098	2,264	
TOTAL Per Semester	2,836	3,060	3,226	3,391	3,556	3,722	
Academic year Total	5,672	6,120	6,452	6,782	7,112	7,444	
% of annual Increase		3%	8%	9%	9%	8%	

*Based on the SREB Average: \$7,444 (08-09)*

Non-resident enrollment at BRCC ranges from 150 to 200 students annually. The increase in non-resident tuition is not expected to negatively impact the non-resident enrollment figures. The fiscal impact to revenue each year of the increase is expected to range from \$48,000 in year 1 to \$66,000 in year 6 of the implementation. Over the 6 year period, revenue is expected to increase by \$330,000. Using SREB 2009 data as the base, the percentage difference from BRCC's non-resident tuition to the SREB average is shown below:

Fiscal Year	SREB Non-Resident Tuition	BRCC Non-Resident Tuition	Percentage of SREB
2011	7,444	5,672	76%
2012	7,444	6,120	82%
2013	7,444	6,452	87%
2014	7,444	6,782	91%
2015	7,444	7,112	96%
2016	7,444	7,444	100%

**Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**

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



# 2011 Organizational Data



**Submitted to  
The Louisiana Board of Regents  
In Partial fulfillment of the requirements of Act 741  
Louisiana GRAD Act**

**Baton Rouge Community College  
Louisiana Community and Technical College System**

## Performance Objective 5 – Reporting Requirements

### a. Number of students by classification

- **Headcount, undergraduate students and graduate/professional school students**

*Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD, Fall 2011*

Undergraduate headcount	8,275
Graduate headcount	0
Total headcount	8,275

- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

*Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System, Board of Regents summary report SCHFTERP2K, AY 2010-2011*

Undergraduate FTE	5,685.2
Graduate FTE	0
Total FTE	5,685.2

### b. Number of instructional staff members

- **Number and FTE instructional faculty**

*Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2011. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

Total Headcount Faculty	309
FTE Faculty	206.1

### c. Average class student-to-instructor ratio

- **Average undergraduate class size at the institution**

*Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System – 2010-2011 (Report: SCHTXRPT2K)*

Undergraduate headcount enrollment	26,862
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,057
Average undergraduate class size	25.4

- d. Average number of students per instructor**
- Ratio of FTE students to FTE instructional faculty**

*Source: Student Credit Hour (SCH) Reporting System and Employee Salary (EMPSAL) Data System, Board of Regents*

Total FTE enrollment	5,383.06
FTE instructional faculty	194
Ratio of FTE students to FTE faculty	27.6

- e. Number of non-instructional staff members in academic colleges and departments**
- Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) or "3" (Other professionals, support/service) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.*

Name of College/School	Number of non-instructional staff*	FTE non-instructional staff
Baton Rouge Community College	26	26

Notes: BRCC only has one college/school

\*This figure ONLY includes: EEO category = "1" (Executive, Administrative, Managerial) employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011

- f. Number and FTE of staff in administrative areas**
- Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) or "3" (Other professionals, support/service) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.*

