

Baton Rouge Community College



GRAD Act Performance Objectives, Elements and Measures 2016 Annual Report

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Performance Objective 1. Student Success

The faculty and staff at Baton Rouge Community College (BRCC) strive to engage students and support their success both in and out of the classroom. The College's world-class faculty strive for excellence in teaching and continue to develop innovative tools to enhance student learning in academic and workforce programs that prepare them for exciting careers in areas like criminal justice, sonography, avionics, automotive technology, computer science, film-making, veterinarian technology, video game design, nursing, construction management, business technology, and accounting. Student Affairs staff provide students with accessible and affordable solutions to support their educational needs through Registration, Financial Aid, Career Services, and Disability Services. The Magnolia Library guides students as they develop information literacy and sharpen their research skills. The College offers a "First Class" seminar that orients new students to the institution and its programs, and teaches them important academic survival skills. Information Technology Services provide students with the relevant technological support and resources they need to enrich their educational experiences. BRCC's Offices of Public Safety and Facilities Services provide students with a safe, secure, and attractive educational environment.

On January 19, 2016, BRCC received notification from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) that its Board of Trustees had approved BRCC's merger with Capital Area Technical College. The merger expands BRCC's opportunity to meet the educational and workforce needs in the greater Baton Rouge area by building deeper employer engagement, creating pathways to educational credentials within key sectors, and becoming more agile in its responsiveness to the fast-changing needs in the economy.

BRCC is eagerly anticipating the opening of the new John W. McKay Automotive Training Center to students in fall 2016. The center will offer courses to students seeking degrees and certifications in the areas of automotive and diesel/heavy truck technologies.

Through the leadership of the Divisions of Academic and Student Affairs, BRCC has moved forward on several initiatives aimed at creating process efficiencies, improving student access, and enhancing student satisfaction and success:

- A Call Center was implemented in fall 2015, and has already improved student satisfaction by expediting responses and solutions to their inquiries about their educational needs and concerns.
- A priority registration process has been implemented and will be available to students who have earned 18 or more credits beginning in the summer 2016 and fall 2016 semesters.
- Checklists for all degree and certificate programs that BRCC offers have been restyled and are available to students, faculty and staff [online](#). The checklists are easily accessible and have been designed as an intuitive and user-friendly tool for students and advisors to use to efficiently plan course schedules. Knowing what courses to take and when will streamline the time it takes for students to earn their certificate or degree.
- A comprehensive approach to 'onboarding' new students has been developed and will be implemented, beginning with the fall 2016 cohort. This initiative includes: providing students

with a ‘revamped’ orientation experience that will include an online option; revamping and streamlining the entry services for students in a sequence that better aligns with the enrollment process; and, redistributing the responsibilities of Student Affairs staff which will effectively double the personnel available to students seeking advice and assistance.

- BRCC has been recognized by the U.S. Department of Education as a Predominantly Black Institution and was awarded a Title III grant of \$1.3 million dollars for fiscal year 2016. These monies will be leveraged with existing Carl Perkins and institutional funds to implement Degree Works—a comprehensive technology that will improve academic advising, transfer articulation, and course auditing, and help students graduate on time. The monies will also be used to develop and pilot support services aimed at improving the academic success of African American males in Science, Technology, Engineering, and Mathematics programs.

Element 1.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.

As an open admission college, BRCC serves all students, regardless of their level of academic preparation. Graduates of state-approved high schools, home-schooled students and individuals who have obtained a high school equivalency are eligible for admission. A complete list of BRCC’s academic and student services policies can be found in its [catalog](#).

1.a.(i.)1st to 2nd year retention rate for first-time, full-time, associates degree-seeking students

Report Year (Cohort)	Baseline (Fall 2008)	Year 1 (Fall 2009)	Year 2 (Fall 2010)	Year 3 (Fall 2011)	Year 4 (Fall 2012)	Year 5 (Fall 2013)	Year 6 (Fall 2014)
Number Retained	585	602	632	705	499	466	584
Number in Cohort	1,224	1,248	1,331	1,310	1,125	968	1389
Retention Rate	47.8%	48.2%	47.5%	53.8%	44.4%	48.1%	42.0%
Benchmark	xxx	49.0%	50.0%	51.0%	52.0%	52.0%	53.0%

BRCC’s open access affects its retention rates. In Year 6, the success of BRCC’s recruitment efforts brought an increase in the number of first-time, full-time, associate’s degree students enrolled. The increased enrollments, however, resulted in a class with significantly higher proportions of students who embodied characteristics associated with academic vulnerability. The fall 2014 cohort, compared to the fall 2013 cohort had significantly higher percentages of students¹ who were black (47.5% compared to 35.5%), Pell grant recipients (67.1% compared to 56.1%), older than the traditional age of students just out of high school (36.5% compared to 26.3%), had ACT scores that fell below the requirements for a moderately selective institution (34.3% compared to 24.1%), and were first generation college students

¹ Based on the comparison of frequency distributions using a χ^2 test of significance with $p < .05$.

