Baton Rouge Community College

GRAD Act Performance Objectives/Elements/Measures

2013 Annual Report
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1. Performance Objective: Student Success

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 this reporting year.

Baton Rouge Community College (BRCC) exceeded all targeted measures associated with Objective 1-Student Success. The retention rate projected for year three was 51% and the college achieved a 53.8% retention rate. Additionally, the college exceeded the year three benchmark for graduation rate with a year three projection of 4.4% and an achieved rate of 4.6%. BRCC has shown growth in the "Completers in All Awards" category since year one. When comparing to the baseline in this category, BRCC achieved a 58% growth in year one, an 85% growth in year two, and a 96% growth in year three. The passage rate on the Nursing licensure was projected at 90.2% and BRCC exceeded this with an actual rate of 97.0%. BRCC does not administer Work Keys Exams, therefore there is no score to report.

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

All LCTCS and BRCC policies continued during the reporting year that impact student success are listed in ***Appendix A*.**

Policies implemented during the reporting year

Academic Program Assessment (BRCC policy #410): Prior to this year, program assessments were conducted on a three year cycle. The revised policy mandates that all academic programs are assessed once a year. Program assessments are designed to evaluate student success and program relevance to transferability and workforce needs. Assessment includes, but is not limited to, student enrollment, retention and attrition, program completers, and student success on certification and licensure examinations. With a more consistent review of programs, the college will have the data that is needed to strategically make adjustments that are responsive to the needs of industry and that lead to student success.

Reverse Transfer (BRCC policy #446): This policy allows for a process whereby credits earned at an accredited 4-year college or university after the student transfers from BRCC are transferred back to BRCC to determine eligibility for a particular associate degree. This can be achieved by combining the credits earned at BRCC (minimum of 25% of the academic program credits must be earned at BRCC) with select credits earned at the 4-year college and does not require re-enrolling at BRCC. This policy will be mutually beneficial to BRCC and to the student. BRCC's completion rate should increase and the student is awarded the associate degree that he has earned.

Mandatory Testing and Advanced Placement (BRCC policy #424): Previously, this policy mandated that all students take the COMPASS placement test with the following exemptions: transfer students that have a previous grade of "C" or better in English and Mathematics; students who have an earned associate degree or higher; non-credit seeking students. BRCC is now utilizing ACT/SAT scores for placement, and only requires the COMPASS test if students have not taken the ACT/SAT. This has streamlined the placement process and has eliminated redundancy of testing.

Student success programs/initiatives that were implement include the following:

Men of Color Higher Achievement (MOCHA): A special section of the College Success Skills (CSSK) class was implemented in spring 2013 that targets men of color. In addition to providing skills for success in college, this course discusses overcoming life's adversities and becoming better students through perseverance. Special speakers address the class and students are paired with mentors that can provide additional guidance in navigating the challenges of college.

Enrollment Management Team: An Enrollment Management Team was organized in spring 2013 and is currently using a collaborative approach to identify obstacles that impede student success and recommend best practices and action plans that will drive the College toward increased retention and graduation rates.

Teaching and Learning Center: In order to amplify and reinforce the importance of effective teaching and learning to student success, the Teaching and Learning Center was developed. A full-time Director was employed

in the summer 2012. Numerous workshops and discussions have been conducted with faculty on strategies to engage students and to increase retention.

Orientation Program for Online Students: A full-time manager for the newly named e-Learning program was hired in fall 2012 and launched an Orientation for Online Students. Four separate sessions were held with over 400 students attending. In each session, students were provided with general information regarding online classes such as student and faculty, common myths about online learning, technology resources needed to be successful, and the importance of time management.

Salzburg Global Seminar: BRCC participated in the Salzburg Global Seminar for the first time in summer 2012. Two students and two faculty members were selected to attend, along with participants from other LCTCS schools. Following this seminar, there has been an increased emphasis on global considerations on campus and many courses and programs have added emphasis on globalism and matters of international interest.

The Science, Technology, Engineering and Mathematics (STEM) Division developed a PRISM diversity program that provides academic and social support for underrepresented students in STEM. PRISM also bridges students from four area high schools to BRCC STEM. Upward Bound students shadowed STEM faculty during their summer program. They also met with the Dean about STEM careers and BRCC STEM degree requirements.

Student success programs/initiatives that are continuing include the following:

Title III: The Title III federal grant continues to fund several initiatives designed to increase retention and success of students enrolled in developmental education courses. These initiatives include: (1) integrated reading and writing (IRW) courses to decrease the number of developmental courses needed; (2) course linkages between the IRW and college success skills (CSSK) courses; (3) student success workshops to address writing, mathematics, and counseling needs; (4) early warning support system known as Starfish Retention Solutions; (5) peer tutors (6)faculty and staff mentors (7) summer enrichment camps to provide students with an opportunity to increase their knowledge of concepts to potentially move forward to college level courses. For more details on these initiatives, the 2012 Annual Performance Report for Title III can be accessed at the following link:
http://www.mybrcc.edu/attachments/584_2012_aprreport_p031a090169_final%20report_1_31_13.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 (CSSK) course, in which faculty identify and meet the needs of new students. A tool utilized in CSSK includes the College Student Inventory, which assesses a student's potential challenges in areas that could affect college success, with specific focus on drop out proneness. These results are utilized to provide tools for students to be more successful.

Developmental Education- English and Mathematics Board of Regents Co-requisite Pilot Studies Developmental English and mathematics deans and department chairs participated in Developmental Education/Co-Requisite Delivery Conference sponsored by the Louisiana Board of Regents (BoR) and Complete College America. Both departments have developed and are implementing pilot programs designed to help developmental students become successful in college level math and English more quickly.

PARCC Initiative -The College continues to participate in the Partnership for the Assessment of Readiness for College and Careers (PARCC) Initiative, a consortium designed to develop K-12 assessments in English and math to help determine whether students are on track to graduate ready for college and careers.

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

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 used 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.

English 101 Exit Exam: 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. ***Appendix B*** provides these test results.

Tracking/monitoring/reporting mechanism 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 rates, student employment and demographic patters, financial aid, and fiscal expenditures.

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

The **Graduation Survey** is administered by the Career Center staff each spring to graduates. This survey is used to obtain feedback relative to the educational and career preparation of BRCC students, plans to transfer to a 4 year institution, and employment after graduation. Survey results can be found in ***Appendix* C.**

The **Career Center** uses a tracking and monitoring system for internships. This system particularly benefits the areas of Criminal Justice, Teacher Education, Entertainment Technology, Process Technology, and Construction Management which all have required internships. See ***Appendix D*** for data regarding internship placements.

