

**Baton Rouge Community College**

**Association of Collegiate Business  
Schools and Programs (ACBSP)  
Self-Study Report**

**Presented 1/15/2009**

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## **EXHIBIT A**

### **Association of Collegiate Business Schools and Programs (ACBSP)**

#### **Self-Study Year 2007-2008**

**Name of the Institution:** Baton Rouge Community College

**Chancellor's Name:** Dr. Myrtle E.B. Dorsey, Chancellor

**Chief Academic Officer's Name:** Dr. Bradley J. Ebersole, Vice Chancellor for Academic Affairs

**Dean or Head of Business School or Program:** Dr. Sharon Flanagan, Associate Dean of Business and Technology

**Identification of Primary Institutional Contact during the Accreditation Process:**

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**Name of Institution's Self-Study Coordinators:**

Dr. Janet Daniel  
Associate Professor of Economics

Ms. Andrea Vidrine  
Associate Professor of Business

**Date of Submission of this Self-Study**

January 15, 2009

## EXHIBIT B: GENERAL INFORMATION

### Standard I—Conditions for Accreditation

- 1. Self-Study Preparers:** The self-study was completed by a team of Business faculty and championed by Dr. Janet Daniel and Ms. Andrea Vidrine. Team members include the following:
  - Dr. Janet Daniel, Associate Professor of Economics
  - Ms. Andrea Vidrine, Associate Professor of Business
  - Ms. Monique Cross, Assistant Professor of Business
  - Dr. Nisha Aroskar, Instructor of Economics
  - Dr. Sharon Flanagan, Associate Dean of the Division of Business and Technology.
- 2. Regional Accrediting Body:** Baton Rouge Community College is accredited by the Southern Association of Colleges and Schools (SACS). The College received its initial accreditation on December 6, 2004, and has just completed its reaffirmation self-study in October 2008. A copy of the initial accreditation letter is attached, and a copy of the reaffirmation self-study is located in the ACBSP Site Visit Resource Room.
- 3. Profile of the Institution:** On June 28, 1995, Baton Rouge Community College was established as a state of Louisiana, open-admissions, two-year comprehensive community college serving an eight-parish area surrounding Baton Rouge. Despite Louisiana’s strong vocational and technical college programs, prior to BRCC’s inception, the state had only three existing community colleges located in the Shreveport and New Orleans areas. The creation of such an institution stemmed from an effort to provide greater access to higher education to a larger number of citizens in the Baton Rouge area. Initially, the community college was jointly administered by Baton Rouge’s four-year universities, Louisiana State University and Southern University.

In January 1996, the college began operations at its temporary location at the Computer Center on the LSU campus. In May 1997, the Commissioner of Administration and the Louisiana Legislature approved the purchase of a 60-acre tract of land. The property, located near the geographic center of Baton Rouge, allowed ample space for the future development and expansion of the campus. On July 24, 1997, construction began on the first building of Baton Rouge Community College.

BRCC opened its doors in fall 1998 as part of the Louisiana State University System and became part of the Louisiana Community and Technical College System (LCTCS) after it was formed in 1999. Enrollment has grown from 1,866 students in the fall 1998 to 7,031 students in fall 2007, with an annual growth rate of 18.5%. The student body reflects the diverse demographics of the region, including traditional and non-traditional, first-generation, and continuing education students. With enrollment expected to continue, two additional classroom buildings, a parking garage, the Learning

Resources Center, which features a library, a theater, and academic learning center, and a student center were added.

Curricular offerings at BRCC encompass courses and programs leading to ten associate degrees, in addition to transfer credits, diplomas, and certificates. In addition, articulation and cross-enrollment agreements with Louisiana State University, Southern University, and Southeastern Louisiana University have been established.

The College offers two associate degrees relating to Business, the Associate of Applied Science in Business Technology and the Associate of Science in Business. In addition, students can earn a Certificate in Business. BRCC has 1,348 students declared as Business majors out of a total enrollment of 7,607 during fall 2008. The Business department employs eleven full-time faculty who serve the needs of Business students.

Overall, through its effective planning process and commitment to continuous improvement, BRCC has created a learning environment that effectively meets the needs of the diverse population of the surrounding area. The college is adequately poised to prepare students to enter the workforce or for transfer to four-year universities.

4. **Self-Study Purpose:** Baton Rouge Community college has been a member of ACBSP since October 2007. The College joined ACBSP as part of an ongoing effort to improve the overall quality of Business programs. The College has had an Associate of Applied Science in Business Technology degree program (designed for workforce development) since 1999, and added an Associate of Science in Business degree in the fall of 2006 for students wishing to transfer to a four-year college. The self-study effort has helped the departments in the Business area (Accounting, Business and Economics) to re-examine the degree programs in a number of ways.

The study serves three main purposes:

- a. To provide a thorough analysis of the quality and effectiveness of the Business degree programs offered in the Division of Business and Technology;
- b. To identify the strengths and weaknesses of all elements of the Business degree programs offered in the Division of Business and Technology, and to develop strategies to expand on strengths and improve any identified weaknesses; and
- c. To assess the extent to which the Business degree programs offered by the Division of Business and Technology are fulfilling their obligations to produce both qualified graduates to enter the workforce and transfer students who can succeed at a four-year college or university.

5. **Institution Mission:** Baton Rouge Community College (BRCC) has a mission statement that defines its goals and guides all aspects of planning and allocating resources.

The mission of Baton Rouge Community College is to identify and meet the educational needs of its community through innovative, dynamic programs that are accessible to all.

Baton Rouge Community College seeks to provide practical, well-rounded education that provokes thought, ignites creativity, spurs innovation, and strengthens our global community by improving the quality of life for its citizens.

In June 2007, the leadership team, which consists of the Chancellor, Vice Chancellors, Deans, Associate Deans, Department Chairs, Degree Custodians, and College Unit Directors, revised the mission statement at the annual leadership retreat. The leadership team members were then charged with taking the draft back to their constituents for feedback. The current mission statement was adopted shortly after the leadership retreat and is posted in various locations on the BRCC website, is published in *BRCC Strategic Priorities 2006-2011*, *BRCC Faculty Handbook 2007-2008* p. 11, is printed on faculty and staff BRCC business cards, is printed on bookmarks available in the library, and is framed and posted around the campus in conspicuous locations. The BRCC mission statement is included in the *BRCC Catalog 2008-2010*, page 3.

In an effort to interpret the mission statement further and to ensure that faculty and staff have a clear understanding of how the College mission addresses teaching and learning, a mission statement review workshop was held in fall 07 with approximately 100 faculty and staff in attendance. The group was divided into small roundtable discussion groups and was surveyed concerning what key phrases in the mission and vision statements and core values meant to them. They were also asked to offer evidence and examples of how College programs and services support the mission. A report on the results of the mission statement review workshop was distributed to faculty and staff.

6. **Business Unit Mission:** The Business and Technology Division of Baton Rouge Community College
- prepares Business and Technology students for careers in business, industry, government and nonprofit organizations, or for transfer to four-year institutions for continued studies;
  - provides courses for workforce professionals, entrepreneurs and others seeking to enhance skills or increase knowledge of Business and Business-related disciplines;
  - serves the College by teaching courses to satisfy General Education Requirements, as well as social science elective requirements in non-Business curricula.

The Business degree programs and course offerings teach students to think critically, analytically and creatively for lifelong learning. This enables them to make greater contributions to their respective professions, their community and the world. The

Division is committed to integrating Business and Technology knowledge with other disciplines to enhance the quality of life for its students.

The Division offers courses in Accounting, Business, Economics, Entrepreneurship, Finance, Management, Marketing and Real Estate.

7. **Business Programs Evaluated:** The following business programs are to be evaluated:  
Associate of Applied Science in Business Technology  
Associate of Science in Business

The following programs housed in the Division of Business and Technology are NOT to be evaluated:

Associate of Applied Science in Process Technology  
Associate of Science in Computer Science  
Associate of Science in Criminal Justice

Justification for exclusion: None of the above programs include Business core courses. In addition, the A.S. in Computer Science and the A.A.S. in Process Technology will each be seeking separate accreditation from their appropriate accrediting bodies.

8. **Class Time and Delivery:** The 2007-2008 Baton Rouge Community College academic year consisted of 16-week and 8-week courses during the fall and spring semesters. There were concentrated three-week, six-week, and nine-week courses in the summer semesters.

Credit hours are determined based on the following formula:

750 lecture minutes per semester = 1 credit hour

1,500 lab minutes per semester = 1 credit hour

Classes held during the regular fall and spring semesters meet 150 minutes per week for a 3-credit hour class. All classes offered by the Accounting, Business and Economics departments are 3 credit hours each. This information is contained in the *Baton Rouge Community College Catalog 2006-2008* (pp.100-121) under the description of courses, as well as in the schedule of classes printed each semester and posted online.