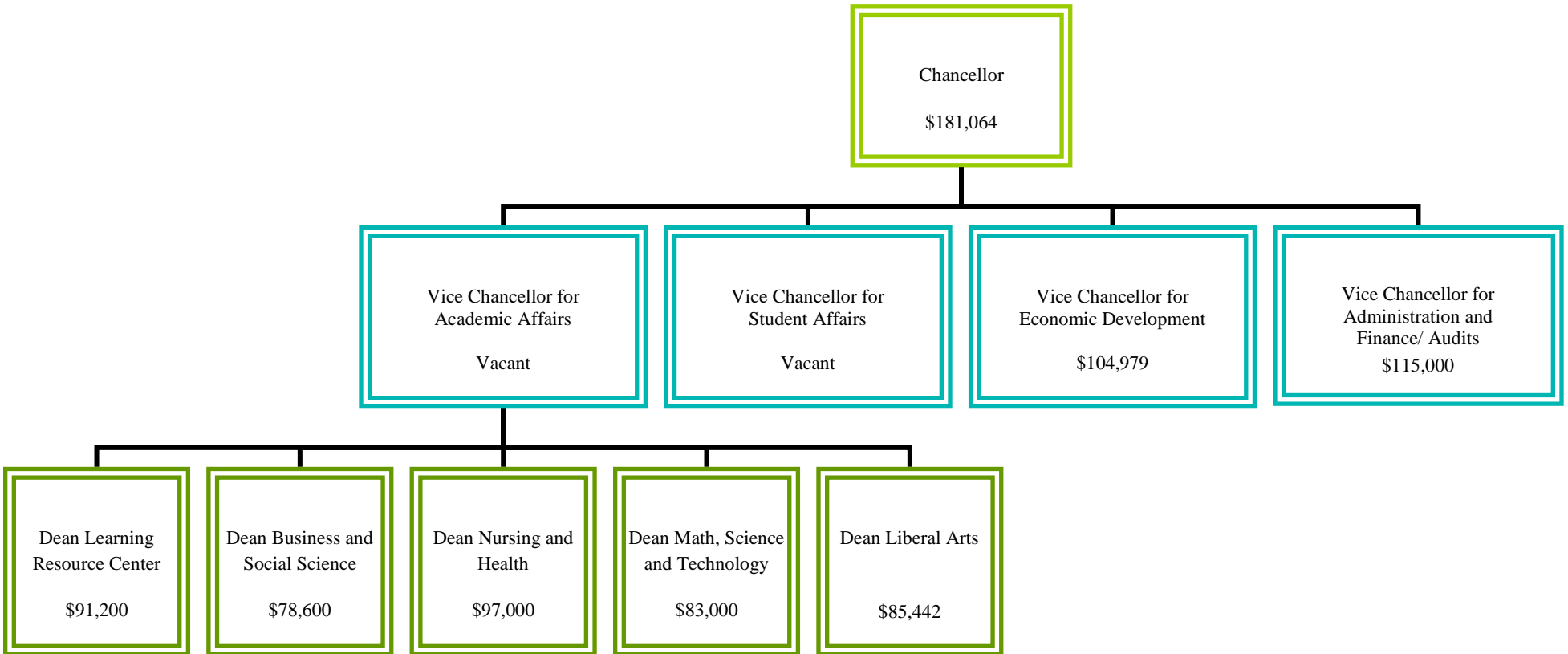
Name of Division	Number of staff*	FTE staff*
BRCC	10	10

**\*Staff constitutes only top 3 hierarchical levels of personnel**

5G. Org Chart

BATON ROUGE COMMUNITY COLLEGE ORGANIZATION CHART

Baton Rouge Community College



**h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2009**

- **A chart listing the title, fall 2011 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2009.**

<b>Position Title</b>	<b>Fall 2011 Base Salary</b>	<b>History of salary change since 6/30/2009</b>
Chancellor	181,064	
V/C Academic Affairs	0/vacant	
V/C Student Affairs	0/vacant	
V/C Economic Development	104,979	
V/C Admin & Finance	115,000	
Dean LRC	91,200	Increase of \$4,691
Dean Bus and Soc Science	78,600	Increase of \$600
Dean Nursing	97,000	
Dean Math, Science, Tech	83,000	Increase of \$3,000
Dean Liberal Arts	85,442	

## Cost performance Analysis for FY11

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

	Baton Rouge Community College	
<b>Expenditures by Function:</b>	Amount	% of Total
Instruction	\$ 11,077,369	38.5%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 4,480,902	15.6%
Student Services	\$ 2,560,225	8.9%
Institutional Services	\$ 5,456,722	19.0%
Scholarships/Fellowships	\$ 192,646	0.7%
Plant Operations/Maintenance	\$ 4,234,553	14.6%
<b>Total E&amp;G Expenditures</b>	<b>\$ 28,002,417</b>	<b>97.3%</b>
Hospital	\$ -	0.0%
Transfers out of agency	\$ 774,848	2.7%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$ 28,777,265</b>	<b>100.0%</b>

- ii. **Average yearly cost of attendance:** IPEDS Institutional Characteristics is referenced as the source for the information.