Monitoring mechanisms continued during the reporting year:

Assessment: BRCC has an ongoing assessment plan that includes division, department, faculty, and staff goals and objectives, as well as program and course assessments which are all linked to the college's strategic plan. Beginning in spring 2013, BRCC streamlined its approach to course and program assessments with a more focused mapping of course level outcomes to program outcomes. This process will enable the college to more efficiently review the progress of students toward mastery of program outcomes. BRCC continues utilize the revised General Education assessment process that was implemented in spring 2012. This process allows the college to track student outcomes in courses that teach written knowledge and skills that are essential to living productive and satisfying lives, to becoming able to compete in a global economic society, and to developing lifelong learners. Data gathered in the assessment process enables faculty to make course revisions needed to increase student success rates and is utilized in discussions with program advisory boards consisting of external workforce representatives.

Reporting mechanisms continued during the reporting year:

Program specific accreditation activities continued during the reporting year. Nursing submitted its annual report to the Louisiana State Board of Nursing, the Business department submitted its second Quality Assurance report to its accrediting agency, and the Veterinary Technology program completed its self-study for accreditation and had its onsite evaluation by the American Veterinary Medicine Association. In addition, the Process Technology Program completed its accreditation review and will host their accrediting body for an onsite program review this semester.

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

External feedback reports are essential to supporting the mission of BRCC and are an integral part of the institutional academic program assessment. Feedback reports come from a variety of sources and include 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 use 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.

BRCC continues to work with articulation officers from the four-year colleges and universities in the State to increase reporting on transfer students.

APPENDIX E includes all data for the required targeted measures for Objective 1-Student Success: Elements A, B, C, and D

Element 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.

Baton Rouge Community College follows policies set forth by the Louisiana Community and Technical College System. BRCC is in the process of reviewing all policies, revising when necessary, and developing new policies to improve operations. BRCC utilizes 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. BRCC utilizes IPEDS for a national comparison point and SREB data is used as BRCC's regional peer comparison. The following programs and initiatives are in place to have a positive effect on factors that impact graduation rates and productivity: *Student Academic Readiness* (Title III, QEP, Upward Bound, Mandatory Placement Testing); *Student Success Centers* (Academic Learning Center, College and Career Center); *Learning Communities* (CSSK courses, Developmental English and Math Co-requisite Pilot); *Programs for at risk students* (Title III, Upward Bound, MOCHA courses); *Student Advisement* (Student/Faculty relationships for advising, Orientation); *Early Student Alerts* (CSI, Starfish, Blackboard); *College Access* (Affordability, Dual Enrollment, Student Scholarships).

(i) 1st to 2nd year retention rate

BRCC has exceeded the year three benchmark for retention rate as indicated in ***Appendix E***. BRCC exceeded the year three benchmark for retention rate of 51%, with an achieved rate of 53.8%.

(iv) Same institution graduation rate

BRCC has slightly exceeded the year three benchmark for same institution graduation rate as indicated in ***Appendix E***. The benchmark was 4.4% and BRCC attained a 4.6% rate. The Enrollment Management Team as discussed earlier in "Student Success Initiatives Implemented" is aimed at identified mechanisms that will increase this graduation rate.

Element B: Increase the percentage of Program completers at all levels each year

(i) Percent change in program completers

BRCC has shown growth in the "Completers in All Awards" category since year one as indicated in ***Appendix E*.** When comparing to the baseline in this category, BRCC has achieved a 58% growth in year one, an 85% growth in year two, and a 96% growth in year three. Under this alternate scoring of progress in total number of completers, BRCC met its target.

Element C: Develop partnerships with high schools to prepare students for post-secondary education.

BRCC hired a full time Director of Dual Enrollment this academic year to focus on continuing, improving and growing its relationship to secondary education. BRCC's dual enrollment program is collaborating with school districts within its surrounding community to increase the number of students taking college level classes while still in high school. In addition to career and technical related course, high school students are able to take classes in areas of English, math, science, social science, or humanities. BRCC has also worked with school district administrators to identify high school teachers that meet SACS credentialing requirements so more dual enrollment courses can be offered on the high school campuses. This helps the college to make more classes readily college to high school students with an increased pool of adjunct faculty. In addition, BRCC has laid the foundation for a Middle College with a local school district with the goal of making it possible for students to graduate with an associate's degree at the same time as they are graduating with a high school diploma. The plan is to implement this initiative in fall 2013. BRCC is also developed Cooperative Endeavor Agreements with school districts in the surrounding community to place college and career coaches on their high school campuses to help students in developing their individual college and career plans of action. They also help students with their college and financial aid applications increasing the number of students making application and being accepted to colleges as well as receiving financial aid. Data related to students enrolled in Dual enrollment courses can be found in ***Appendix E*.**

Element D: Increase passage rates on licensure and certification exams and workforce foundational skills

Appendix E provides data relative to licensure and certification exams.

(i.a) Passage Rates on Licensure/Certification Exams

BRCC students took licensure/certification exams in OSHA and Avionics. BRCC students had 100% passage rate on these exams.

(i.d.) Passage Rate on licensure exam in NURSING (RN)

While BRCC saw a slight dip in its passage rate during the 2011 year, for student success on the nursing licensure exam, the passage rate is still indicative of the quality of education provided to our students. The nursing board publishes this data on a calendar year basis. For 2011, BRCC had 33 nursing candidates to take the nursing exam . Of those 33 taking the exam, 32 or 97% passed the exam on the first try. BRCC is pleased to know that this student did pass the exam on her second attempt.

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(ii.) Number of students receiving certifications

For 2012, BRCC had 3 students to take the Diagnostic Medical Sonography Licensure Exam. Of the 3 that took the exam, 3 or 100% passed the exam.

For 2012-2013, at total of 89 students received the OSHA industry 30 hour certification, 13 students received the OSHA 10 hour industry certification , and 3 students received the Avionics certification.

(iii.) Number of students assessed and receiving WorkKeys certificates

BRCC does not administer Work Keys Exams, therefore there is no score to report.

(iv.) Other assessments and outcome measures for workforce foundational skills

Pending identification of other assessments and outcomes measures, institutions are not required to report on this measure.

2. Performance Objective: Articulation and Transfer

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

Policies Continued/Implemented

BRCC is currently reviewing and revising all college policies to ensure that they are consistent with the mission of the college and that they support efforts of the college to serve the needs of students served. BRCC has continued the following policies relative to articulation and transfer: *Policy 415:* Articulation Agreements; Policy 415: Transfer Courses and GPA Calculation; 429: Disclosure of Degree Program Transferability. A new policy that has been developed is Reverse Transfer of Credit. This policy allows for a process whereby credits earned at an accredited 4-year college or university after the student transfers from BRCC are transferred back to BRCC to determine eligibility for a particular associate degree. This can be achieved by combining the credits earned at BRCC (minimum of 25% of the academic program credits must be earned at BRCC) with select credits earned at the 4-year college and does not require re-enrolling at BRCC. This policy will be mutually beneficial to BRCC and to the student. BRCC's completion rate should increase and the student is awarded the associate degree that he/she has earned.