Classes held during shorter semesters also meet for 750 lecture minutes for each hour of credit awarded, but the classes extend over longer periods and/or meet more often. These schedules are also contained in the schedule of classes published each semester and posted online.

Baton Rouge Community College is also committed to meeting the educational needs of students who are not able to travel to campus to attend traditional classes. The College therefore, offer a selection of classes online. Online classes are listed in the published schedule of classes and posted on the College's website.

Online classes must cover the same content as classroom-based sections of a course and follow the same master syllabus. The master syllabus for each course offered at BRCC is posted on the College's website.

During the 2007-2008 school year, the Business classes offered online were:

Accounting 200, Introduction to Financial Accounting  
Business 110, Introduction to Business  
Economics 201, Principles of Macroeconomics  
Economics 202, Principles of Microeconomics

Online courses are taught using the Blackboard delivery system. Baton Rouge Community College offers extensive training to instructors in the use of Blackboard; these training opportunities are listed in the professional development booklet published each semester and are listed in the *Daily E-News* newsletter sent to all BRCC faculty and staff. Specific training is available to those teachers wishing to teach online. In order to be certified to teach online, faculty members must participate in this training and successfully develop an online class. At the end of training, teachers must present their course and be evaluated successfully by a group which may include members of the Electronic Learning Quality Team (ELQT), the E-Learning Director, and the academic Dean. In the spring and summer of 2008, BRCC revised its online training program to incorporate the Quality Matters rubric for course development, and held a summer institute in which several faculty members, including Associate Professor of Business Andrea Vidrine and Assistant Professor of Economics Raymond Miller, were certified to teach online.

9. **Curriculum Development and Curriculum Process:** Baton Rouge Community College places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty as stated in the college's *Curriculum Committee Manual*. "The Curriculum Committee is the body, authorized by the Faculty Senate, with the responsibility for curriculum review and oversight. All new courses, modifications to existing courses, and deletion of courses must be approved through discussion and specific action of the committee. Degree programs and courses are reviewed, discussed, and recommended to the Vice Chancellor for Academic Affairs for action." All members of the Curriculum Committee are full-time faculty members selected by the Faculty Senate, with the Vice Chancellor for Academic Affairs serving as ex-officio.

The Faculty Senate Bylaws state the Curriculum Committee's charge as follows:

1. to approve or disapprove, after review, proposed additions to, alterations of, and elimination of all courses, curricula, and degree programs submitted by divisions or programs, or referred by the Vice Chancellor for Academic Affairs;
2. to interpret and to clarify the philosophy and goals of general education, to evaluate the effectiveness the general education program, to review periodically the existing requirements and proposed additions to, alterations of, and



- eliminations of courses from the general education requirements, and to recommend restructuring, when appropriate;
3. to notify the appropriate divisions and to the Vice Chancellor for Academic Affairs regarding all decisions reached by the committee and to make recommendations concerning needed clarification, coordination, or study of the implications of proposed changes;
  4. to consult, when deemed appropriate, with divisions which appear to be affected by proposed changes in courses and curricula;
  5. to conduct on its own initiative continuing studies of courses and curricula, and to make recommendations to divisions concerned and to the Vice Chancellor for Academic Affairs concerning changes which appear to be desirable and which appear to require study by specific divisions concerned or by special committees appointed for the purpose; and
  6. to establish sub-committees to perform tasks related to curriculum development and maintenance, including, but not limited to, research, continuing education, and outcomes/assessments.

The Curriculum Committee is responsible for ensuring that all courses and programs have instructional integrity, meet the college's standards of excellence, and fit into a sequential framework that leads to student success.

The process for developing new courses, modifying existing courses, developing new certificates and degree programs or modifying existing programs is outlined in the *Curriculum Committee Manual*, which states, "All curriculum proposals start with faculty." The faculty member prepares a proposal based on a needs assessment and discusses it with faculty members in the department. If the department and the Department Chair approve the proposal, the proposal is presented, in turn, to the Degree Custodian and the Division Dean; if the proposal is approved by those individuals, it may be presented to the Curriculum Committee for evaluation, discussion, and approval/disapproval. Evidence of this process is contained in the approved curriculum forms for new courses, modifications of existing courses, new programs, and modifications of existing programs (on file in the office of the VCAA) and in the curriculum committee minutes (on file in the office of the VCAA). The faculty and the administration of Baton Rouge Community College (BRCC) approve each educational program for which academic credit is awarded. Responsibility for curriculum development rests with the faculty-based curriculum committee in conjunction with the Office of the Vice Chancellor for Academic Affairs. The *Curriculum Committee Manual*, in the flowcharts on pg. 12 and pg. 16, clearly describes a number of prescribed steps BRCC faculty must follow to add, modify or delete a course or a degree or certificate program, beginning at the faculty level, proceeding through administration, and finally the statewide governing entities, the Louisiana Community and Technical College System (LCTCS) and the LA Board of Regents.

The *Curriculum Committee Manual*, on pg. 10, describes the stakeholders that determine the content of a degree program: "Determination of degree programs is the joint responsibility of faculty, Department Chairs, appropriate academic administrators, the curriculum committee, the Academic Council, the Chancellor, the LCTCS Board of Supervisors and the Board of Regents. Degree programs consist of a specific sequence of college level credit courses to be completed by students prior to awarding of the degree. Determination of degree requirements involves a review of state rules, accreditation requirements, needs of graduates, intended application of the degree after graduation, university requirements, and business and industry needs. It is the responsibility of the Vice Chancellor for Academic Affairs to ensure the proper college procedures are followed for all curriculum matters and to provide supervision to the instructional process at the college. The faculty and administration work closely with the Faculty Senate, the Curriculum Committee, the Academic Council, and the Chancellor to provide leadership and support for an excellent curriculum that meets the needs of Baton Rouge Community College students."

Because the mission of BRCC is to provide courses and programs that reflect the needs of the community and are appropriate for the students enrolled, as part of the submission process, a needs assessment is conducted at the outset and the community is engaged via surveys and an external advisory board. Submissions must also comply with state and accreditation mandates.

**10. Long-Range Plans:** The Louisiana State Legislature, in Louisiana Revised Statute 39:31, mandates that each state agency produce a five year strategic plan every three years. Baton Rouge Community College complies with this state requirement as evidenced in the *BRCC Strategic Priorities 2006-2011* that is made available to external and internal stakeholders and which contains the college's mission, vision, core values, strategic planning guidelines (including the annual planning cycle), five-year strategic initiative 2007-2012, 2007-2008 BRCC Planning Calendar, a flow chart of the planning and budgeting process as well as the results of 2004-2005, 2005-2006, 2006-2007 Support Unit Annual Reviews (SUAR). A copy of the *BRCC Strategic Priorities 2006-2011* is available in the Resource Room, as well as on the College website at [http://www.brcc.cc.la.us/faculty/faulty\\_handbook.pdf](http://www.brcc.cc.la.us/faculty/faulty_handbook.pdf).

The institutional planning process is identified in three (3) strategic priorities outlined in the Five Year Strategic Initiative 2006-2011.

#### **Strategic Priority 1**

The College will aggressively implement retention strategies to improve persistence rates.

**Strategic Priority 2**

The College will utilize institutional effectiveness to enhance and improve teaching and learning.

**Strategic Priority 3**

The College will improve the quality of life for stakeholders.

The Division of Business and Technology fully participates in the strategic planning process of the College. During the 2007-2008 year, the goals of the Business Division relating to the Business degrees included actively recruiting students into the Business degree programs through events and internal publicity, increasing program enrollment, and improving academic advising of Business students. The Division was successful in meeting these goals.

In 2008, the Division has worked to expand the articulation agreements for our Business students with area four-year colleges. In addition, two new degrees are being brought forth as a result of needs assessments undertaken by the Division: an Associate of Applied Science in Accounting Technology degree was approved by the Louisiana Board of Regents and will begin in 2009, and a proposal for the creation of an Associate of Applied Science in Construction Management degree has been approved by the College’s Curriculum Committee and is under review by the College administration.

- 11. Academic Degrees:** Baton Rouge Community College offers the Associate of Applied Science in Business Technology and the Associate of Science in Business degrees. The programs and number of graduates for 2007-2008 are shown below:

| Degree Program | A.S. in Business | A.A.S. in Business Technology |
|----------------|------------------|-------------------------------|
| December 2007  | 4                | 8                             |
| May 2008       | 15               | 11                            |
| August 2008    | 9                | 2                             |
| Total Degrees  | 28               | 21                            |

- 12. Credit Hours:** The 2007-2008 academic year consisted of 16-week and 8-week courses during the fall and spring semesters. There were concentrated three-week, six-week, and nine-week courses in the summer semesters.