Institution: Baton Rouge Community College (437103)  
User ID: P4371031

**Part G**  
**Part G – Net Price Calculation for Group 4**  
The following net price calculation is based on information that your institution reported in the Institutional Characteristics component and the Student Financial Aid component. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

	2010-11	YOUR PRIOR YEAR DATA 2009-10	YOUR PRIOR YEAR DATA 2008-09
<b>Components of cost of attendance</b>			
01. Published tuition and required fees (lower of in-district or in-state)	2,474	1,938	1,884
02. Books and supplies	1,200	1,200	1,000
<b>03. Room and board and other expenses by living arrangement</b>			
03b. Off-campus (with family)	3,398	3,398	3,224
03c. Off-campus (not with family)	11,634	11,634	11,038
<b>04. Number of Group 4 students by living arrangement</b>			
04b. Off-campus (with family)	390	361	428
04c. Off-campus (not with family)	329	320	0
04d. Unknown	0	107	0
05. Weighted average for room and board and other expenses by living arrangement (excluding unknown values) See instructions for the formula for this calculation	7,167	7,268	3,224
06. Total cost of attendance by income level This value is calculated using the following formula: [G01+G02+G05]	10,841	10,406	6,108
<b>07. Average amount of grant or scholarship aid awarded to Group 4 students from the following sources: the federal government, state/local government, and the institution</b>			
07a. \$0-30,000	2,235	2,762	4,380
07b. \$30,001-48,000	3,444	2,390	4,735
07c. \$48,001-75,000	2,464	1,751	4,056
07d. \$75,001-110,000	1,750	1,771	4,281
07e. \$110,001 and more	2,090	2,347	4,731
<b>08. Average institutional net price for Group 4 students</b> This value is calculated using the following formula: [G06-G07]			
08a. \$0-30,000	8,606	7,644	1,728
08b. \$30,001-48,000	7,397	8,016	1,373
08c. \$48,001-75,000	8,377	8,655	2,052
08d. \$75,001-110,000	9,091	8,635	1,827
08e. \$110,001 and more	8,751	8,059	1,377

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

Do you wish to provide additional context notes?

Yes  No

- iii. **Average time to degree:**

Baton  
Rouge  
Community  
College

Average Time to Degree

4.0

**iv. Average cost per degree awarded:**

	Baton Rouge Community College
State Dollars Per FTE	\$2,588

**v. Average cost per non- completer by degree program entered:**

	Baton Rouge Community College
State Dollars Per FTE	\$2,588

**vi. All expenditures of the institution for the reporting year:**

	Total Expenditures
Baton Rouge Community College	\$ 44,165,611



**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures	Baseline	Year 1	Year 2
<b>Student Success (1)</b>			
a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.			
i. 1st to 2nd year retention cohort	1,226	1,243	1,331
1st to 2nd year retention number retained same institution	590	600	632
1st to 2nd year retention calculated rate	48.1%	48.3%	47.5%
ii. 1st to 3rd year retention cohort			N/A
1st to 3rd year retention number retained same institution			N/A
1st to 3rd year retention calculated rate	calc		#VALUE!
iii. Fall to spring retention cohort			N/A
Fall to spring retention number retained same institution			N/A
Fall to spring retention calculated rate	calc		#VALUE!
iv. IPEDS Graduation Rate total revised cohort	889	950	1,101
IPEDS Graduation Rate Total number of completers within 150% of time	26	31	56
IPEDS Graduation Rate Calculated Rate	2.9%	3.3%	5.1%
v. Graduation productivity: number of <b>undergraduate completers</b> , certificate and above, in award levels recognized by Board of Regents, in the prior academic year, per award level.		468	548
Graduation productivity: number of annual undergraduate full-time equivalent (FTE, SREB definition, reference Board of Regents Summary Report SCHFTERPT) in an academic year.		5,708.4	5,383.1
Graduation productivity calculated rate			10.2%
vi. Award productivity: number of <b>undergraduate awards</b> , certificate and above, in award levels recognized by Board of Regents, in the prior academic year, per award level.		495	577
Award productivity: number of annual undergraduate full-time equivalent (FTE, SREB definition, utilizing Board of Regents Summary Report SCHFTERP2K) in the above academic year.		5,708.4	5,383.1
Award productivity calculated rate	calc	8.7%	10.7%
vii. Statewide graduation rate: number of first-time, full-time, degree-seeking students enrolled in the respective fall semester.			N/A
Statewide graduation rate: number of the above students graduating from a public institution in the state within 150% time (6 years at a 4-year university or 3 years at a 2-year college).			N/A
Statewide graduation rate calculated rate	calc	calc	#VALUE!
viii. Number of first-time (freshmen) students enrolled in the <b>applicable</b> reporting year, reported for each summer, fall, winter, and spring semester/term.			
Fall			N/A
Winter			N/A
Spring			N/A
Summer			N/A