LCTCS Policies	BRCC Polices
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
No corresponding System policy statement	446 Reverse Transfer of Credit

Programs Continued/Implemented

BRCC continues to work with 4-year transfer institutions to expand articulation agreements that will provide for a seamless transfer for students, and helps to ensure maximum transferability of credits within specific degree programs. BRCC reported a total of 13 articulation agreements in last year's GRAD ACT report. The total number of articulation agreements this year has increased to 22, which represents a 69.2% increase from last year. A chart of programs that transfer to four year universities can be found in ***Appendix F.***

Initiatives Continued/Implemented

BRCC has *continued* the following initiatives that have proven to be successful with our four year university partners:

- BRCC awards competitive NSF S-STEM Scholarships to talented AS in Pre-Engineering graduates who transfer to the LSU College of Engineering.
- STEM students have the opportunity to pursue undergraduate scientific research at LSU through the Howard Hughes Medical Institute (HHMI), LA-SIGMA, and National Institute of Health (NIH) Bridges programs while at BRCC.

BRCC continues to work with transfer institutions to identify initiatives that will ease the transfer of students to the four year universities. Following are initiatives that have been *implemented* this year to strengthen these ties:

- BRCC STEM and Business and Social Sciences Divisions National Science Foundation (NSF) Student Talent Expansion Program (STEP) partnership grant facilitates transfer of the AS in Pre-Engineering and the AAS in Construction Management to LSU in order for students to complete baccalaureate degrees in Engineering and Construction Management.
- National Institutes of Health (NIH) STEM Division sub-award with LSU Office of Strategic Initiatives (OSI) and College of Basic Sciences bridges AS to Baccalaureate in biomedical sciences. The goal is to increase the number of underrepresented students in biomedical careers.
- BRCC is participating in the National Alliance for Partnerships in Equity STEM Equity Pipeline™ and leading this initiative in Louisiana to develop policies and programs to ensure equity is integral to science technology, engineering and mathematics (STEM) in local and state education initiatives.
- The BRCC Biology Department is participating in the American Association for the Advancement of Science (AAAS) national *Vision and Change* initiative to improve undergraduate biology education. The department's *Vision and Change* project abstract will be published and presented at the national conference in August 2013.
- In 2010, BRCC and LSU established the Bears to Tigers agreement, which was designed to provide a more seamless transfer of students from BRCC to LSU. This agreement was expanded, and in March 2013, BRCC and LSU signed an agreement for the Tiger Bridge program. Under this agreement, students that apply to LSU, and do not meet admission standards, are invited to participate in the Tiger Bridge program. Students will enroll at BRCC during the fall semester of their freshman year. If they complete 30 hours of transferrable college level course work and maintain a 2.50 or greater GPA during the first year, they are admitted to LSU for the subsequent fall semester. Once students complete the next 30 hours of their degree at LSU, these credits will reverse transfer to BRCC for the awarding of an associate degree. Students enrolled in the Tiger Bridge program will have a required residential life component at LSU while attending BRCC. Other requirements of the program to support student success are participation in tutoring, active participation with the LSU and BRCC Academic Learning Centers, and dual academic advisors at BRCC and LSU.

In addition to the initiatives indicated above, BRCC *implemented* several new partnerships during the reporting year:

- BRCC partnered with East Baton Rouge Parish Emergency Medical Services to offer the EMT-Basic training course in fall 2012.
- BRCC established an agreement with the LSU Theatre Department to make available several ETEC and FILM courses for LSU Theatre students majoring in the Film and Television concentration.
- BRCC partnered with the Tulane Primate Center, Pennington Biomedical Research Center, LSU School of Veterinary Medicine and various veterinary private practices to provide clinical experiences for Veterinary Technology students.

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

BRCC continues to utilize the Louisiana Board of Regents (BoR) transfer, retention, and exit reports to analyze patterns of exit and transfer. In addition, BRCC has strengthened its relationship with four year universities in acquiring feedback reports. Data from these reports is being compiled and trends in performance and success of students is being tracked.

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

The National Student Clearinghouse data system continues to be utilized by BRCC to process transcript requests, verify enrollment and degree attainment of transfer students and to track the progress of students who enroll at BRCC and transfer to other higher education institutions within the Student Clearinghouse membership. This service is extremely useful in strategic planning for initiatives that will better prepare students for success upon transfer.

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

BRCC continues to utilize transfer reports from four year institutions that indicate data such as number of transfers with and without an associate's degree, grade distribution in specific course, selected major, and cumulative grade point average. This data is utilized to gauge the preparation level of students that transfer and allows BRCC to identify areas requiring intervention that can better prepare students for success as they matriculate to a four year setting.

In addition, BRCC has incorporated language in programmatic articulation agreements which calls for yearly dialogue between the faculty of the two institutions to identify opportunities for improvement to better prepare students. Following is an example of the language that is being included in these agreements:

> " Program representatives from BRCC and "*transfer institution*" will convene each academic year to assess program effectiveness, performance of students, and areas for collaboration that can enhance student success."

Element A. 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.

Although BRCC has an open admissions policy, we recognize that admission standards have increased at four year universities and they are eliminating development education offerings. BRCC has responded to student demand by adding sections of developmental courses**,** redesigned developmental math to consolidate 3 courses into 2, and a offers a computerized math that enables students to complete 2 developmental courses in one semester at their on their pace.

Element B. Provide feedback to community colleges and technical colleges campuses on the performance of associate degree recipients enrolled into the institution.

BRCC is utilizing feedback reports as indicated in the section above entitled *"Development/use of agreements/external feedback reports during the reporting year"*.

Element C. Develop referral agreements with community college and technical college campuses to redirect students who fail to qualify for admission into the institution.

In addition to the articulation agreements that are in place with four year institutions, BRCC has worked with LSU this year to expand the Bears to Tigers agreement that was signed in 2010. This year, the Chancellors of LSU and BRCC signed an agreement for the Tiger Bridge program. Students that are denied admission to LSU are invited to participate in this invitation only program. The agreement allows LSU to redirect students who do not qualify for admission into the university to enroll in BRCC for the first year of college while living on the LSU Baton Rouge campus and utilizing the benefits of the on-campus college environment that LSU has to offer. These students will benefit from the Reverse Article policy for granting an Associate degree by BRCC while they are pursuing a bachelor's degree at LSU. Additional details of this agreement are indicated in the section above entitled "*Articulation and transfer initiatives implemented during the reporting year"*.