(90.5% compared to 71.8%, note that these percentages were derived from the sub-cohort of students who completed financial aid applications).

In addition to being an open access college, BRCC’s mission is to prepare pathways for students interested in transferring to four-year institutions. Some students are academically prepared to transfer after completing an associate degree, some are prepared to transfer after completing a year of study, and some are prepared to transfer after completing a semester of study at BRCC. It would be an injustice for BRCC to ask students who are academically prepared to transfer to stay enrolled so that the college can pass GRAD Act.

To examine BRCC’s success in transfer, a list of the students from the Year 6 cohort who were not retained was sent to the National Student Clearinghouse (NSC) to determine whether they subsequently enrolled at another institution of higher education. Of the 805 students sent to NSC, 146 were found to have subsequently enrolled at another institution of higher education. These students are academic successes and should be removed from the cohort, which increases the retention rate to 52.6%. This brings BRCC within 2% of benchmark on this measure.

BRCC is unable to provide individual counseling for each student. Budget cuts have hit student services hard, and the school is forced to rely on how a student self identifies on his or her application. It is possible that several students who self-identified as being degree seeking students never actually intended to finish a degree at BRCC or stay more than a semester. This is the unfortunate reality

1.a.(iv.) Institution graduation rate based on revised IPEDS cohort of first-time, full-time, associates degree-seeking students, who completed within 3 years

Report Year (Cohort)	Baseline (Fall 2005)	Year 1 (Fall 2006)	Year 2 (Fall 2007)	Year 3 (Fall 2008)	Year 4 (Fall 2009)	Year 5 (Fall 2010)	Year 6 (Fall 2011)
Completers	26	31	56	57	34	63	123
Number in Revised Cohort	889	950	1,101	1,226	1,250	1,341	1,335
Graduation Rate	2.9%	3.3%	5.1%	4.6%	3.0%	4.7%	9.2%
Benchmark	xxx	3.4%	3.9%	4.4%	4.9%	5.4%	5.9%

BRCC exceeded its targeted benchmark for Year 6 with a 9.2% graduation rate for its fall 2011 first-time, full-time, associate’s degree seeking cohort.

Element 1.b. Increase percentage of program completers at all levels each year.

1.b.(i.) Percent Change in program completers at all award levels (certificate and above), from the baseline year

Report Year (Cohort)	Baseline (AY08/09)	Year 1 (AY09/10)	Year 2 (AY10/11)	Year 3 (AY11/12)	Year 4 (AY12/13)	Year 5 (AY13/14)	Year 6 (AY14/15)
Certificate Awards	9	150	188	199	343	1,562	845
% Change in Certificates		1566.7%	1988.9%	2111.1%	3711.1%	17255.6%	9288.9%
Associate's Awards	288	318	360	382	376	403	411
% Change In Associate's		10.4%	25.0%	32.6%	30.6%	39.9%	42.7%

BRCC has shown a steady increase in the number of certificates and associate's degrees for five out of the last six years. BRCC has surpassed the target for certificate awards, and has passed the associate's award measure by showing increased progress based on the comparison of the two and three year average percentages over the baseline. The 41.3% two-year average change in associate's program completers for Years 5 and 6 far exceeds the 29.4% three-year average change for Years 2 through 4.

Element 1.c. Develop partnerships with high schools to prepare students for postsecondary education.

BRCC continues to offer dual enrollment in public high schools, and is working to increase the dual enrollment population by offering online courses, and expanding its offerings to home-schooled students and students from private high schools. Currently, BRCC offers dual enrollment opportunities to 24 schools in 8 parishes. The students in two out of the 24 schools participate virtually, and approximately 45 home schooled students are dually enrolled. These relationships are formalized, at present, through 24 Memoranda of Understanding.

1.c.(i, ii, & iii). High school students enrolled during the reporting year

Semester	Baseline		Year 1		Year 2		Year 3		Year 4		Year5		Year6	
	Fa08	Sp09	Fa09	Sp10	Fa10	Sp11	Fa11	Sp12	Fa12	Sp13	Fa13	Sp14	Fa14	Sp15
High School Students Enrolled					263	298	381	338	218	234	1,064	920	864	757
Semester Credit Hours Enrolled					822	969	1,333	1,099	740	783	4,559	3,424	3,811	3,278

Semester Credit Hours Completed	779	867	1,224	1,053	740	774	4,322	3,300	3,688	3,122
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The number of students enrolled in BRCC's dual enrollment program continues to grow, as evidenced by comparing the average number of students enrolled, credit hours enrolled, and credit hours completed for the last two reporting years (Years 5 and 6), compared to the prior three years (Years 2, 3 and 4). For the last two years (fall and spring combined), the average enrollment was 1,803, the credit hours enrolled was 7,536, and the credit hours completed was 7,216. For the prior three years the average enrollment was 577, the credit hours enrolled was 1,915, and the credit hours earned was 1,812. The averages for the number of students enrolled more than doubled, and the credit hours enrolled and earned nearly tripled.