NO hi-lites: Regents will pre-populate  
 Yellow hi-lites: Campus will fill in  
 Shaded fields are calculated, no data entry needed

**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures	Baseline	Year 1	Year 2
Number of above students admitted by exception (not meeting Board of Regents Minimum Admissions Standards for 4-Year Universities) in the above year, reported for each summer, fall, winter, and spring semester/term.			
Fall			
Winter			
Spring			
Summer			
Percent of 4-year university first time (freshmen) students admitted by exception calculated rate			
Fall	calc	calc	#VALUE!
Winter	calc	calc	#VALUE!
Spring	calc	calc	#VALUE!
Summer	calc	calc	#VALUE!
<b>b. Increase the percentage of program completers at all levels each year.</b>			
Number of completers in the prior academic year C1	9	150	188
Percentage of completers in the prior academic year C1			25.33%
Number of completers in the prior academic year C2			
Number of completers in the prior academic year Dipl			
Number of completers in the prior academic year Assoc	288	318	360
Percentage of completers in the prior academic year Assoc			13.21%
Number of completers in the prior academic year Post-Assoc			
Number of completers in the prior academic year Bach			
Number of completers in the prior academic year Post-Bach			
Number of completers in the prior academic year Mast			
Number of completers in the prior academic year Post-Mast			
Number of completers in the prior academic year Doct			
Number of completers in the prior academic year Post-Doc			
Number of completers in the prior academic year Prof			
Number of completers in the prior academic year Post-Prof			
Number of completers in the prior academic year Spec			
Number of completers in the prior academic year Grad Cert			

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**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures		Baseline	Year 1	Year 2
c. Develop partnerships with high schools to prepare students for postsecondary education				
i.	Number of high school students enrolled during the reporting year at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by each semester/term.			
	Fall		295	263
	Winter			
	Spring		346	298
	Summer		2	0
ii.	Number of semester credit hours in which the above high school students enroll by each semester/term.			
	Fall		966.0	822.0
	Winter			
	Spring		1,116.0	969.0
	Summer		9.0	0.0
iii.	Number of semester credit hours completed by the above high school students with a grade of A, B, C, D, F or P, by each semester/term.			
	Fall		966.0	779.0
	Winter			
	Spring		1,089.0	867.0
	Summer		9.0	0.0
d. Increase passage rates on licensure and certification exams and workforce foundational skills.				
i.	Number of students who took the licensure exam in the most recent year that published data is available, reported by discipline.	<b>Report as per Appendix 2 of Attachment B</b>		
	Number of the above students who met the standards for passage, reported by discipline.			
	Passages rates on licensure/certification exams calculated rate			
	Number of graduates who took licensure exam (professional only)		46	50
	Number of graduates who PASSED licensure exam (professional only)		37	49
	Calculated rate (institutional passage rate)	calc	80.4%	98.0%
	State or national passage rate (if applicable)			N/A
	Institutional passage rate/state or national passage rate, calculated as a percent	calc	0.0%	#VALUE!
ii.	Number of students who took the certification exam in the most recent year that published data is available, reported by certificate/discipline.	<b>Report in Appendix 2 of Attachment B</b>		
	Number of the above students who met the standards for passage, reported by discipline.			
	Number of students receiving certification(s), program and/or discipline related calculated rate			