BRCC also collaborates with Capital Area Technical college to provide general education classes to students that are pursuing Associate Degrees at the Technical College.

c.ii. Number of students enrolled.

The Tiger Bridge program referenced above is expected to result in 185-190 new students being enrolled at BRCC for the Fall 2013 semester. See chart in ***Appendix G*** for students enrolled at BRCC from Capital Area Technical College.

Element D. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169:

Among the many certificates and degrees offered, BRCC offers the Louisiana Transfer degrees and additional degrees that are designed for transfer. Regarding the Louisiana Transfer Degrees BRCC has seen a marked increase in enrollment from fall 2011 to fall 2012. Enrollment for the AALT for fall 2011 was 1 and fall 2012 was 171. The ASLT degree had an enrollment of 53 in the fall of 2011 and 242 in fall 2012. In fall 2012, the AALT had 6 graduates and the ASLT had 5 graduates.

See chart in ***Appendix H*** for data relating to d.i and d.ii.

d. i. Number of Students enrolled in a transfer degree program
d.ii. Number of students completing a transfer degree program

3. Performance Objective: 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 improve for the reporting year.

Year three is the first year in which BRCC has a targeted measure for this objective. The college met its target for number of students enrolled in distance education courses. A total of 380 students were enrolled in hybrid courses where at least 50% or more of the class was offered through distance education. The number of instances of a student enrolled in courses with 100 distance education was 3,076.

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

In the past, BRCC has conducted program assessments on a three year rotating cycle. The college has changed its policy and programs will conduct this assessment on a yearly basis. This will enable programs to identify any inadequacies and allow for modifications in a more timely fashion. In addition, the college continues to utilize feedback from programmatic advisory boards as to the relevance of the curriculum and concepts being taught. This enables the applied science programs to be informed of the needs of industry and to ensure that curriculum is relevant to industry needs of graduates. In addition, BRCC utilizes the Board of Regents low completer report to determine if identified programs should be recommended for elimination or modification.

BRCC had two programs that were eliminated in the reporting year. The AAS in Science Technology was terminated because of low enrollment, low completion rates, and changing workforce needs. In addition, BRCC conducted a thorough review of the AS in Computer Science. As a result of this review, the Computer Science Department has submitted the required BoR documents for action regarding the termination of the degree. A plan has been developed that meets the needs of existing students throughout their completion or redirection into other existing degrees with similar course work.

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, BRCC has developed several programs associated with the Aviation industry to meet projected demand. The following certificate and degree programs were developed and approved by LCTCS and Board of Regents:

Certificate of Technical Studies in Aircraft Mechanic Airframe
Certificate of Technical Studies in Aircraft Mechanic Power Plant
Certificate of Technical Studies in Private Pilot Helicopter Operations
Certificate of Technical Studies in Instrument Pilot Helicopter Operations
Certificate of Technical Studies in Flight Instructor Pilot Helicopter Operations
Certificate of Technical Studies in Commercial Pilot Helicopter Operations
Associate of Applied Science in Helicopter Pilot Operations

As indicated in the section above, the AS in Computer Science has been terminated. As part of the review process and recommendation for termination, the department has developed an AAS in Computer Science with imbedded certificates that will enable the department to continue meeting industry demands. This newly proposed program will be forwarded to LCTCS and BoR for consideration. The department also offers a Computer Network Engineer

Certificate (CTS) that will continue to be offered. These plans should enable the department to remain intact to continue serving the computer related training needs of students.

The business department also modified the AAS in Business as a result of input from their advisory board and workforce projections. Additional courses were developed, and management and entrepreneurship concentrations were added to the degree. The Entrepreneurship Concentration is specifically designed for students who want the necessary business skills to become a successful entrepreneur. The Management Concentration is specifically designed for students who want workforce-ready business management skills. These changes will provide a course of study that provides more options to meet student needs and better prepares them for industry demand.

In response to industry need, the Business Department also developed a Certificate of Technical Studies in Accounting and modified the Customer Service TCA into a complete certificate. The Accounting Certificate provides the knowledge and skills necessary for entry-level accounting and bookkeeping, with a focus on the employment needs of local/state governments and the area parishes' business community. It also provides the necessary credit hours to meet state civil service accounting requirements for advancement in several entry-level accounting positions. The Customer Service Certificate is designed to prepare students with information and practice in utilizing appropriate customer service skills in current and future career and community endeavors. These courses allow students to develop a broad range of skills in key areas that will enhance their ability to deliver excellent customer service in any field or industry.

Activities conducted during the reporting year with local Workforce Investment Board.

The Economic Development and Workforce Solutions (EDWS) Division manages the coordination of college activities with the local Louisiana Workforce Commission and the Workforce Investment Boards #20 and #21. BRCC Vice Chancellor of EDWS attends the monthly meetings of the Louisiana Workforce Commission (LWC). The Executive Director of Adult, Continuing Education and Community Education attends the bi-monthly meetings of the Workforce Investment Board (WIB) #21 in Baton Rouge and the WIB #20 in Hammond, Louisiana. BRCC continues to participate in Workforce Investment Agency (WIA) audits and provides documentation when required to track students who receive Individual Training
Assistance (ITA) vouchers to attend classes. The college has provided support for proposals where the agencies have requested federal grant funding. The Executive Director of WIB #20 serves on the Trade Adjustment Assistance Community College Career Transition Advisory Council (TAACCCT) and the Executive Director of the WIB #21 serves on the EDWS Advisory Council. Louisiana Workforce Commission provides occupational data through 2020 and has introduced in 2013 a new Louisiana STAR Jobs System that assists our students at BRCC and the community to find jobs and explore careers. The
system also allows our leaders to determine occupational demand for jobs in various training programs offered at BRCC. BRCC continues to use the employment data analysis and projections to support the development of new programs and training initiatives. The Trade Adjustment Act Unit of LWC is also represented on the BRCC TAACCCT Advisory Council. LWC provides important funding sources called the Incumbent Worker Training Program and the Small Business Employer Training to increase the opportunities that the college will have to provide customized contract training and continuing education to incumbent workers. Additionally, both programs allow the college staff to gain greater knowledge of the present and future workforce needs of area business and industry partners. BRCC will continue to work with LWC and the WIBs to increase opportunities for students and to monitor participant success in education and training programs.