Element 1.d. Increase passage rates on licensure and certification examinations and workforce foundational skills.

1.d.(i.) Passage rates on licensure examination in Nursing (RN)

Report Year (Cohort)	Baseline (Fall 2008)	Year 1 (Fall 2009)	Year 2 (Fall 2010)	Year 3 (Fall 2011)	Year 4 (Fall 2012)	Year 5 (Fall 2013)	Year 6 (Fall 2014)
Number who took NCLEX	N/A	N/A	N/A	33	46	54	59
Number who passed NCLEX	N/A	N/A	N/A	32	46	49	52
Passage Rate	N/A	N/A	N/A	97.0%	100%	90.7%	88.1%
Benchmark	N/A	N/A	N/A	90.2%	90.7%	91.2%	91.7%

In Year 6, BRCC’s passage rate on licensure examinations in Nursing (RN) was 88.1%, which falls 1.5% shy of the 2% margin needed to meet the targeted benchmark. However BRCC’s passage rate was well above the state average for students in associate’s degree nursing programs which was 83.1%. Several strategies have been implemented since the fall 2014 cohort sat for their exams. The corrective measures are presented below as strategies that are improving the success of BRCC’s graduates on the NCLEX-RN examination. The effectiveness of these strategies are evident in the 2015 to 2016 increase in the NCLEX passage rate—of the forty-eight (48) students tested, 44 passed and BRCC’s NCLEX passage rate increased from 88.1% to 91.7%.

<u>General Strategy: Students</u>	<u>Specific Areas Addressed</u>
Provide student support	<ul style="list-style-type: none"> • Mandatory advising • Review and test-taking and critical thinking skills in class, lab and clinical • Test review and feedback at course level
Identify and track at-risk students	<ul style="list-style-type: none"> • Mandatory remediation plan, development of academic contract and tracking developed for students readmitted to nursing program through the appeals process • Faculty and nursing department chair involvement in remediation plan
<u>General Strategy: Policies</u>	<u>Specific Areas Addressed</u>
Review and revise admission policies	<ul style="list-style-type: none"> • HESI nursing admission examination was revised to include Biology in addition to Math, English, Vocabulary and Grammar

Review and revise curriculum requirements

- **(NURS 240) Senior Capstone course developed with NCLEX-RN review, critical thinking through the use of simulation and exit exam**

General Strategy: Faculty

Specific Areas Addressed

Provide faculty training

- Consulted with Dr. Linda Caputi to conduct Test Item Analysis workshop for faculty.
- Topics included: test item analysis, test blueprinting, test construction, review of clinical evaluation tool, effective teaching strategies, exam review, NCLEX test plan review, technology in classroom, and PAR score test analysis
- Utilize HESI end-of-course assessment

General Strategy: Testing and Evaluation

Specific Areas Addressed

Utilize NCLEX test plan and review testing process

- Reviewed the following areas: Test construction, NCLEX test plan, test blueprint development, test item analysis and post exam test review

Attachment B lists the passage rates for all other applicable licensures and certifications.

Performance Objective 2. Articulation and Transfer

As an open admission college, BRCC serves all students, regardless of their level of academic preparation. Graduates of state-approved high schools, home-schooled students and individuals who have obtained a high school equivalency are eligible for admission. BRCC's admissions policies and procedures are available to students and their families on its [website](#).

BRCC has 31 articulation agreements with four-year institutions that help to facilitate and maximize BRCC credit courses that transfer. Attachment B lists BRCC's established articulation agreements with four-year institutions.

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.

Element 2.c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

2.c.(ii.) Number of students enrolled

Currently BRCC has no students enrolled as a result of any referrals to 4-year universities.

Element 2.d. Demonstrate Collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169

2.d.(i.) Number of students enrolled in a transfer degree program, AALT, ASLT or AST, at any time during the reporting year

Report Year (Cohort)	Year 3 (AY2011/12)	Year 4 (AY2012/13)	Year 5 (AY2013/14)	Year 6 (AY2014/15)
AALT			578	775
ASLT			439	524
AS			319	383
Total	845	1,009	1,336	1,682
Benchmark	845	850	855	860

BRCC exceeded its Year 6 benchmark of 860 students enrolled with an actual enrollment of 1,682.