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**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures		Baseline	Year 1	Year 2
iii.	The number of students assessed WorkKeys® certification		N/A	N/A
	The number of students assessed and earning WorkKeys® Bronze certificates			N/A
	The number of students assessed and earning WorkKeys® Silver certificates			N/A
	The number of students assessed and earning WorkKeys® Gold certificates			N/A
	The number of students assessed and earning WorkKeys® Platinum certificates			N/A
	Workkeys Total Passage	calc	N/A	N/A
	Workkeys Passage Rate	calc	#VALUE!	#VALUE!
iv.	Other assessments and outcome measures for workforce foundational skills to be determined.	<b>Not Applicable</b>		
<b>Articulation and Transfer (2)</b>				
a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.				
i.	Number of baccalaureate degree-seeking transfer students entering (enrolled) in the prior year.			N/A
	Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.			N/A
	1st to 2nd year transfer retention rate calculated rate	calc	calc	#VALUE!
ii.	Number of most recent baccalaureate completers in the prior year that initially began (enrolled) as a transfer student			N/A
iii.	Number of transfer students enrolled in <b>applicable</b> reporting year			
	Summer (if applicable)			N/A
	Fall			N/A
	Winter			N/A
	Spring			N/A
	Number of above TRANSFER students admitted by exception (not meeting Board of Regents Minimum Admissions Standards for 4-Year Universities) in the reporting year, for each semester			
	Summer (if applicable)			N/A
	Fall			N/A
	Winter			N/A
	Spring			N/A
	Percent of transfer students admitted by exception calculated percent by semester			
	Summer	calc	calc	#VALUE!
	Fall	calc	calc	#VALUE!
	Winter	calc	calc	#VALUE!
	Spring	calc	calc	#VALUE!

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**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures		Baseline	Year 1	Year 2
b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution				
i.	Number of baccalaureate degree-seeking <b><u>transfer students with an associate degree from a 2-year college</u></b> transferring (enrolling) at any point during the prior academic year.			N/A
	Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.			N/A
	1st to 2nd year retention rate of those who transfer with associate degree calculated rate	calc	calc	#VALUE!
ii.	Number of <b><u>baccalaureate completers</u></b> in the most recent academic year that initially began (enrolled) as a transfer student with an associate degree from a 2-year college.			N/A
c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution				
i.	Number of students referred by 4-year universities to 2-year colleges and technical college, at anytime during the reporting year		0	0
ii.	Number of the above students enrolled at 2-year colleges and technical colleges during the reporting year.		0	0
d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169				
i.	Number of students enrolled in a transfer degree program, AALT, ASLT, or AST, at any time during the reporting year.		N/A	0
ii.	Number of students completing a transfer degree, AALT, ASLT, or AST, at any time during the most recent academic year		N/A	0
iii.	Number of baccalaureate degree-seeking transfer students with an AALT, ASLT, or AST degree from a 2-year college transferring (enrolling) at any point during the most recent academic year.			N/A
	Number of the above students retained (enrolled) at the same institution in the following 2nd year fall semester.			N/A
	1st to 2nd year retention rate of those who transfer with transfer degree calculated rate	calc	calc	#VALUE!
iv.	Number of baccalaureate degree-seeking completers with an AALT, ASLT, or AST degree from a 2-year college			N/A

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**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures		Baseline	Year 1	Year 2
<b>Workforce and Economic Development (3)</b>				
a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce				
i.	Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review		1	0
ii.	Number of programs modified or added during the most recent academic year as identified by the institution in collaboration with LWC or LED publications		4	12
iii.	Number of program offerings, regardless of award level, in the reporting year.		27	29
	Number of programs aligned with workforce and economic development needs, as identified by Regents* utilizing LWC or LED published forecasts.		16	18
	Percent of programs aligned with workforce and economic development needs published forecasts Calculated at percent	calc	59.3%	62.1%
b. Increase use of technology for distance learning to expand educational offerings.				
i.	Number of course sections offered during the reporting year with 50% to 99% instruction through distance education		0	2
	Number of course sections offered during the reporting year with 100% instruction through distance education		81	125
ii.	Number of students (duplicated) enrolled during the reporting year with 50% to 99% instruction through distance education		0	45
	Number of students (duplicated) enrolled during the reporting year with 100% instruction through distance education		1,315	2,456
iii.	Number of programs offered during the reporting year through 100% distance education: by award level.		0	0

NO hi-lites: Regents will pre-populate  
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 Shaded fields are calculated, no data entry needed