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

In spring 2013 Online Programs were renamed e-Learning and moved under the newly created Division of Teaching and Learning. The e-Learning Manager position was created and staffed with a full time former faculty member with a wealth of online experience. This provided an opportunity to assess the effectiveness of the existing online classes. Working in collaboration with the e-Learning Committee (made up of online faculty), the decision was made to re-launch online classes in the spring 2013 semester with a number of changes in design and delivery aimed at improving student success.

To augment improvement of quality standards, the decision was made to scale back online course offerings from 65 in fall 2012 to 28 in spring 2013. This has enabled the college to have an increased focus on quality in online classes and has provided a mechanism for establishing consistency in courses offered in an online environment. In

addition, the college has been able to develop a comprehensive approach to training and certifying faculty to teach online and for implementing best practices in online instruction. All faculty teaching online in the spring 2013 semester were invited to participate in the Electronic Faculty Learning Community (eFLC). This group participated in professional development regarding digital technology and upgrading the Blackboard System. In summary, the changes in e-Learning Programs include implementation of:

- Learning Management System upgrade and transition to managed hosting.
- New course design and approval process based on Quality Matters®.
- Required proctoring of exams in all online classes to include expanded hours of the Testing Center and ProctorU ® (online based proctoring service)
- Required orientation for online students.
- Grade reporting standards.

Moving forward BRCC will increase the number of online offerings while keeping quality of instruction and student learning at the center of all online related initiatives.

BRCC has further laid the foundation for a more robust online learning environment by partnering with local high schools to offer more online courses for Dual Enrollment credit in fall 2013. While BRCC has offered online dual enrollment in the past, there will be an increased focus on expanding these offerings.

Element 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 Commission and Louisiana Economic Development.

BRCC offers a total of 32 programs. Of these 32 programs, 24/32 or 75% align with workforce and economic development needs and lead to employment upon completion. The remaining 8 program are designed for transfer.

iii. Number of programs aligned with workforce and economic development needs:

	Year
	2012-2013
i. Number of programs eliminated	2
ii. Number of programs modified or added	9
Programs offered	32
Programs aligned with workforce and economic development needs	24
% programs aligned with workforce needs	75%

Element B. Increase use of technology for distance learning to expand educational offerings.

i. Number of course sections with 50% and with 100% instruction through distance education	Year 2012-2013
Course sections offered 50% to 99%	17
Course sections offered 100%	167

ii. Number of students enrolled in courses with 50% and 100% instruction through distance education	Year 2012-2013
# students enrolled in sections offered 50% to 99%	380
Course sections offered 100%	3076

iii. Number of programs offered through 100% distance education:	Baseline Data	Year 1	Year 2	Year 3
	2008-09	2009-10	2010-11	2011-12
AS	0	0	0	0
AAS	0	0	0	0
CAS	0	0	0	0
CTS	0	0	0	0

Element 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 degree at the baccalaureate level or higher.

i. Percent of completers found employed:

The most recent Louisiana Employment Outcome Report can be found on the Board of Regents' website at the link below. Per GRAD Act reporting instructions, this is the most recent report available.
http://www.regents.doa.louisiana.gov/assets/docs/Data/Publications/2011_BOR_Employment_Outcomes.pdf.

ii. Increasing the performance of associated degree recipients who transfer.

See elements 2.b and 2.d.

4. Performance Objective: Institutional Efficiency and Accountability

Element A and B.

These elements do not apply to colleges within the LCTCS System

Element 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.

In 2010, the LCTCS Board of Supervisor 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 the average of SREB peer institutions over a six year period. The two year non-resident SREB average amount, taken from the SREB Fact Book of 2009 was $7,444. This figure was used to establish the six year plan.

However, the most current SREB median found for BRCC's SREB peer colleges is $7,914 (source: http://www.sreb.org/page/1126/srebstate_data_exchange.html# Public funding for higher education) . While BRCC is on track to meet its six year target of $7,444, SREB peer institution non-resident tuition continues to increase. This finding indicates that while BRCC's non-resident tuition and fees will meet the target for the 6 year increase, BRCC will still remain below the actual SREB average at that time.

The population of non-resident students enrolled at BRCC averages about 3.4% of the total college enrollment annually. It is not expected that this tuition increase will have a profound effect on enrollment. Because of the low enrollment of non-resident students, it is expected that the annual revenue increase will be insignificant in relation to the overall budget for the college.

Element c.i. The following table shows the scheduled increase in non-resident tuition over the six year period.

Year	SREB Non Resident Tuition	BRCC Non Resident Tuition & Fees	Percent of Annual Increase
FY 11	$7,444	$5,672	
FY 12	$7,444	$6,120	3 %
FY 13	$7,444	$6,452	8%
FY 14	$7,444	$6,782	9%
FY 15	$7,444	$7,112	9%
FY 16	$7,444	$7,444	8%

Element D. Designate centers of excellence as defined by the Board of Regents

Education is the key to a strong and vital workforce in any industry. For over eleven years, the Louisiana Community and Technical College System (LCTCS) has lead the way in educating and training the technical workforce at the college ranks in our state. As industry demand has increased, it is incumbent upon LCTCS to keep pace with new technology and industry standards to produce skilled and well-educated workers.

To achieve this goal BRCC has developed a plan to create a Center of Excellence in Transportation. Act 555 of the 2010 Regular Session of the Louisiana Legislature provides for the creation of Centers of Excellence within the LCTCS. These Centers will provide opportunities for partnerships between colleges and local business and industry to educate and train a skilled workforce. LCTCS Policy # 2.104 authorizes the Board of Supervisors of the LCTCS to create and implement Centers of Excellence within the LCTCS in accordance with Act 555. The proposed Center of Excellence at BRCC is aligned with the intention of Act 555 and adheres to LCTCS policy. In addition, this Center of Excellence in Transportation supports Governor Jindal's plan to redesign Workforce Development and responds to his mandate to "begin to develop centers of excellence at LCTCS campuses to focus on key industries in each economic region and coordinate workforce development planning and activities across relevant public-and-private-sector entities." (Louisiana.Gov,2011)

On September 19, 2012, Governor Jindal held a press conference announcing funding for a Center of Excellence at Baton Rouge Community College. During this announcement, Governor Jindal said, *"As part of our efforts to keep our kids here at home and grow our economy, one of the key things we look at is what industries are growing and what type of skills our people need to get jobs in those industries. Today's announcement is about closing this gap. If we are truly going to grow our economy and have the best skilled workers in the world, then we need to solve this problem and ensure we have a first-class training program that puts our people ahead of the pack. This new facility will continue to strengthen our community and technical college system, keep our sons and daughters here at home and continue to grow Louisiana's economy."*

The Center of Excellence in Transportation will provide training related to various segments of the transportation industry to include Aviation, Automotive, Logistics and Security, and Pipeline Transportation. BRCC has plans to present this proposal to the LCTCS Board of Supervisors in March, 2013.

d.i. Percentage of eligible programs with either mandatory or recommended status that are currently discipline accredited.