2.d.(ii.) Number of students completing one of the following transfer degrees: AALT, ASLT or AST, at any time during the most recent academic year

Report Year (Cohort)	Year 2 (AY2010/11)	Year 3 (AY2011/12)	Year 4 (AY2012/13)	Year 5 (AY2013/14)	Year 6 (AY2014/15)
AALT		6	10	9	32
ASLT		5	5	10	6
AST	7	14	1	8	3

For the 2014-2015 academic year, BRCC had a total of 41 students complete transfer degrees. BRCC has seen a gradual increase in the number of students completing these degrees over the last five years. This trend should continue as interest in these programs continues, and as initiatives for improving advising and transfer rates are implemented.

Performance Objective 3. Workforce and Economic Development

The college continues to utilize a revised schedule for conducting annual program reviews. The goal of each review is to identify the areas in which a program may be weak and to rectify the situation, as well as to identify the areas in which a program is successful and to capitalize on that success. The college also uses program advisory boards which are comprised of individuals who are currently in program specific industries. The advisory boards give their recommendations and ideas pertaining to the relevancy of courses offered and drives the curriculum into alignment with current regional and state workforce needs.

Element 3.a. Eliminate academic program 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

The majority of BRCC's programs are currently aligned with the workforce and economic needs of the state of Louisiana. In order to make this determination, the Louisiana Workforce Commission's Louisiana Star Jobs [website](#), and the Board of Regents list of [Active Degree and Certificate Programs](#) (as of April 8, 2016) were utilized and it was found that 44% of the 102 degree programs that BRCC offers at its mid-City campus, its eleven existing instructional sites, and its new John W. McKay Automotive Training Center are five star jobs. An additional 42% are four-star jobs.

3.a.(I & ii.) Programs eliminated, modified or added to meet workforce and economic development needs

i. Number of programs eliminated	0
ii. Number of programs modified or added	6
Programs offered	33
Number designed for transfer	2
Aligned with Workforce and Economic Needs	
Number of programs aligned with 5 star jobs	11
Number of programs aligned with 4 star jobs	18

Element 3.b. Increase use of technology for distance learning to expand educational offerings.

BRCC continues to increase the availability of innovative learning opportunities through distance learning. The Division of Innovative Learning and Academic Support trains and certifies faculty who want to teach courses online, certifies online courses according to [Quality Matters](#) guidelines, and requires students to pass an [eSkills orientation test](#) before they can register for an online course. Currently, the Division of Academic Affairs is working to identify and assign faculty in each of its departments to serve as eLearning academic advisors.

3.b.(i., ii., & iii.) Use of technology for distance learning to expand educational offerings

Report Year (Cohort)	Baseline (AY2010/11)	Year 3 (AY2011/12)	Year 4 (AY2012/13)	Year 5 (AY2013/14)	Year 6 (AY2014/15)
Course Sections delivered using distance learning technologies:					
50% to 99%	2	17	2	2	17
100%	125	167	127	104	171
Enrollments in Courses using distance learning technologies (Targeted)					
50% to 99%	45	380	45	28	427
Benchmark		194	199	204	209
100%	2,456	3,076	3,167	1,793	4,210
Benchmark		3,655	3,660	3,665	3,670
Programs Offered through 100% distance education in AY2015/16: Certificates of General Studies in General Studies, Certificate of Advanced Study in Business Technology, and Certificates of Technical Studies in Customer Service and Accounting Technology.					

BRCC surpassed its Year 6 benchmarks for its enrollments in hybrid and totally online distance learning courses.

Element 3.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.

3.d. (i.) Percent of completers found employed

Cohort	2009/10	2010/11	2011/12	2012/13	2013/14
Associate					
Percent Employed	68.0%	70.7%	74.2%	86.2%	73.9%
Certificate					
Percent Employed	72.1%	60.0%	71.6%	68.3%	66.8%

Source: Louisiana Workforce Commission Employment Outcomes Report, which provides information on the number of completers found in the Louisiana Unemployment Insurance Wage System.

3.d. (ii.) Increasing the performance of associate degree recipients who transfer

See Elements 2.b and 2.d.

Performance Objective 4. Institutional Efficiency and Accountability

BRCC strives to achieve its mission while maintaining strong stewardship through responsible management of its monetary, physical and human resources.

Element 4.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.

4.b. (i.) Total tuition and fees charged to non-resident students

Academic Year	SREB Non Resident	BRCC Non Resident	Difference
	Tuition	Tuition & Fees	
FY 11	\$7,528	\$5,672	(\$1,856)
FY 12	\$7,904	\$6,120	(\$1,784)
FY 13	\$8,271	\$6,643	(\$1,628)
FY 14	\$8,430	\$7,422	(\$1,008)
FY 15	\$8,502	\$7,771	(\$731)

Nonresident tuition at BRCC remains less than the average tuition charged to Louisiana residents attending other Southern Regional Education Board institutions. The number of students paying nonresident tuition at BRCC has steadily increased over the last five years.