**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures		Baseline	Year 1	Year 2
c. Increase research productivity especially in key economic development industries and technology transfer at institutions to				
i.	Number of research/instructional faculty (FTE) at the institution during the reporting year	<p><b>For Flagship and Research Universities and Health Sciences Centers ONLY, these data Elements and Measures should be submitted as an addendum to the GRAD Act Report.</b></p>		
	Percent of above research/instructional faculty (FTE) at the institution holding active research and development grants/contracts			
ii.	Percent of above research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries.			
iii.	Dollar amount of research and development expenditures, reporting annually, based on a five-year rolling average, by source (federal, industry, institution, other). Include all expenditures from S&E and non-S&E R&D grants/contracts as reported annually to the NSF.			
iv.	Dollar amount of research and development expenditures in Louisiana's key economic development industries, reported annually, based on a five-year average. These data will be supplemented with the narrative report demonstrating how research activities align with Louisiana's key economic development industries.			
v.	Intellectual Property Measure - Patents			
	Intellectual Property Measure - Disclosures			
	Intellectual Property Measure - Licenses			
	Intellectual Property Measure - Options			
	Intellectual Property Measure - New Companies			
	Intellectual Property Measure - Surviving Start-ups			
d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.				
i.	Percent of completers found employed, per award level	The Employment Outcome Report will serve as a response to these Elements and Measures		
ii.	Performance of associate degree recipients who transfer to 4-year universities.	The performance of associate degree recipients who transfer can be discussed in the narrative for performance measure 3		
iii.	Number of graduates in the most recent academic year. <b>09-10 year - LWC Report</b>		495	
	Number of above graduates placed in jobs.		272	
	Placement rates of graduates - calculated percent		55.00%	
	Number of graduates in the most recent academic year. <b>10-11 year</b>			577
	Number of above graduates placed in jobs.			114
	Placement rates of graduates - calculated percent			19.75%
iv.	Number of above graduates placed in postgraduate training during the next academic year.			N/A

NO hi-lites: Regents will pre-populate  
 Yellow hi-lites: Campus will fill in  
 Shaded fields are calculated, no data entry needed

**Institution: Baton Rouge Community College**

GRAD Act Performance Objectives/Elements/Measures		Baseline	Year 1	Year 2
<b>Institutional Efficiency and Accountability (4)</b>				
a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.				
i.	Number of developmental/remedial course sections offered at the 4-year university in the reporting year.			N/A
ii.	Number of students enrolled in developmental/remedial courses at the 4-year university in the reporting year, duplicated, by subject area (Math, English, etc.).			N/A
b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.				
i.	Number of active associate degree programs offered at the 4-year university in the reporting year			N/A
ii.	Number of unduplicated students enrolled in active associate degree programs in the reporting year			N/A
c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.				
i.	Total tuition and fees charged to non-resident students in the reporting year		\$4,746	\$5,672
	Actual peer non-resident tuition/fee amount		\$7,444	\$7,444
	Calculated difference of the above institution's tuition/fee amount from the peer amount	calc	(\$2,698)	(\$1,772)
d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals				
i.	Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.	<b>Not Applicable</b>		
ii.	Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.			
iii.	Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.			
iv.	Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.			
v.	Having a high level of research productivity and technology transfer.			

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 Yellow hi-lites: Campus will fill in  
 Shaded fields are calculated, no data entry needed



**Institution: Baton Rouge Community College**

<b>GRAD Act Performance Objectives/Elements/Measures</b>	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Submit a report to the Board of Regents (5)</b>			
a - h. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:			
Number of students by classification - Undergrad	7,900	8,332	8,275
Number of students by classification - Grad	0	0	0
Number of students - Total	7900	8332	8275
FTE by classification - Undergrad		5,708.4	5,685.2
FTE by classification - Grad	0.0	0.0	0.0
FTE - Total	calc	5708.4	5685.2
Number of instructional staff members	271	280	309
FTE of instructional staff		209.0	206.1
Undergrad Headcount Enrolled - 09-10 was annual; 10-11 was Fall only)		58,020	26,862
Undergrad Section Count		2,246	1,057
Average class student-to-instructor ratio	26.0	26.0	25.4
Average number of students per instructor	calc	27.312919	27.58466764
Number of non-instructional staff members in academic colleges and departments (Total) <i>*supplemental breakdown by Dept to be included in GRAD Act Annual Report*</i>	<b>Report as an addendum in GRAD Act Annual Report</b>		
Number of staff in administrative areas (Total) <i>*supplemental breakdown to be included in GRAD Act Annual Report*</i>			
Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position			
Salaries of all personnel identified above and the date, amount, and type of all increases in salary received since June 30, 2008			