BRCC submitted its CRIN update to Board of Regents and provided an update on the status of programmatic accreditation. The listing indicated 9 programs with mandatory or recommended status. See ***Appendix I.*** Of the 9 programs, 1 has been terminated (AS Computer Science). The AAS in Paralegal Studies and the AAS in Diagnostic Medical Sonography are not yet eligible for accreditation because they have not been operational long enough. . Thus, BRCC has 5/8 or 62.5 % of eligible programs with either mandatory or recommended status accredited. This exceeds BRCC's target of 44% for year one.

5. Performance Objective – 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 2012

Undergraduate headcount	9,124
Graduate headcount	0
Total headcount	9,124

- **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 2011-2012

Undergraduate FTE	5,912
Graduate FTE	0
Total FTE	5,912

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	336
FTE Faculty	178.9

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	28,841
Total number of sections in which the course	1,095

number is less than or equal to a senior undergraduate level	
Average undergraduate class size	26.3

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	5,912
FTE instructional faculty	178.9
Ratio of FTE students to FTE faculty	33.04

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)**

	Number of non-instructional staff	FTE non-instructional staff
Non-Instructional Staff in Academic Colleges and Departments	4	4

The six positions fitting this definition and reconciling to the Organizational Chart are:

- Dean of Business and Social Sciences
- Dean of STEM
- Dean of Learning Resources
- Dean of Nursing
- Dean of Liberal Arts (VACANT)
- Dean of Technology (VACANT)

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**

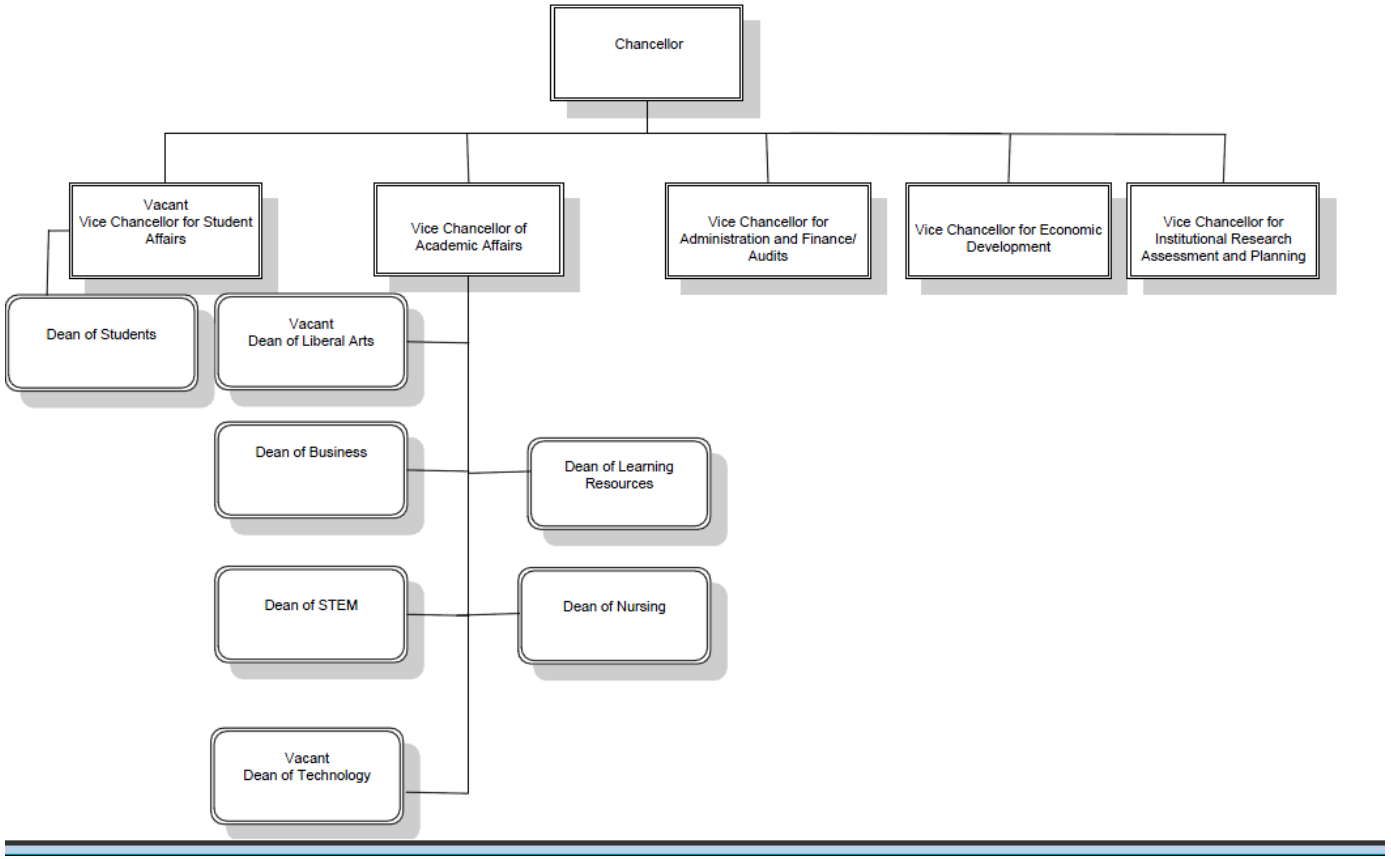
	Number of Staff-Administrative	FTE Staff-Administrative
Staff in Administrative Areas	4	4

The five positions fitting this definition and reconciling to the Organizational Chart are:

- Vice Chancellor of Academic Affairs
- Vice Chancellor for Administration and Finance/Audits
- Vice Chancellor for Economic Development

- Vice Chancellor for Institutional Research, Assessment, and Planning
- Vice Chancellor for Student Affairs (VACANT)

5G. Baton Rouge Community College Organization Chart



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 2012 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2009.**