Student Progress is reflected in final grades. Each grade earns quality points based on the following system:

| Grade Rating |               | Quality Points |
|--------------|---------------|----------------|
| A            | Exceptional   | 4              |
| B            | Above Average | 3              |
| C            | Average       | 2              |
| D            | Below Average | 1              |
| F            | Failure       | 0              |
| I            | Incomplete    | 0              |
| W            | Withdrawal    | 0              |
| P            | Pass          | 0              |

Credit Hours are awarded grades of A, B, C or D in the course. Credit hours are determined based on the following formula:

750 lecture minutes = 1 credit hour

1,500 lab minutes = 1 credit hour

Overall Grade Point Average (GPA) is determined from grades that students receive (Exception: Students enrolled in developmental education courses earn letter grades; however, those grades are not computed when determining GPA or fulfilling degree requirements.) The GPA determines academic status and indicates eligibility to remain in college.

The College determines GPA by:

- Multiplying a course's credit hours by the quality points earned (4,3,2,1,0) to attain total quality points for each course.
- Summing total quality points earned for all courses
- Summing total credit hours for all courses.
- Dividing total number of quality points by total credit hours for all courses having quality points.

For the A.A.S. in Business Technology Degree:

- Students must complete 63 semester hours in non-developmental courses.
- Students must earn a cumulative GPA of 2.00 or better in all 63 credit hours to be used toward the degree.
- Students must earn a "C" or better in:
  - 33 hours of Required Major courses
  - 6 hours of Approved Business Elective courses
  - 3 hours of a Required Computer Technology or Application course
  - 6 hours of English Composition
  - Courses that are prerequisites for other courses.

For the A.S. in Business Degree:

- Students must complete 63 semester hours in non-developmental courses.

- Students must earn a cumulative GPA of 2.00 or better in all 63 credit hours to be used toward the degree.
- Students must earn a “C” or better in:
  - 18 hours of Required Major courses
  - Approved Business Elective courses
  - 3 hours of a Required Computer Technology or Application course
  - 6 hours of English Composition
  - Courses that are prerequisites for other courses.

There are no differences in the credit value for online courses.

**13. Organizational Chart:** The Division of Business and Technology contains the Departments of Accounting, Business, Economics, Criminal Justice, Computer Science and Process Technology. The Division is headed by an Associate Dean, who reports to the Vice Chancellor for Academic Affairs. The Vice Chancellor reports to the Chancellor, who is the head of the College. All College organizational charts are available in the Resource Room.

**14. Legal Authorization:** Baton Rouge Community College (BRCC) has degree granting authority from the Louisiana Community and Technical College System (LCTCS) which was created to oversee “institutions of higher education which offer associate degrees” by authorization from the Legislature of the state of Louisiana, 1974 Constitution of Louisiana, Article VIII. Education, 7.1, Section A1, A2, A3. LCTCS is under the aegis of the Louisiana Board of Regents (BoR) which was created “to plan, coordinate, and have budgetary responsibility for all public postsecondary education” by authorization from the Legislature of the State of Louisiana, 1974 Constitution of Louisiana, Article VIII. Education, 5.

**15. Governing Board:** Louisiana Constitution Article VIII, Education, 5, LA Board of Regents Constitutional Authority created the Louisiana Board of Regents (BoR), which comprises seventeen (17) members who serve six year terms, are appointed by the Governor of the state of Louisiana, and is charged with planning, coordinating, and having budgetary responsibility for Louisiana’s public higher education institutions. The members of the Board of Regents are listed on the Board’s website:  
<http://www.regents.state.la.us/Board/borinfo.htm>.

Louisiana Constitution, Article VIII, Education, 7.1, Section A1, A2, A3 created the Louisiana Community and Technical College System (LCTCS) which oversees the operations of Baton Rouge Community College. The Louisiana Community and Technical College System Board of Supervisors is comprised of seventeen (17) members who serve six year terms, and are appointed by the Governor of the state of Louisiana. The Board ensures the implementation of the institution’s mission. The members of the LCTCS Board of Supervisors are listed on the LCTCS website: <http://www.lctcs.edu/board-members.asp>.

According to the *Rules for the Internal Operation and Transaction of Business* for the Board of Regents for the state of Louisiana, Article II, Section 2.5, “no action may be taken without a favorable vote of a majority of the members of the Board.” Pursuant to Louisiana Code of Governmental Ethics, Chapter 15, Provision I, members sign a disclosure form designed to stem the influence of outside organizations and interests on the board.

Louisiana Statutes require an affirmative vote of 9 of 17 board members for any motion to be passed. This requirement ensures that a full majority of all members, whether present and voting or not, is necessary for all board action.

As stated in Louisiana Constitution Article VIII, Education, 5, LA Board of Regents Constitutional Authority, the Board of Regents has budgetary responsibility for Louisiana’s institutions of higher education and formulates a master plan for the distribution of funds. LCTCS receives and disburses funds according to that master plan. LCTCS has developed policies on facilities, property, finance, and budget to ensure that the financial resources of BRCC are used to provide a sound educational program.

The Board of Regents is an active policy-making body that is responsible for what academic programs an institution may offer. The Board of Regents assesses the quality and need for those programs in post-secondary institutions in the state of Louisiana. The Board of Regents is constitutionally required to meet twice yearly and at other times as called by the Chairperson according to Louisiana Constitution, Article VIII, Section 5, D. In practice, the Board meets ten to eleven times per year and posts its schedule on the Board of Regents’ webpage:  
<http://www.regents.state.la.us/borntic.htm>.

The LCTCS, as evidenced in LCTCS Board of Supervisors Meeting Minutes and the LCTCS Schedule of Board Meetings 2007, oversees the operations of BRCC and is an active policy-making body, mandated to meet on a monthly basis. The LCTCS Board of Supervisors is involved in standing committees as listed in the LCTCS Board of Supervisors Committee Assignments that deal with every aspect of the board’s charge. Meeting schedules, agendas, and minutes are posted on the Board’s website:  
[http://www.lctcs.edu/board-mtg\\_schedule.asp](http://www.lctcs.edu/board-mtg_schedule.asp).

- 16. Student Communication:** Baton Rouge Community College communicates information on Business program requirements, tuition and fees, student policies and faculty credentials to students through the Academic Catalog, the college website ([www.mybrcc.edu](http://www.mybrcc.edu)) and the Student Handbook. All Business degrees programs are clearly identified in the academic catalog and are listed on the college website. All classes taught entirely online are clearly identified as “Online” in the schedule of classes.

**17. Self-Study Timeline:** The timeline for the Baton Rouge Community College self-study is shown below:

|                             |                                                               |
|-----------------------------|---------------------------------------------------------------|
| Fall 2007                   | Joined ACBSP                                                  |
| Fall 2007                   | Formed Accreditation Team                                     |
| October 2007                | Attended ACBSP Region 6 Conference in Little Rock, AR         |
| January 2008                | Preliminary Questionnaire Study Begins                        |
| May 2008                    | Preliminary Questionnaire Submitted to ACBSP                  |
| June 2008                   | Attended ACBSP Annual Conference in New Orleans, LA           |
| August 2008 – December 2008 | Self-Study Written                                            |
| October 2008                | Attended ACBSP Region 6 Conference in Tulsa, OK               |
| January 15, 2009            | Self-Study Submitted to ACBSP                                 |
| March 8-11, 2009            | ACBSP Accreditation Team visits Baton Rouge Community College |

**18. Baldrige Organizational Profile P.1 Organizational Description: Describe your organization’s environment and key relationships with students, stakeholders, suppliers, and other partners.**

Baton Rouge Community College is a student-centered learning institution with over 7,000 students taught by a dedicated faculty and led by an administration which strives for continuous quality improvement. The College community shares the core values of integrity, diversity, respect, teamwork, responsibility, and accessibility. The College’s ability to prepare students from all walks of life for both academic and career advancement is central to fulfilling the College mission and is, therefore, a matter of great priority. Baton Rouge Community College takes its mission and promise to its students and the community seriously. Consequently, the College is committed to continual assessment of overall student learning and to utilizing those assessments into course, program and institutional development and improvement.

Baton Rouge Community College encourages students to become involved in campus life through a variety of support services, numerous student clubs and organizations, a state of the art student center which promotes student interaction, a performing arts center with a wide variety of cultural and entertaining events, and structured opportunities for student interaction. More information on the extensive opportunities for students can be found on the College website at <http://www.mybrcc.edu/spar/>.