Element 4.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.

The John W. McKay Automotive Training Center, which is BRCC's Center of Excellence for Transportation Technology, will open its doors for college students, high school students and veteran mechanics in fall 2016.

4.d.(i.). Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited.

At the beginning of the 2016 calendar year, seven out of the thirteen disciplinary programs with either a mandatory or required accreditation status had been approved by their accrediting bodies. The most recent program approval was granted by the Accreditation Commission for Education in Nursing which voted to continue the accreditation of the AS degree in Nursing at its March 3-4 meeting. Four of the remaining programs, with existing accreditation status prior to January 2016, have applied for accreditation. Self-studies for the AAS in Paramedics and the CTS in Emergency Medical Technician-Paramedics programs were submitted to the Committee for Accreditation of Allied Health Education Programs in March 2016; the American Council for Construction Education sent a team to evaluate the

AAS degree in Construction Management in March 2016; and, the AAS degree in Helicopter Flight Operations program has applied for approval from the Federal Aviation Administration. With seven out of the thirteen *existing* programs approved, BRCC has a 53.8% approval rate which exceeds the Year 6 target of 50.4%. It is anticipated that the four programs that are in the application process will be approved which will boost the rate to 84.6%.

Twelve new degree and certificate programs were approved by the Board of Regents in February 2016. Eleven of these are new programs in automotive and diesel/heavy truck technologies that will be offered to students in the new John W. McKay Automotive Technology Center beginning fall 2016. The Chair of the Automotive Technology Department has begun the process of seeking approval for these programs from the National Automotive Technicians Education Foundation. The Program Manager of the AAS degree in Aviation Maintenance Technology is in the process of seeking program approval from the Federal Aviation Administration.

In the first year that this performance indicator was benchmarked (Year 3), only BRCC programs were included in the measure. Beginning in Year 5, both BRCC programs and programs from the former Capital Area Technical College were included. However, the established target was not updated to reflect the addition. Eight of the 33 programs that have a mandatory or required accreditations status are former CATC programs. Of these, two have been approved by their accrediting bodies and 2 more are in the process of seeking approval.

4.d. (i.) Eligible programs that are discipline accredited

Baton Rouge Community College Programs			
Program	Mandatory or Recommended	Accreditation Status	Updates
AS Business	Mandatory	Accredited	
AAS Business Technology	Recommended	Accredited	
AS Computer Science	Recommended		
AAS Diagnostic Medical Sonography	Mandatory	Accredited	Awarded January 15, 2015. Next review January 2020
AS Nursing	Mandatory	Accredited	Approved for Continuing Accreditation March 3-4, 2016
AAS Paramedic	Mandatory		Self Study was submitted March 1, 2016
CTS Emergency Medical Technician-Paramedic	Mandatory		Self Study was submitted March 1, 2016
AAS Paralegal Studies	Recommended		Not Eligible
AS Surgical Technology	Mandatory	Accredited	Next review Spring 2021
AAS Veterinary Technology	Mandatory	Accredited	Next review Spring 2018
AAS Construction Management	Recommended		Site was visited in March 2016; waiting for approval in July 2016

AAS Process Technology	Mandatory	Accredited	Status report approved November 11, 2015; eligible for reaccreditation in 2019
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AAS Helicopter Flight Operations	Mandatory		Applied For
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Seven out of BRCC's thirteen existing programs (53.8%) are approved.

Baton Rouge Community College New Programs as of January and February of 2016

Program	Mandatory or Recommended	Accreditation Status	Updates
AAS Automotive Technology	Mandatory		Applied For
CTS Auto Electrical Systems Technician	Mandatory		Applied For
CTS Auto Drive Train Technician	Mandatory		Applied For
CTS Auto Suspension, Steering & Brakes	Mandatory		Applied For
CTS Auto Drivability Technician	Mandatory		Applied For
TD Automotive Technician	Mandatory		Applied For
AAS Aviation Maintenance Technology	Mandatory		Applied For
AAS Diesel Heavy Truck Technology	Mandatory		Applied For
CTS Truck Electrical Systems Technician	Mandatory		Applied For
CTS Truck Drivetrain Technician	Mandatory		Applied For
CTS Truck Suspension, Steering Brakes	Mandatory		Applied For
TD Diesel Heavy Truck Technician	Mandatory		Applied For

All twelve of these new programs are in the process of applying for approval from their accrediting bodies.