Position	Total Base Salary Reported for Fall 2012	History of salary change since 6/30/2009
Chancellor	$171,000.00	Salary decreased February 2012 from $181,064 to $171,000—New Chancellor appointed
V/C Academic Affairs	$114,795.00	Salary decreased July 2012 from $125,944 to $114,795—New Vice Chancellor appointed
V/C Student Affairs	$104,000.00	Salary increased from $95,166 to $104,000—New Interim Vice Chancellor appointed
V/C Economic Development	$104,979.00	None
V/C Admin & Finance	$115,000.00	None
VC IR, Assessment and Accountability	$106,570	N/A—New Position
Dean of Liberal Arts	$99,819	Salary increased December2012 from 85,442 to 99,819—New Dean appointed
Dean of Business	$75,000.00	Salary decreased February 2012 from $78,600 to $75,000—Interim Dean appointed
Dean of STEM	$83,000.00	Salary increased $3,000 August 27, 2011-Faculty Change in Rank
Dean of Technology	$85,000.00	N/A—New Position
Dean of Students	$93,000.00	N/A—New Position
Dean of Learning Resources	$91,200.00	Salary increased $1,200 August, 2011—Faculty Change in Rank
Dean of Nursing	$97,0000.00	None

Cost performance Analysis for FY11

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

	Baton Rouge Community College	
Expenditures by Function:	**Amount**	**% of Total**
Instruction	$ 11,947,056	41.9%
Research	$ -	0.0%
Public Service	$ -	0.0%
Academic Support**	$ 4,200,270	14.7%
Student Services	$ 2,710,902	9.5%
Institutional Services	$ 4,818,251	16.9%
Scholarships/Fellowships	$ 269,682	0.9%
Plant Operations/Maintenance	$ 3,821,945	13.4%
Total E&G Expenditures	$ 27,768,106	97.3%
Hospital	$ -	0.0%
Transfers out of agency	$ 772,062	2.7%
Athletics	$ -	0.0%
Other	$ -	0.0%
Total Expenditures	**$ 28,540,168**	**100.0%**

i. Average yearly cost of attendance: as shown in College Navigator for Baton Rouge Community College (Retrieve from http://nces.ed.gov/collegenavigator/?q=baton+rouge+community+college&s=all&id=437103 March 25, 2013)

TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

- Beginning students are those who are entering postsecondary education for the first time.

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2009-2010	2010-2011	2011-2012	2012-2013	% CHANGE 2011-2012 TO 2012-2013
Tuition and fees					
In-state	$1,938	$2,474	$2,832	$3,091	9.1%
Out-of-state	$4,746	$5,672	$6,120	$6,643	8.5%
Books and supplies	$1,200	$1,200	$1,200	$1,200	0.0%
Living arrangement					
Off Campus					
Room and board	$8,236	$8,236	$8,326	$7,459	-10.4%
Other	$3,398	$3,398	$3,435	$4,484	30.5%
Off Campus with Family					
Other	$3,398	$3,398	$3,435	$4,464	30.0%
TOTAL EXPENSES	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**% CHANGE 2011-2012 TO 2012-2013**
In-state					
Off Campus	$14,772	$15,308	$15,793	$16,234	2.8%
Off Campus with Family	$6,536	$7,072	$7,467	$8,755	17.2%
Out-of-state					
Off Campus	$17,580	$18,506	$19,081	$19,786	3.7%
Off Campus with Family	$9,344	$10,270	$10,755	$12,307	14.4%

iii. Average time to degree:

	First-time Freshmen			Transfer			Total		
Degree Earned	**Full-time**	**Part-time**	**Total**	**Full-time**	**Part-time**	**Total**	**Full-time**	**Part-time**	**Total**
Associate	4.9	5.3	5.0	7.1	7.2	7.1	6.2	6.3	6.2
Certificate	4.1	4.9	4.2	6.8	6.3	6.7	5.5	5.9	5.6

Data Source: TTDRPTBOR

iv. Average cost per degree awarded:

a. State Dollars per FTE = $2,019

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

a. **State Dollars per FTE = $2,019**

vi. **All expenditures of the institution for the reporting year: Use BoR-3**

	Total Expenditures $
Baton Rouge Community College	39,280,290

See ***Appendix J*** for Attachment D—4 year, 2 year, Technical College Year 3 Annual Report.

See ***Appendix K*** for copy of LA Board of Regents Data Submission

ELEMENT 1—STUDENT SUCCESS APPENDICES

APPENDIX A
Student Success Policies

Policies Impacting Student Success	
LCTCS Policies	BRCC Policies
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	415 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
1.025 Articulation Agreements	424 Mandatory Testing and Placement
No corresponding System policy statement	448 Graduate Assessment Program
No corresponding System policy statement	446 Reverse Transfer of Credit

APPENDIX B
Data Based Evaluations to Ascertain Effectiveness

Table 2: ENGLISH 101 EXIT EXAM RESULTS				
Test Semester	**Year**	**Total Tested**	**Total Pass**	**Percent Pass**
Spring	2011	1,175	803	68.0%
Fall	2011	1,174	856	73.0%
Spring	2012*	708	624	88.0%
Fall	2012	979	891	91.0%
Spring	2013	Pending	Pending	Pending

* The number of students taking the exam decrease from Fall 2011 to Spring 2012 due to a policy change regarding the Exit Exam. Prior to Spring 2012, all students enrolled in ENGL 101 were required to take the Exam. The policy change that became effective Spring 2012 only required students with a grade of "C" or better at the end of the course to take the exam.

APPENDIX C
Student Graduation Survey

STUDENT GRADUATION SURVEY	
Survey Questions	***Spring 2012***
Educational Preparation as related to your profession • ALL 7 AREAS • 6 of the 7 AREAS (Percentage of Total Responses of Very Satisfied and Satisfied)	70% 81%
Professionalism	90%
Teamwork	93%
Technical Job Skills	84%
Oral Communication	91%
Computer Skills	87%
Written Communication	88%
Ability to Interact with Diverse Populations	92%
Plan to Transfer to 4 year Institution/Further Education	77%
Secured Employment in your area of study/career field • Transferring • Taking time off personal/or in military • Still seeking employment	41% 77% 4% 41%

APPENDIX D
Internships

	Tracking of Internships for Fall 2010-11					
Degree Programs	Total number for 2010-2011	Total number for 2011-2012	No. of Internships in Summer 12	No. of Internships in Fall 2012	No. of Internships in Spring 2013	**Total number for 2012-2013**
Process Technology	54	41	0	26	17	**43**
Criminal Justice	10	30	0	11	16	**27**
Science Technology*	4	0	0	0	0	**0**
Construction Management	12	29	0	11	8	**19**
Entertainment Technology	19	26	0	5	7	**12**
Totals for 5 Degree Programs	99	126	0	53	48	**101**

BRCC has an Associate of Science Degree in Nursing, an Associate of Applied Science in Diagnostic Medical Sonography, and an Associate of Applied Science in Veterinary Technology. These programs do not have internships, but students are required to engage in clinicals. Clinicals are not reported in the Tracking of Internships.

*The Science Technology program has been discontinued.