Because the College is an open-access institution, all students are welcomed and courses are available for all levels of student readiness. The faculty are committed to encouraging learners at all levels to remain in school and strive for success, as seen in their professional development and service activities. The College also has a fully-staffed Academic Learning Center to support all students in their academic efforts. The College is composed of a diverse student body whose values are respected by the faculty and administration.



The College plays an increasingly large role in the community as the College's enrollment has grown throughout its 10 years of existence. The College is responsible to the LCTCS Board of Supervisors and to the Louisiana Board of Regents, and must receive approval for modifications to existing degree programs or for the creation of new degree programs. In addition, the College must provide annual reports to these Boards regarding degree program enrollment and program graduates. The College participates in the LCTCS and Board of Regents planning and budgeting process each year, and must have strategic plans which complement the statewide education goals developed by these bodies. Also, BRCC has developed a number of articulation agreements by working closely with four-year colleges in the surrounding areas which are the primary destinations for our students who wish to continue their educations beyond the Associate degree level. More information on these agreements is contained in Exhibit BB and is also available in the Resource Room.

The College works closely with stakeholders in the community to develop and guide its programs. Each degree has an advisory board made up of experts in their respective fields. For example, the A.A.S. in Business Technology and A.S. in Business degrees are guided by the Business Advisory Board which meets at least once per year. During these meetings, the advisory board is given updates on enrollment, content, goals, and objectives of the business degree programs as well as individual courses. The role of the advisory board is to assist faculty by identifying immediate and future directions for program improvement. Based on community, business and industry demands, faculty revises and/or develops new courses and programs. A list of members of the Business Advisory Board and meeting minutes are also available in the Resource Room.

**19. Baldrige Organization Profile P.2 Organizational Challenges: Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.**

Baton Rouge Community College is part of the Louisiana Community and Technical College System. Information about all colleges in the system can be found on the LCTCS website, <http://www.lctcs.edu/>. Baton Rouge Community College is the only public community college in the greater Baton Rouge area, and the only non-technical college which has open admissions. Although the College is only 10 years old, its enrollment has increased from 1,700 to over 7,000 students, demonstrating that the College fulfilled a real need in the community.

Baton Rouge Community College is the only college in the area offering Associate degrees in Business, so the College does not have direct competition for its degree programs. Baton Rouge Community College does compete with Louisiana State University, Southern University, Southeastern Louisiana University and Louisiana Technical College for freshmen. BRCC has enrolled more freshmen than any of the other four colleges in the area for the past four years. This information, along with other statistics on student gender, ethnicity, and age can be found in the Institutional Research section of the college website at: [http://www.mybrcc.edu/institutional\\_research\\_planning/files.php](http://www.mybrcc.edu/institutional_research_planning/files.php).



As discussed in Exhibit A, Section 10, the College Strategic Initiatives for 2006-2011 are:

1. The College will aggressively implement retention strategies to improve persistence rates.
2. The College will utilize institutional effectiveness to enhance and improve teaching and learning.
3. The College will improve the quality of life for stakeholders.

In support of those Strategic Initiatives, the strategic challenges of the Business Division include:

- Effectively promoting the Business degrees, both within the college and in the community.
- Expanding the number of courses offered through distance learning.
- Promoting the existing 2+2 agreements in Business and continuing to develop additional agreements with other state colleges.
- Developing processes to track the success of BRCC students after graduation or transfer.

In response to these challenges, Baton Rouge Community College has begun and/or is planning the following:

- Events to publicize the Business degrees, such as additional presentations to classes, participation in student orientation, additional transfer events with four-year schools, and additional website links.
- Online education training and certification for additional faculty members in the Business areas of Accounting, Business, Economics, Finance, and Management.
- Development of transfer relationships with schools in other areas of the state of Louisiana, such as New Orleans, Lafayette, Lake Charles and Natchitoches.
- Participation in the National Student Clearinghouse system which tracks students through their academic and professional careers.

Beginning in spring 2009, the College is implementing a “First Class” program targeted at entering freshmen. “First Class” is a mentor-intensive program designed to increase student involvement, improve student retention, and raise student success levels. The College has created and Teaching and Learning Center for faculty and is searching to fill a staff position to make the Center a truly valuable teaching effectiveness tool for faculty. The College has numerous advisory boards which provide community and business input to the faculty, staff, and administration of the college.

**20. Baldrige Item 1.1 Organizational Leadership: Describe how senior leaders guide your business unit, including how they review business unit performance.**

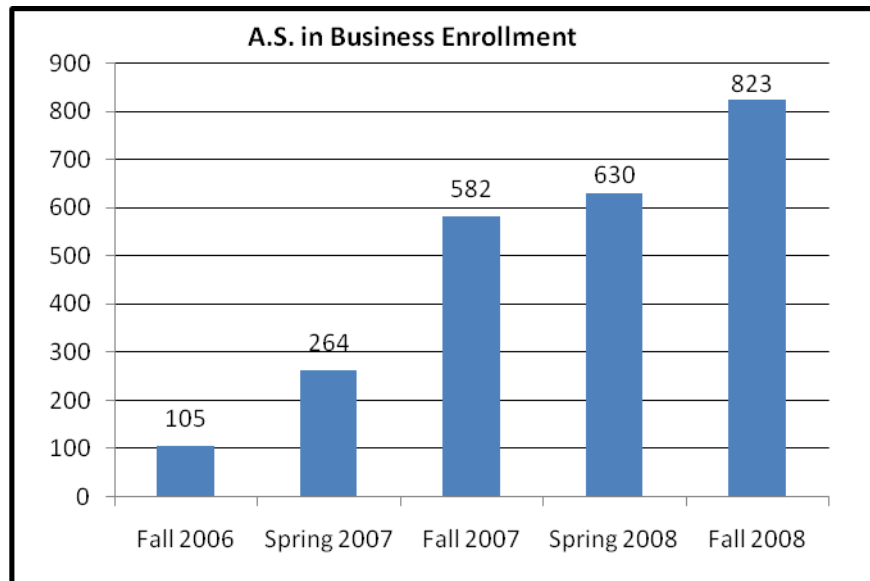
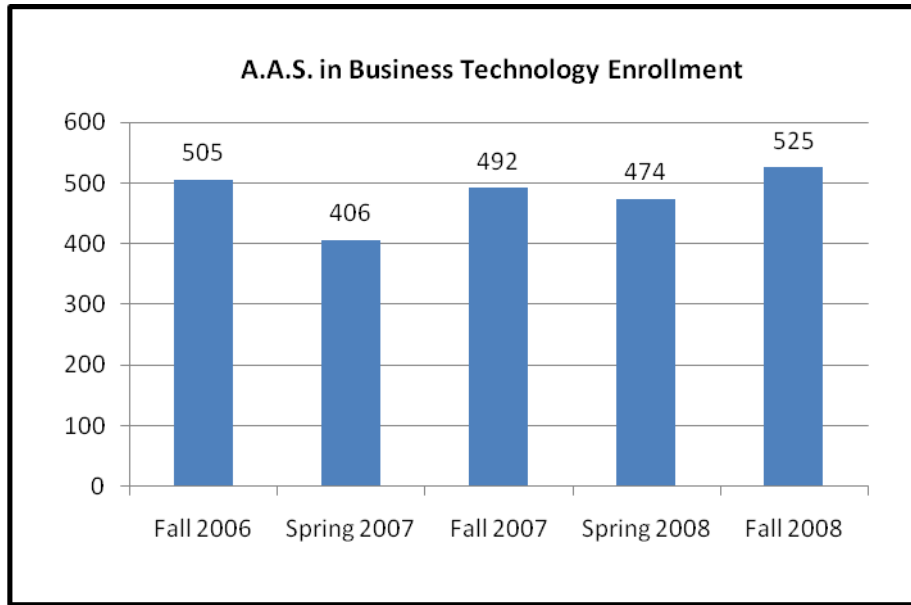
The Chancellor’s Executive Cabinet meets weekly to monitor the progress of all major college initiatives or ongoing programs, such as accreditation efforts, assessments,

information technology upgrades, as well as to address any current issues requiring immediate attention. The Chancellor holds a two-day leadership retreat at the end of each spring semester for all vice chancellors, deans, department heads, degree custodians, directors, and senior managers. The retreat focuses on evaluating the previous year and planning improvements for the upcoming year.

The Vice Chancellor for Academic Affairs leads the Academic Council, which is composed of Deans, Associate Deans, department heads, degree custodians, the Faculty Senate President, and college committee chairs. The Council meets each month and reviews program enrollment and graduation data, in addition to discussing academic initiatives and sharing information on upcoming events of interest to both faculty and students.