Former Capital Area Technical College Programs

CTS Culinary Arts-Production Cook	Recommended		Summer 2018
CTS Culinary Arts-Entry Level Line Cook	Recommended		
TD Culinary Arts	Recommended	Accredited	
AAS Drafting & Design Technology	Mandatory		Application has been submitted
TD Air Conditioning & Refrigeration	Mandatory	Accredited	
TD Collision Repair Technology	Mandatory		
CTS Pharmacy Technician	Mandatory		
TD Practical Nursing	Recommended		

Section 5. Data

5.a. Number of students by classification

Undergraduate Headcount (Fall 2015)	9,273
Budgeted FTE (Fall 2015)	6,769

5.b. Number of instructional staff members

Instructional Staff Members (Fall 2015)	444
Instructional Staff FTE (Fall 2015)	263.0

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

Ratio of student headcount to course sections (Fall 2015)	18.8
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5.d. Average number of students per instructor

Ratio of FTE Students to FTE Instructors (Fall 2015)	20.9
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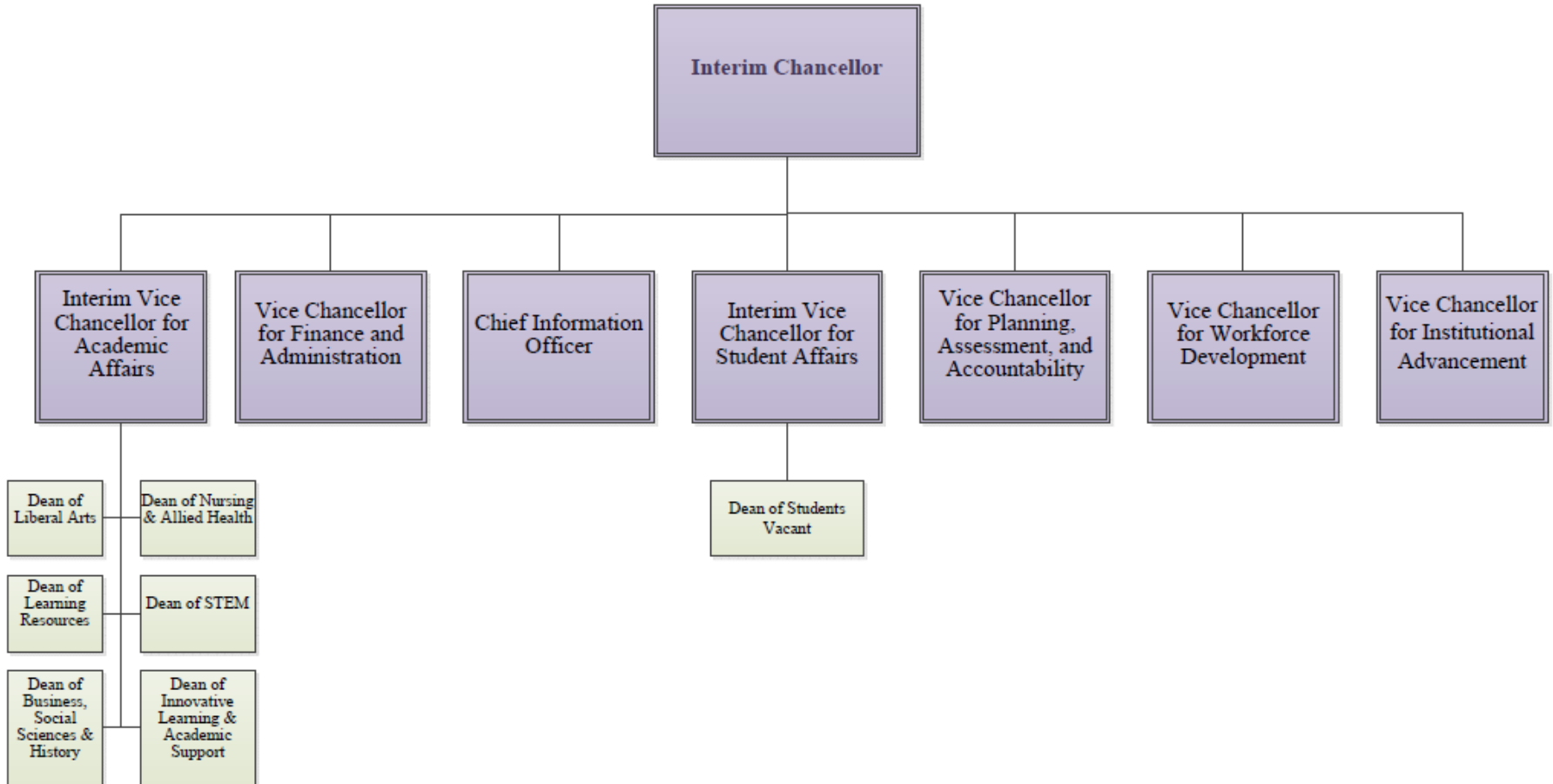
5.e. Number of non-instructional staff in academic colleges and departments