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Attachment D 4-year university, 2-year college, technical college - Year 1 Annual Report

Louisiana Community and Technical College System

Institution: Baton Rouge Community College

Date: April 20, 2012

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

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 2* Actual	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target
<b>1. Student Success</b>											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Fall 09</i>	Fall 08 to Fall 09 47.8%	49.0%	48.3%	50.0%	47.5%	51.0%	52.0%	52.0%	53.0%
			1224		1243		1331				
			585		600		632				
ii.	Targeted 4-Yr only	1st to 3rd Year Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 07 Cohort # retained to Fall 09</i>	Fall 07 cohort na								
iii.	Targeted Tech Coll Only	Fall to Spring Retention Rate (+/-)** <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Spring</i>	Fall 08 to Spring 09 na								
iv.	Targeted	Same Institution Graduation Rate (+/-)** <i>Actual Baseline Data: Fall revised cohort (total) completers &lt;=150% of time</i>	2008 Grad Rate Survey 2.9%	3.4%	3.3%	3.9%	5.1%	4.4%	4.9%	5.4%	5.9%
			889		950		1101				
			26		31		56				
v.	Targeted optional	Graduation Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE completers (undergrad)</i>	2008-09 AY na								
vi.	Targeted optional	Award Productivity (+/-)** <i>Actual Baseline Data: 2008-09 undergrad FTE awards (duplicated)</i>	2008-09 AY na								
vii.	Targeted optional	Statewide Graduation Rate (+/-)** <i>Actual Baseline Data: # of Fall 02 FTF (cohort) completers &lt;=150% of time</i>	Fall 2002 Cohort na								
b. i.	Targeted ***	Percent Change in program completers (+/-)** Certificate - 1 yr (Award level 1)		1566.7%	1622.2%	4.4%	1900.9%	6.6%	8.8%	11.0%	13.2%
		2008-09 AY	9	150	155	9	188	10	10	10	10
		Associate (Award level 2)		10.4%	11.5%	36.7%	-8.6%	55.0%	73.3%	91.7%	110.0%
		2008-09 AY	305	318	340	394	360	446	499	552	605

\* Report data in all cells highlighted in BLUE

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

Institution Notes:

Attachment D 4-year university, 2-year college, technical college - Year 2 Annual Report

Louisiana Community and Technical College System

Institution: Baton Rouge Community College

Date: November 22, 2011

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

2009-10 2009-10 2010-11 2010-11

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 2 * Actual	Old Scoring Process	Current Scoring Process	Current Scoring Process	Compliant for Year 2?	
<b>1. Student Success</b>									2 Yr Average	3-Yr Average		
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	47.8%	49.0%	48.2%	50.0%	47.5%	-2.5%	47.9%	47.8%	
		Actual Baseline Data: # in Fall 08 Cohort	1224		1248		1331	47.9% shows progress over 47.8%			Yes	
		# retained to Fall 09	585		602		632					
	iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	2.9%	3.4%	3.3%	3.9%	5.1%	1.2%		Yes
		Actual Baseline Data: Fall revised cohort (total)	889		950		1101					
		completers <=150% of time	26		31		56					
b. i.	Targeted ***	Percent Change in program completers (+/-)**										
		Certificate - 1 yr (Award level 1)			1566.0%		25.3%					
		2008-09 AY	9	9	150	9	188	179			Yes	
		Associate (Award level 2)			10.4%		13.2%					
		2008-09 AY	288	318	318	394	360	-34	339	322	Yes	
								339 is progress over 322				

\* Report data in all cells highlighted in BLUE

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

Institution Notes:

a.i. Year 2: Fall 2010 first-time, full-time, students seeking associate degrees

a.iv. Year 2: Fall 2007 cohort graduating within 150% of time.

b.i. Year 2: 2010-2011 AY completers and percent change from baseline year