The College faculty have the primary responsibility for developing, reviewing, and modifying the curricula. Each department evaluates the course objectives, learning outcomes, and assessments for its classes each year. Adjustments to courses are made to stay current with course content, or to implement changes to improve student achievement of learning outcomes. Departments, in consultation with the Associate Dean of the Business Division and the Business Advisory Board, can suggest modifications to existing degree programs or propose new programs to the College Courses and Curricula Committee. The Courses and Curricula Committee is composed of faculty from each division on campus.

Before a new program is proposed, a needs assessment is conducted and the community is engaged via surveys and an external advisory board. All new programs must be approved not only by the Courses and Curricula Committee, but also by the Vice Chancellor for Academic Affairs, the Chancellor, the LCTCS Board, and the Board of Regents. All degree programs must produce the Board of Regents' minimum number of graduates each year in order to be continued. Historical data on enrollment in the Business degrees is shown in the following charts.



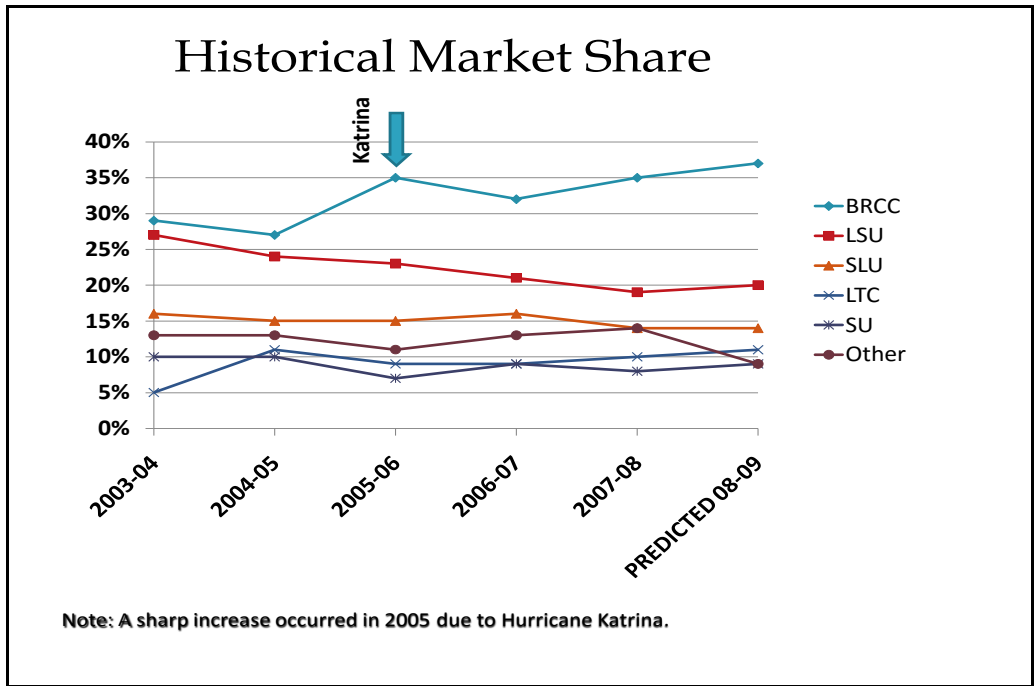
**21. Baldrige 2.1 Strategy Development:** Describe how your business unit establishes its strategic objectives, including addressing key student and stakeholder needs; enhancing its performance relative to competitors, comparable schools, and/or appropriately selected organizations; and enhancing its overall performance.

The Business Division participates fully in the College planning process. The *BRCC Strategic Priorities 2006-2011* were developed with the input of faculty, staff, students, and the community. This document is located in the Resource Room. Each year, the Business Division faculty develop goals for the Division, and the faculty members in each department meet separately to develop goals for each department. All Division goals must support the strategic plan of the College, and all department goals must support the Division plan. Further, each faculty member must meet with the Associate Dean to develop individual

goals which enhance the goals of the department, Division, or College. Each department must report each year on the progress made toward achieving the previous year's goals; the Business Division does this as well. Details of the planning process are included in the Strategic Plan.

The College has a Long-Range Planning Committee, a Continuous Quality Improvement Committee, and an Assessments Committee to coordinate and monitor the success of the Strategic Plan on a regular basis.

The College is the only open-admissions public college in the Baton Rouge area, yet it successfully competes for students with its larger neighbors by emphasizing small classes, more personalized instruction, and a student-centered environment. The College market share is shown in the graph on the following page.

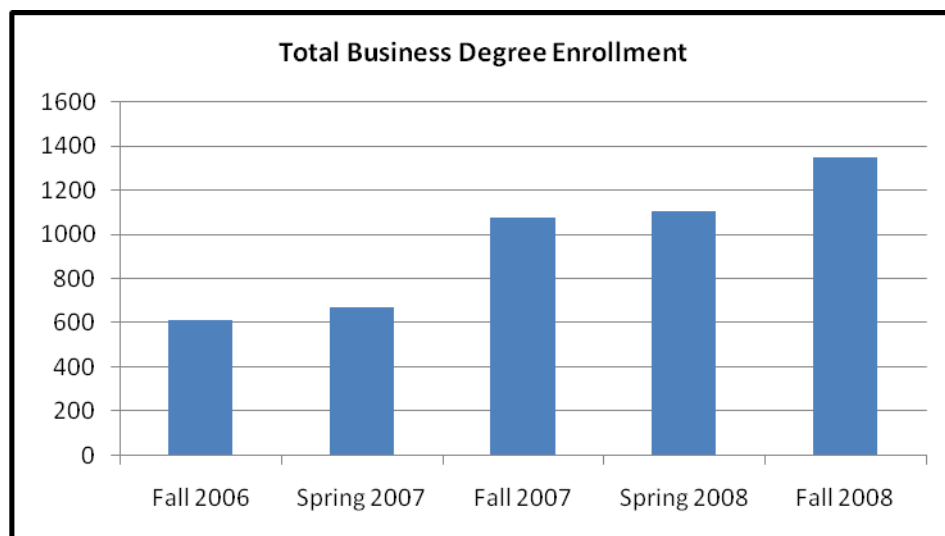


The College participates in the CCSSE and ACT surveys to measure student satisfaction, and uses the results of these surveys in developing initiatives and plans. These results are available on the College website at [http://www.mybrcc.edu/institutional\\_research\\_planning/files.php](http://www.mybrcc.edu/institutional_research_planning/files.php).

The Business Division has developed strong course and program assessments which are in place and being implemented. The results of these assessments will be used to guide program and course improvements and/or modifications, whenever necessary, so that BRCC will continue to have Business programs which successfully meet the needs of its students. Assessment instruments are available in the Resource Room, and Assessment results are posted on the college intranet at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/).

**22. Strategy Deployment: Describe how your business unit converts its strategic objectives into action plans. Summarize your business unit's action plans and related key performance measures/indicators. Project your business unit's future performance on these key performance measures/indicators.**

The Division of Business and Technology fully participates in the strategic planning process of the College. During the 2007-2008 year, the goals of the Business Division relating to the Business degrees included actively recruiting students into the Business degree programs through events and internal publicity, increasing program enrollment, and improving academic advising of Business students. The Division was successful in meeting these goals. The strategies which the Business Unit used to meet these goals included faculty presentations to business classes outlining the Business degree programs available for students, the publication of informational brochures and handouts, a "Declare Your Major" week where students were given the forms to select Business as their major, a pizza night promoting the 2+2 agreements with area four-year Business schools, and a "Dress for Success" fashion show involving Business students. As shown in the following graph, total enrollment in Business degree programs has risen over the past 5 semesters.



In 2008, the Division has worked to expand the articulation agreements for our Business students with area four-year colleges. In addition, two new degrees are being brought forth as a result of needs assessments undertaken by the Division: an Associate of Applied Science in Accounting Technology degree was approved by the Louisiana Board of Regents and will begin in 2009, and a proposal for the creation of an Associate of Applied Science in Construction Management degree has been approved by the College's Curriculum Committee and is under review by the College administration. In fall 2008, the Business Division began requesting student success data from the Louisiana Board of Regents for

BRCC Business students who transferred to other Louisiana colleges. The data shows that the great majority of students who were enrolled in BRCC Business classes in 2006-2007 and who transferred to other schools in 2007-2008 were in good academic standing.

Enrollment in Business degree programs is expected to continue to grow. The Division will expand our efforts to recruit new students into the programs, and will develop new promotional and outreach strategies such as high school visitation, increased participation in career fairs, improved brochures, and additional use of the College website. The Division will be able to develop more accurate student data tracking as a result of the College's participation in the National Student Clearinghouse and of increased data mining from the Board of Regents. This data will be used for evaluation, improvement and, when necessary, modification of Business courses.