Number (Fall 2015)	7
FTE (Fall 2015)	7

5.f. Number of non-instructional staff in administrative areas

Number (Fall 2015)	27
FTE (Fall 2015)	27

5. g. Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position



5.h. Salaries of all personnel identified in subparagraph 5.g and the date, amount, and type of all increases in salary received since June 30, 2009

Position	Base Salary Fall 2009	Salary Changes since 6/30/2008 as reported for Fall 2010	Salary Changes Since 6/30/2010 Reported for Fall 2011	Salary Changes Since 6/30/2011 Reported for Fall 2012	Salary Changes Since 6/30/2012 Reported for Fall 2013	Salary Changes Since 6/30/2013 Reported for Fall 2014	Salary Changes Since 6/30/2014 Reported for Fall 2015
Chancellor	\$172,442	Merit Increase \$181,064		New Appointment \$171,000	Salary Increase 6/2013 \$181,000	Salary Increase 7/2013 \$189,500	Interim Appointment 7/2015 \$236,000
Vice Chancellor, Academic Affairs	\$121,100	Merit Increase \$125,944	Position Vacant	New Appointment \$114,795	\$114,795	Interim Appointment 6/2014 \$117,000	Interim Appointment 8/2015 \$150,000
Vice Chancellor, Student Affairs	\$93,300	Merit Increase \$95,166	Position Vacant \$0	Interim Appointment \$104,000	New Appointment 8/2013 \$107,000	\$107,000	Interim Appointment 1/2016 \$144,000
Vice Chancellor, Finance and Administration	\$120,921	New Appointment \$115,000	\$115,000	\$115,000	New Appointment 8/2013 \$110,000	\$110,000	Salary Adjustment 7/2015 \$121,000
Vice Chancellor for Workforce Development						New Appointment 9/2014 \$150,000	Cost of Living Adjustment 10/2014 \$154,000
Vice Chancellor, Planning, Assessment & Accountability						New Appointment 5/2013 \$110,000	Cost of Living Adjustment 10/2015 \$113,300
Vice Chancellor for Institutional Advancement							New Position 7/2015 \$115,000
Chief Information Officer	\$109,720	\$109,720	NA	New Appointment 11/2012 \$100,500	\$100,500	\$100,500	Cost of Living Adjustment 10/2015 \$103,515
Dean of Liberal Arts	\$82,156	Merit Increase; \$85,442	\$85,442	New Appointment 12/2012 \$99,819	\$99,819	New Appointment 6/2014 \$80,000	Cost of Living Adjustment 10/2015 \$82,400
Dean of Business, Social Science & History	\$73,500	New Appointment \$78,000	Increase; Change in Rank \$78,600	Interim Appointment 2/2012 \$75,000	New Appointment 6/2013 \$83,000	\$83,000	Cost of Living Adjustment 10/2015 \$85,490
Dean of Science, Technology, Engineering & Mathematics	\$80,000	New Person Appointed \$81,952	Increase; Change in Rank \$83,000	\$83,000	Increase in Responsibilities 9/2013 \$88,000	\$88,000	New Hire 11/2015 \$97,000
Dean of Innovative Learning and Academic Support					New Position 8/2013 \$85,000	\$85,000	Cost of Living Adjustment 10/2015 \$87,550
Dean of Students				New Appointment \$93,000	\$93,000	\$93,000	Vacant
Dean of Learning Resources	\$85,182	Merit Increase \$86,509	Salary Increase \$91,200	\$91,200	\$91,200	\$91,200	Cost of Living Adjustment 10/2015 \$93,936
Dean of Nursing and Allied Health	\$85,170	New Appointment \$97,000	\$97,000	\$97,000	\$97,000	\$97,000	Cost of Living Adjustment 10/2015 \$99,910

5.i.(i.) Total operating budget by function, amount, and percent of total (FY2015)

Expenditures by Function	Amount	Percent of Total
Instruction	\$17,499,952	42.3%
Research	-----	-----
Public Service	-----	-----
Academic Support	\$3,596,745	8.7%
Student Services	\$3,906,722	9.4%
Institutional Services	\$6,876,582	16.6%
Scholarships/Fellowships	\$3,198,394	7.7%
Plant Operations/Maintenance	\$5,113,913	12.4%
Total E&G Expenditures	\$40,192,308	97.1%
Hospital	-----	-----
Transfers out of agency	\$1,190,947	2.9%
Athletics	-----	-----
Other	-----	-----
Total Expenditures	\$41,383,255	100.0%

5.i.(ii.) Average yearly cost of attendance: as shown in Department of Education's College Navigator