APPENDIX E
Student Success Measures for Elements A, B, C, D

Element 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 rate

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual
Fall to Fall Retention Rate	47.8%	49.0%	48.2%	50.0%	47.5%	51.0%	53.8%
# in Fall Cohort	1,224		1,248		1,331		1,310
# Retained	585		602		632		705

(iv) Same institution graduation rate

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual
Graduation Rate	2.9%	3.4%	3.3%	3.9%	5.1%	4.4%	4.6%
# in Fall Cohort	889		950		1,101		1,226
# Completers < = 150% of time	26		31		56		57

Element B): Increase the percentage of Program completers at all levels each year

(i) Percent change in program completers

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual
Certificate-1 yr		15.7%	1566.7%	4.4%	1988.9%	6.6%	2111.1%
# Awarded	9	150	150	9	188	10	199
Associate-2 yr		10.4%	9.4%	36.7%	25.0%	55.0%	32.6%
# Awarded	288	318	318	394	360	446	382
Collapsed/Combined # Awarded	297	468	468	403	548	456	581

Measure	Baseline Fall 08	Year 1 Actual	Year 1 Percent Increase from Baseline	Year 2 Actual	Year 2 Percent Increase from Baseline	Year 3 Actual	Year 3 Percent Increase from Baseline
Collapsed/Combined # Awarded	297	468	58%	548	85%	581	96%

Element C: Develop partnerships with high schools to prepare students for post-secondary education.

(i) Number of High school students enrolled
(ii) Number of semester credit hours in which high school students enroll
(iii) Number of semester credit hours completed by high school students

Measure	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Number of Students Enrolled			295	346	263	298	381	338
Semester Credit Hours Enrolled					822	969	1333	1099
Semester Credit Hours Completed					779	867	1224	

Element D: Increase passage rates on licensure and certification exams and workforce foundational skills

(i.a) Passage Rates on Licensure/Certification Exams

Licensure	2012
Diagnostic Medical Sonography	100%

Certification	2012-2013
OSHA 30 industry certification	100%
OSHA 10 industry certification	100%
Avionics industry certifications	100%

(i.d.) Passage Rate on licensure exam in NURSING (RN)

	2008	2009	2010	2011	2012
Number of Candidates	NA	34	30	33	46
Number Passing	NA	34	30	32	46
Percent Passing	NA	100.0%	100.0%	97.0%	100.0%

(ii) Number of students receiving certifications

Certification	Spring 2012	Fall 2012
OSHA 30 industry certification	47	42
OSHA 10 industry certification	9	4
Avionics industry certifications	3	0

(iii) Number of students assessed and receiving WorkKeys certificates

BRCC does not administer Work Keys Exams, therefore there is no score to report.

(iv) Other assessments and outcome measures for workforce foundational skills

Pending identification of other assessments and outcomes measures, institutions are not required to report on this measure

ELEMENT 2—ARTICULATION AND TRANSFER APPENDICES

APPENDIX F
Articulation Agreements

BRCC Articulation Agreements	
Associate Degree	**Agreements with Transfer Institution**
Criminal Justice	Northwestern State University Southeastern Louisiana University Southern University Aspen University
Business	Louisiana State University Nicholls State University Southeastern Louisiana University Southern University Aspen University
Computer Science	Southern University Southeastern Louisiana University
AS General Science: Landscape Management Coastal Environmental Science Environmental Management Systems Natural Resource Management Biomedical	Louisiana State University
Pre-Engineering	Louisiana State University Southern University
Nursing	Aspen University Northwestern State University Our Lady of Holy Cross Our Lady of the Lake College
Construction Management	Louisiana State University
Teaching	Aspen University Western Governor's University
Liberal Arts	Aspen University
TOTAL SIGNED AGREEMENTS	**22**

BRCC Articulation Agreements Being Negotiated	
Associate Degree	**Agreements with Transfer Institution**
Pre-Engineering	University of Louisiana at Lafayette Louisiana Tech University
Nursing	Southeastern Louisiana University McNeese State University Louisiana State University
TOTAL AGREEMENTS BEING NEGOTIATED	**5**

APPENDIX G
Enrollment of Capital Area Technical College Students at BRCC

General Education Course	# Enrolled Fall 2011	# Enrolled Spring 2012	# Enrolled Fall 2012
MATH 110	**11**		
PSYC 201		**34**	
SPCH 101		**34**	
ENGL 101			**19**

APPENDIX H
Louisiana Transfer Degree Data

Louisiana Transfer Degree Enrollment		
Degree	Fall 2011	Fall 2012
AALT	1	171
ASLT	53	242
Data Source: BoR Fall SSPS		

Louisiana Transfer Degree Completion		
Degree	Fall 2011	Fall 2012
AALT		6
ASLT		5
Data Source: BoR CRINPROG		

ELEMENT 4—INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY APPENDICES

APPENDIX I
Accreditation Status

DEGREE	ACCREDITATION MANDATORY/ RECOMMENDED	ACCREDITATION STATUS	NOTES
AS Computer Science	Recommended	*Degree Terminated*	*Degree Terminated 2013*
AAS Process Technology	Mandatory	**ACCREDITED**	
AAS Paralegal Studies	Recommended	Not Accredited	Program approved May, 2011. Program must be fully operational for two years and graduate students before it can apply for accreditation.
AAS Veterinary Technology	Mandatory	**ACCREDITED**	Program conducted its sight visit in January 2013 and has received notification that Accreditation has been granted effective January 30, 2013.
AAS Diagnostic Medical Technology	Mandatory	Not Accredited	The AAS degree was approved and the first class was admitted Spring 2013. Accreditation application will be submitted Fall 2013.
AS Nursing	Mandatory	**ACCREDITED**	
AS Business	Mandatory	**ACCREDITED**	
AAS Business	Mandatory	**ACCREDITED**	
AAS Construction Management	Recommended	Not Accredited	

ELEMENT 5—REPORTING REQUIREMETNS APPENDICES

APPENDIX J
Attachment D—4 year, 2 year, Technical College Year 3 Annual Report

APPENDIX K
LA Board of Regents Data Submission

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

Institution: Baton Rouge Community College

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)		3	3	100%
Dietetics Technician	National Registration Exam for Techicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered	Commission on Dietetic Registration of				

	Dietitian Exam	the American Dietetics Association				
Education	All 3 PRAXIS exams	Lousiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Managament Association				
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board	Louisiana State Board of Nursing				

	on Certification and Recertification of Nurse Anesthetists (NBCRNA)					
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing		33	32	97%
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC)	Louisiana State Board of Medical				

	CRT- Exam	Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate = # students to met standards for passge/# students who took exam

March 1, 2013