**23. Baldrige Item 7.5 Organization Effectiveness Results: Summarize your business unit's key performance results that contribute to opportunities for enhanced student learning and/or the achievement of business unit effectiveness. Include appropriate comparative data.**

The Business Division at Baton Rouge Community College completed a Program Review in April 2007 which evaluated the A.A.S. in Business Technology degree. A copy of the Program Review is available in the Resource Room. The Program Review a number of student performance indicators, such as enrollment, graduates, average GPAs, course completion rates, and student evaluations of faculty. The Program Review generated several recommendations for improvement:

1. The Division needs to develop a marketing and recruitment plan for the programs in the Division.
2. The Division needs to have faster turnaround time on faculty evaluations, so that student feedback is available quickly enough for instructors to use it for the next semester.
3. The Division needs to implement a process for collecting and analyzing learning outcomes assessment data more quickly, so that instructors can use it for the next semester.
4. The Division, through the help of Institutional Research, needs to develop a system of collecting and analyzing data about student performance at transfer institutions and in the workplace.
5. The Division needs to develop a process for ongoing faculty review of student performance data, degree program structure and content, and instructional issues. Continuous faculty input from year to year to identify issues of concern to the faculty is needed.

The Division has successfully completed items 1, 2, 4 and 5. The Division has developed a number of marketing and promotion tools; the outcomes assessment process has been completely restructured, making it more timely and accessible; a process of collecting transfer student performance data is in place, and additional data will be received through

the College's participation in the National Student Clearinghouse; and a regular process of reviewing student performance data each semester by department has been implemented. While item 4 is not completely resolved, turnaround time on student evaluations of faculty has decreased.

Because part of the College mission is to prepare students to transfer successfully to four-year colleges, a critical component of performance evaluation will be to track the academic performance of those students who transfer. The Division and the College have a process in place to obtain data from the Louisiana Board of Regents and the National Student Clearinghouse. This data will be used for improvement of courses and programs.

New Programs Reviews of both the A.S. in Business and the A.A.S. in Business Technology are scheduled for spring 2010.

## EXHIBIT C: OFF-CAMPUS OPERATIONS AND OTHER UNIQUE ITEMS

### Standard I—Conditions for Accreditation

**Institutional Response:** As the mission statement of the college states, Baton Rouge Community College is dedicated to “identifying and meeting the educational needs of its community through innovative, dynamic programs that are accessible to all.” The Business department is committed to reaching the community and making its program accessible. Business courses have been offered at local high schools through a dual enrollment process as well at the Louisiana Department of Labor. During the fall 2007 semester, Accounting 200 (Financial Accounting I) was offered at the Louisiana Department of Labor with an enrollment of 28 students. In addition, two area high schools were involved in a dual enrollment arrangement. Business 110, Introduction to Business, was offered at Central High School and Plaquemine High School. The class offered at Central High had 15 students enrolled and the Plaquemine High class had 16 students enrolled. During the fall 2008 semester, Accounting 200 was again offered at the Louisiana Department of Labor with an enrollment of 9 students. Accounting 201 was also offered and had an enrollment of 23. Business 201 (Principles of Marketing) was offered at Central High School during spring 2008, and the class had 11 students enrolled. The Business department is committed to providing the same rigor and requirements at off-site locations as is provided at the main campus of the college. Some off-site courses are taught by BRCC full-time faculty, and others are taught by BRCC adjuncts, but all faculty teaching off-site must meet the credentialing standards (Master’s degree with 18 graduate hours in the subject area).



## EXHIBIT D: FACULTY QUALIFICATIONS

### Standard II—Faculty Characteristics:

**Standard:** All class sections taught within the business unit must be taught by professional, qualified faculty. A professional qualified faculty member is one who:

- a. Possesses an earned Master's or higher in field.
- b. Possesses a related Master's with documented 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principle(s) level ("sufficient subject matter coursework").
- c. Possesses a Bachelor's in field with documentation in two or more areas of:
  - i) Professional certification (national, regional or state - institution must provide documentation to validate the certification);
  - ii) In field professional employment (institution must provide minimum two years documented experience from employer);
  - iii) Teaching excellence (institution must provide documentation of who and how excellence was determined and year of award);
  - iv) Research and publication (institution must provide documentation);
  - v) Documented relevant additional coursework beyond Bachelor's degree equivalent to 18 semester hours or equivalent subject matter coursework, CEU's, military, vendor training, etc.

NOTE: Describe any faculty employed in program area that do not meet this standard.

**Institutional Response:** Baton Rouge Community College meets this standard. 100% of the faculty employed by the Division of Business and Technology at Baton Rouge Community College possess a Master's degree or higher. While most faculty members hold a Master's in the field in which they are teaching, a few hold a Master's degree not in their subject area, but all of those faculty members have 18 graduate hours in the discipline in which they are teaching. The qualifications for all faculty members in the Division are detailed in Table I-A (Full-Time Faculty Qualifications) and Table I-B (Part-Time Faculty Qualifications). A Curriculum Vita for each full-time faculty member is available in the Resource Room.

Full-time faculty positions are publicly advertised in newspapers, relevant academic publications (such as *The Chronicle of Higher Education*), and on the college website under "Employment Opportunities." A search committee composed of five full-time employees, including three full-time faculty members, is appointed by the Chancellor. Applications are collected in Human Resources and sent to the Chair of the search committee. The applications are screened to eliminate any applicants who do not meet the minimum criteria (Master's degree or higher with 18 graduate hours in the subject area). The Committee members review the qualified candidates' applications and rank them individually or as a group. The applicants are invited for interviews based on their rankings. Candidates must present a teaching demonstration and a writing sample as part of their interview. The search committee forwards

the names of their top applicants to the Vice Chancellor for Academic Affairs and the Chancellor. An interview is arranged with the VCAA and the Chancellor. The Chancellor must approve all offers for faculty members. The recruitment and hiring process for the College is detailed in the documents provided by issued by the Human Resources office, which are in the Resource Room.

Baton Rouge Community College (BRCC) defines and publishes policies regarding appointment and employment in the *Faculty Handbook* (p. 46 – 55) and the *Baton Rouge Community College Policy Manual*. The ultimate authority for setting the terms of employments rests with the Chancellor.

Baton Rouge Community College implemented a rank and promotion policy for faculty in April, 2008. Faculty have the opportunity to apply for promotion through the ranks from Instructor, Assistant Professor, and Associate Professor to Professor. Promotion requires that faculty achieve a rating of “Exceeds Expectation” or above on their annual evaluations for three consecutive years before being considered for promotion. The rank and promotion policy is available in the Resource Room.

Outstanding faculty are recognized in such ways as an Excellence in Teaching award given at spring Convocation and as National Institute of Staff and Organizational Development (NISOD) Excellence in Teaching award winners announced each spring.

## EXHIBIT E: FACULTY COMPOSITION

### Standard II—Faculty Characteristics:

**Standard:** At least 50 percent of the required full-time equivalent (FTE) faculty should hold a master's or doctorate degree in order to teach at the associate degree level.

At least 90 percent of the FTE faculty should hold a master's or be professionally qualified in order to teach at the associate degree level.

**Institutional Response:** Baton Rouge Community College meets this standard. 100% of the faculty in the Business area hold either Master's or Doctorate degree. This includes both full-time and adjunct (part-time) faculty. Faculty composition for the Business area is shown in Table III-C.

Baton Rouge Community College has 15-week fall and spring semesters. The Division of Business and Technology of Baton Rouge Community College calculates an FTE faculty as 30 semester credit hours per academic year (five classes in both the fall and spring semesters). This method is used for both full-time and part-time faculty.

Faculty are offered the opportunity to teach overloads during the fall and spring semesters if they so desire. Opportunities are also available for summer teaching during the 3-week Maymester or the 6-week summer session. A very limited number of Business classes may be offered during one or both of the 7-week semesters held concurrently with the regular fall and spring semesters, and full-time faculty are occasionally asked to teach one of these classes. The 7-week classes are 3-credit hour classes, and count as part of a faculty member's full-time load.

Additionally, Baton Rouge Community College offers numerous opportunities for faculty professional development. Baton Rouge Community College (BRCC) is committed to ongoing faculty professional development as stated in the *Faculty Handbook*. The Faculty Handbook is available online ([http://www.brcc.cc.la.us/faculty/faulty\\_handbook.pdf](http://www.brcc.cc.la.us/faculty/faulty_handbook.pdf)) and a copy is in the Resource Room.

"BRCC encourages life-long learning among its faculty and staff and provides tuition assistance opportunities" through the Tuition Reimbursement Program. BRCC also provides a tuition waiver for full-time faculty and staff who want to take courses at the college.