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	2012-2013	2013-2014	2014-2015	2015-2016	% CHANGE 2014-2015 TO 2015-2016
Tuition and fees					
In-state	\$3,091	\$3,366	\$3,693	\$3,872	4.8%
Out-of-state	\$6,643	\$7,422	\$7,771	\$7,951	2.3%
Books and supplies	\$1,200	\$1,200	\$1,200	\$1,200	0.0%
Living arrangement					
Off Campus					
Room and board	\$8,642	\$8,326	\$7,459	\$7,450	-0.1%
Other	\$3,566	\$3,435	\$4,484	\$4,484	0.0%
Off Campus with Family					
Other	\$3,566	\$3,435	\$4,464	\$4,464	0.0%
TOTAL EXPENSES	2012-2013	2013-2014	2014-2015	2015-2016	% CHANGE 2014-2015 TO 2015-2016
In-state					
Off Campus	\$16,499	\$16,327	\$16,836	\$17,006	1.0%
Off Campus with Family	\$7,857	\$8,001	\$9,357	\$9,536	1.9%
Out-of-state					
Off Campus	\$20,051	\$20,383	\$20,914	\$21,085	0.8%
Off Campus with Family	\$11,409	\$12,057	\$13,435	\$13,615	1.3%

5.i.(iii.) Average time to degree completion of academic programs

Degree Earned	First-time Freshmen			Transfer			Total		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Associate	4.9	5.9	5.1	7.4	6.3	7.2	6.3	6.1	6.3
Certificate	3.2	5.7	3.7	6.0	6.2	6.0	4.7	5.9	4.9

5.i.(iv.) Average cost per degree awarded:

State Dollars per FTE	\$2,138
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5.i.(v.) Average cost per non-completer in the most recent academic year

State Dollars per FTE	\$2,138
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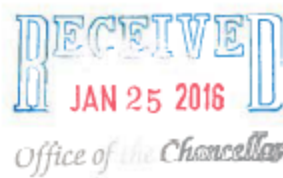
5.i.(vi.) All expenditures of the institution for the most recent academic year

Total Expenditures	\$49,542,582
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Attachment A SACSCOC Approval of Baton Rouge Community College's Merger with Capital Area Technical College



January 19, 2016



Dr. Dennis F. Michaelis
Interim Chancellor
Baton Rouge Community College
201 Community College Drive
Baton Rouge, LA 70806

Dear Dr. Michaelis:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 6, 2015:

The SACSCOC Board of Trustees approved the consolidation/merger of Baton Rouge Community College (SACSCOC-accredited) and Capital Area Technical College (non-SACSCOC accredited) to be called Baton Rouge Community College. The new institution will be required to receive a committee visit in anticipation of reaffirmation of accreditation in 2019.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:ktf

cc: Dr. Nuria M. Cuevas, Vice President, SACSCOC

Attachment B Licensures and Certifications

Discipline Based Licensure	Exam That Must Be Passed Upon Graduation to Obtain Employment	Entity That Grants Required Licensure	Baseline Year	Number of Students Who Took Exam	Number of Students Who Met Standards for Passage	Passage Rate
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	2013	ARDMS (SPI) - 10	10	100%
				ARDMS (AB) - 10	6	60%
				ARDMS (OB/GYN) - 10	10	100%
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nurse Examiners		31	22	70.9%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	59	52	88.1%
Pharmacy Technician	PTCB Exam	Louisiana Board of Pharmacy		14	11	78.6%

Industry-Based Certification	Exam That Must Be Passed to Obtain Certification	Entity That Grants Required Certification	Baseline Year	Number of Students Receiving Certification
OSHA 10 General Industry	OSHA	Occupational Safety and Health Administration	2013	?
OSHA 30 General Industry	OSHA	Occupational Safety and Health Administration	2013	?
OSHA 30 Hr. Construction Safety	OSHA	Occupational Safety and Health Administration	2013	?
Aviation		Federal Aviation Administration	N/A	?

Attachment C. 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 University of Louisiana, Lafayette Louisiana State 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 University of Louisiana at Lafayette Louisiana Technical University
Nursing	Aspen University Northwestern State University Our Lady of Holy Cross Our Lady of the Lake College McNeese State University
Teaching	Aspen University Western Governor's University
Liberal Arts	Aspen University Our Lady of the Lake College
AS General Science-Biomedical Concentration	Our Lady of the Lake College
BRCC Articulation Agreements Being Negotiated	
Associate Degree	Agreements with Transfer Institution
Nursing	Southeastern Louisiana University Louisiana State University
AALT Social Sciences Concentration	Southern University

Attachment D. ACEN Nursing Accreditation



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March 29, 2016

Dennis Michaelis, PhD
Interim Chancellor
Baton Rouge Community College
201 Community College Drive
Baton Rouge, LA 70806

Dear Dr. Michaelis:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on March 3-4, 2016. The Board of Commissioners granted continuing accreditation to the associate nursing program and scheduled the next evaluation visit for Fall 2023.

Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Marsal P. Stoll, EdD, MSN
Chief Executive Officer