Professional development seminars and workshops are presented during convocation week and throughout the fall and spring semesters. Faculty and staff have the opportunity to submit topics appropriate for professional development to the Executive Assistant to the Chancellor for approval. Requests for topics can be submitted online (Professional Development Survey) or through e-mail. A Professional Development schedule is published and disseminated at the fall and spring Convocations. Daily reminders are posted in the BRCC *Daily e-News*.

The online event schedule shows the professional development activities offered each semester. Professional development opportunities are also available online (Professional Development/Online). Sessions include orientation for new faculty, grant writing, Blackboard 101, and others.

Faculty members are encouraged to attend and/or make formal presentations at state, national, and international professional conferences such as the Louisiana Community and Technical College System (LCTCS) Annual Conference Day, the National Institute for Staff and Organizational Development (NISOD), the Southern Association of Colleges and Schools (SACS), the Foundation for Teaching Economics, and the National Business Education Association (NBEA). Each department budget has a travel allowance to support professional development off-site.

BRCC offers faculty the opportunity to apply for Academic Enhancement Grants for projects directly related to improving instruction.

Faculty are also encouraged to apply for other grants, such as Board of Regents grants, and are assisted in their efforts by the Office of Institutional Advancement.

## EXHIBIT F: FACULTY DEPLOYMENT

### Standard II—Faculty Characteristics

**Standard:** Each school or program must demonstrate its efforts to deploy faculty resources among the disciplines, units, courses, departments and major fields in such a way that every student attending classes (on or off campus, day or night) will have an opportunity to receive instruction from full-time faculty.

Each school or program must have a minimum of one (1) full-time professionally qualified faculty member in each program in which a Business major is offered.

**Institutional Response:** Baton Rouge Community College meets this standard. The Division of Business and Technology of Baton Rouge Community College has 16 full-time faculty members teaching in the areas of Accounting, Business, Computer Science, Computer Information Systems, Economics, Finance, and Management. These faculty members are all professionally qualified and teach all of the Business area courses required for all Business degrees offered by the college.

Faculty deployment for the academic year 2007-2008 is shown in Table II-A (Full-time Faculty Deployment) and Table II-B (Part-time Faculty Deployment). As the deployment tables show, the full-time faculty participate regularly and substantially in the offering of night classes and online classes. In addition, full-time faculty members teach all of the online courses offered in Accounting, Business and Economics.

## EXHIBIT G: FACULTY LOAD

### Standard II—Faculty Characteristics

**Standard:** Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments, which exceed a normal workweek as defined by the institution per academic year. Thus, evidence of a faculty load management system, which emphasizes teaching excellence and service to students, must be present for full-time and part-time adjunct personnel. Such a system may necessitate limiting teaching (credit/semester/quarter) hours, student load, number of preparations, and other related factors.

IN ADDITION TO CONSIDERATION OF NORMAL TEACHING RESPONSIBILITIES, CONSIDERATION SHOULD BE GIVEN TO FACULTY MEMBERS WHO:

- a. have significant administrative duties;
- b. are responsible for research activities;
- c. have program coordinating duties;
- d. have curriculum development responsibilities; or,
- e. have distance learning developmental, instructional, or coordinating activities.

**Institutional Response:** Baton Rouge Community College meets this standard. The Faculty Load for the 2007-2008 academic year is shown in Tables III-A (Full-time Load) and III-B (Part-time Load). All full-time faculty are required to teach 15 credit hours per semester, and faculty members are limited to teaching no more than seven classes per semester. Faculty members receive a course release for serving as the Department Chair, the Degree Custodian, or the chair of major committees such as the Courses and Curricula Committee, SACS Accreditation/Reaccreditation Subcommittees, ACBSP Accreditation, or the Quality Enhancement Plan (QEP).

Faculty members are not asked to teach more than three separate course preparations per week as part of their regular teaching load. Faculty members who choose to teach overloads may end up with a fourth course preparation. No Business faculty members teach courses outside their primary departments. No Business area courses are taught on television; online courses are considered a regular course for load calculation purposes. The size of online classes is limited to 22 students. Only full-time Business faculty members teach online, so online students are able to utilize regular office hours, as well as virtual office hours.

All overloads are optional. Faculty members may request overload funding for the development of new programs or courses, or for implementing an online version of an existing course. Overload pay is dependent on the availability of funds and is not guaranteed. Overload policies are included in the Faculty Handbook, which is available online and in the Resource Room.

Full-time faculty are expected to have a workload equivalent to 40 hours per week. In addition to teaching, class preparation and grading, faculty also engage in professional development, service, and student advising as part of their regular duties.

Adjunct faculty are limited to a maximum of 3 classes (9 credit hours) per semester, but most adjuncts teach only one or two courses per semester, as shown in Table III-B.

## EXHIBIT H: FACULTY EVALUATION

### Standard II—Faculty Characteristics

**Standard:** Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contract award of tenure, and/or of promotion.

**Institutional Response:** Baton Rouge Community College meets this ACBSP standard. Baton Rouge Community College has a detailed faculty evaluation process included in the *Faculty Handbook*, highlights of which are included below. The complete evaluation process and the Faculty Handbook are available in the Resource Room. The faculty evaluation is used in making personnel decisions, such as the continuation of employment, in determining merit raises, and in the awarding of promotions. The College has detailed policies on rank and promotion and merit raises which are also available in the Resource Room.

### Faculty Evaluations

Performance evaluations will be completed on every faculty member during the academic year. The schedule for evaluation, components to be evaluated, and person scheduled to complete the evaluation will vary depending upon full-time or adjunct faculty status. For full-time faculty, an annual performance review will be completed in the spring of each year to summarize and review all facets of faculty performance during the academic year.

### Faculty Evaluation Process

Faculty performance is a vital component in the college obtaining and maintaining academic excellence. Therefore, as one component in the college assessment process, performance evaluations are completed on every faculty member during the academic year regardless of faculty status.

The BRCC Faculty Evaluation Process includes the following components:

- I. A demonstration of teaching effectiveness, via (a) Student Evaluation and (b) Classroom Observation,
- II. A commitment to service whether it is to the (a) Discipline, Division, and College; and/or (b) Community,
- III. A continuous professional growth of oneself through professional activity in (a) Personal professional development, and/or (b) Contributions to the profession,
- IV. The administrative review by Deans or designees of faculty job performance as described in job descriptions.

A summary of the faculty evaluation combines information from each component of the evaluation process into one comprehensive job performance profile. The summary is used to develop goals and objectives for the next academic year.



This process emphasizes feedback between administration and faculty it is strongly encouraged to support all components of the faculty evaluation process through the use of the Faculty Portfolio and conferences for dialogue. The faculty portfolio gives the faculty member an opportunity to provide supporting evidence for their annual evaluation in the areas of teaching effectiveness, service, and professional activities. Guidelines for the portfolio are provided to assist the faculty member in demonstrating their professional performance.

Full-time faculty annual performance reviews will be completed in the spring of each year. All components of the faculty performance process for the academic year should be summarized and reviewed by this time.

The principle criterion for performance evaluation of adjunct faculty members is teaching effectiveness as determined by dean/designee observer, student evaluation and other sources at the discretion of the evaluating unit. It will include evaluation of teaching materials, course syllabi, teaching techniques, instructor knowledge of subject matter, and availability to students. The fulfillment of adjunct faculty responsibilities will be assessed annually.

At BRCC the main purpose of faculty is teaching; however, there are circumstances when faculty roles are not dedicated solely to instructional delivery. Therefore, the faculty member may assign varying percentages to their particular employment responsibilities. Assigned weights should total 100 percent. The assigning of role weights is to be completed during the goal setting session for the next academic year (see form in appendix of *Faculty Handbook*). The categories with their minimum and maximum assignments are shown in the chart below.

| Minimum % | Role                    | Maximum % |
|-----------|-------------------------|-----------|
| 40%       | Teaching Effectiveness  | 80%       |
| 5%        | Service                 | 25%       |
| 5%        | Professional Activities | 30%       |

### Calculation of Annual Rating (Full-Time Only)

Upon completion of the administrative review, the faculty member will receive an overall rating for the year. An overall annual rating is generated after all information is gathered. The annual faculty performance average is computed by weighting teaching effectiveness, service, professional activities, and administrative review. The sum of these averaged weights yields an annual performance rating for the full-time faculty member

### Definition of Evaluation Appraisals

Standards for professional performance are defined in the job description. Faculty expectations in the various roles (teaching effectiveness, service, and professional activities) should be clearly defined in the job description. Additional departmental, discipline, and college-wide expectations shall be clearly stated to reflect the standards for professional performance. Earning less than a 3.5 (meets expectations) will result in the faculty member being given a Performance Improvement Plan (PIP) according to the LCTCS policy.

Outstanding = (4.5-5.0)

The faculty member's performance often and notably surpasses expectations in any of the two following ways: quality and innovation in the teaching effectiveness, service, and professional development. Individuals receiving this rating stand as exemplars of the highest levels of professional performance, making significant contributions to their department, discipline, college, and academic field.

Exceeds Expectations = (4.0-4.49)

The faculty member's performance often and notably surpasses expectations in any one of the following ways: quality and innovation in the teaching effectiveness, service, and professional development. Individuals receiving this ranking consistently exceeded the college's standards of professional performance.

Meets Expectations = (3.5-3.99)

The faculty member consistently meets the college's standards of professional performance. Individuals receiving this rating successfully perform his or her job duties as expected.

Needs Improvement = (3.0-3.49)

The faculty member did not consistently meet the college's standards of professional performance. Individuals receiving this rating demonstrate areas to which standards of professional performance were not met. Improvement in performance is required within the next evaluation period.

Unsatisfactory = (2.99 and below)

The faculty member did not meet the college's standards of professional performance. Individuals receiving this rating demonstrate unprofessional performance that is not acceptable and/or is inconsistent with conditions for continued employment at the college.

#### Performance Appraisal Rating Scale

|                      |                |
|----------------------|----------------|
| Outstanding          | 4.50-5.00      |
| Exceeds Expectations | 4.00-4.49      |
| Meets Expectations   | 3.50-3.99      |
| Needs Improvement    | 3.00-3.49      |
| Unsatisfactory       | 2.99 and below |

#### **Faculty Portfolio**

The faculty portfolio allows faculty members to provide documentation for their annual evaluation in the areas of teaching effectiveness, service, and professional activities. Guidelines are provided to assist the faculty member in demonstrating he/she has met the college's standards of professional performance. The faculty member is responsible for showing evidence of performance that meets and surpasses expectations.

### **Faculty and Course Evaluation by Students (Full-Time and Adjunct)**

The student evaluation component is administered during the fall and spring semesters. Packets containing evaluation instruments, including instructions, are disseminated to faculty. During the final 20 minutes of the class, the instructor relates the instructions to the students. A student proctor is appointed to collect evaluation materials and the instructor leaves the room, thus allowing the students freedom to objectively complete the surveys. The proctor then collects the instruments in sealed envelopes and places them in wooden boxes that are strategically located throughout BRCC. Evaluation data is then collected and processed by Institutional Research and Planning. The resulting data depicts evaluation of faculty as a group and individually (including both full-time and adjunct instructors). The respective deans share the resulting data with faculty at the conclusion of each semester. Copies of the evaluation instrument and evaluation results are available in the Resource Room.

### **Alternative Methods of Delivery**

The College has several methods for ensuring quality in alternative methods of delivery. The College began an extensive training in online course development and instructional methods for faculty during the summer of 2008. Online teachers who participate in this training must develop an online class. At the end of training, teachers must present their course and be evaluated successfully by a group which may include members of the Electronic Learning Quality Team (ELQ), the E-Learning Director, and the academic Dean. Faculty teaching sections of online courses are evaluated by the E-Learning Director as well as the students. A new student evaluation instrument targeted specifically to online learning is currently being developed. In alternative delivery courses, student learning outcomes are assessed in the same way as they are in traditional classes. Within the business department, all online courses are taught by full-time faculty, and no faculty member is allowed to teach more than two online courses per semester.

### **Business Unit Well-Being and Satisfaction**

Since the business unit at Baton Rouge Community College is so small (11 full-time faculty, 1 Associate Dean, and 1 coordinator), any attempt to survey and segment responses by gender, discipline, race, or rank would lead to immediate identification of the responder. Therefore, other indicators show that members of the business unit are satisfied with the environment at the College. One indicator of satisfaction is low turnover. Of the eleven full-time faculty members, eight (73%) have been with the College more than four years. Of the three others, two have been with the College three years. The newest faculty member, just hired in January 2009, is replacing a faculty member who moved out of state after being with the College for four years. Additionally, faculty were recently given mid-year raises in order to bring up their salaries to the Southern Regional Average for faculty of their rank. As detailed in the evaluation process mentioned previously, faculty have much choice in where they want to focus their efforts for the evaluation year. Through this approach, faculty can choose to focus on different areas in different years based on their individual goals or areas of interest. Furthermore, faculty in the business unit have expressed satisfaction with their ability to choose their schedule.

## EXHIBIT I: FACULTY AND INSTRUCTIONAL DEVELOPMENT

### Standard II—Faculty Characteristics

**Standard:** Each institution (school or program) must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the institution. Evidence of developmental opportunities for faculty to acquire skills in the use of alternative methods of instructional delivery should be thoroughly described.

**Institutional Response:** Baton Rouge Community College meets this standard.

Baton Rouge Community College (BRCC) is committed to ongoing faculty professional development as stated in the *Faculty Handbook*. All faculty are required to attend at least five hours of professional development each year.

“BRCC encourages life-long learning among its faculty and staff and provides tuition assistance opportunities” through the Tuition Reimbursement Program. BRCC also provides a tuition waiver for full-time faculty and staff who want to take courses at the college.

Professional development seminars and workshops are presented during convocation week and throughout the fall and spring semesters. Faculty and staff have the opportunity to submit topics appropriate for professional development to the Executive Assistant to the Chancellor for approval. Requests for topics can be submitted online (Professional Development Survey) or through e-mail. A Professional Development schedule is published and disseminated at the fall and spring Convocations. Daily reminders are posted in the BRCC *Daily e-News*.

An online Event Calendar shows the professional development activities that are offered each semester. Professional development opportunities are also available online (Professional Development/Online). Sessions include orientation for new faculty, grant writing, Blackboard 101, and others.

Faculty members are encouraged to attend and/or make formal presentations at state, national, and international professional conferences such as the Louisiana Community and Technical College System (LCTCS) Annual Conference Day and the National Institution of Staff and Organizational Development (NISOD). Each department budget has a travel allowance to support off-site professional development.

The College uses the Blackboard learning platform for its online delivery system. Faculty are offered numerous opportunities to develop expertise in using Blackboard, with in-house professional development courses such as “Introduction to Blackboard,” “Advanced Blackboard,” and “A Real Match: Excel and Blackboard.” The College has a Director of Distance Learning who evaluates the online course offerings. The College began an extensive training in online course development and instructional methods for faculty during the summer of 2008.

Online teachers who participate in this training must develop an online class. At the end of training, teachers must present their course and be evaluated successfully by a group which may include members of the Electronic Learning Quality Team (ELQ), the E-Learning Director, and the academic Dean. In the spring and summer of 2008, BRCC revised its online training program to incorporate the Quality Matters rubric for course development, and held a summer institute in which several faculty members, including Associate Professor of Business Andrea Vidrine and Assistant Professor of Economics Raymond Miller, were certified to teach online.

Members of the Business and Economics departments attended the College's Assessment Institute in the fall 2008. The Assessment Institute is collaborative, inclusive, cyclical, and most importantly, it is faculty-driven in nature. The Assessment Institute is devoted entirely to developing appropriate, responsive and measurable student learning outcomes, as well as measurement instruments which will capture the data faculty need to conduct both summative and formative evaluation of a student's learning. The Assessment Institute contributes to fulfillment of the College mission of identifying and meeting the educational needs of its community through innovative, dynamic programs that are accessible to all.

## EXHIBIT J: FACULTY OPERATIONAL POLICIES, PROCEDURES, AND PRACTICES

### Standard II—Faculty Characteristics

**Standard:** Each institution (school or program) should develop a written system of policies, procedures, and practices for the management and professional growth of faculty members including:

1. Faculty development—eligibility opportunities.
2. Tenure/promotion policies.
3. Evaluation procedures criteria.
4. Workload policies, including overload.
5. Service policies.
6. Professional activities.
7. Scholarly productivity.

**Institutional Response:** Baton Rouge Community College meets this standard. The College has a *Faculty Handbook* (available in the Resource Room and online at [http://www.brcc.cc.la.us/faculty/faulty\\_handbook.pdf](http://www.brcc.cc.la.us/faculty/faulty_handbook.pdf)) which contains specific policies addressing each of the seven items listed above.

The Division of Business and Technology has a positive work environment and support climate which contributes to the well-being and satisfaction of faculty and staff. In addition to the processes listed above and found in the *Faculty Handbook*, the College provides funded retirement, a variety of health insurance plans, optional supplemental retirement plans, tax-deferred child care and health savings accounts and paid sick leave.

The College has an Information Technology Department available to support the faculty in their instructional efforts. Faculty have daily access to the Associate Dean of the Division, who maintains an open-door policy. Faculty also have the opportunity to meet with the Chancellor at open forums each semester to discuss faculty concerns.

The College has an Emergency Response Plan distributed to every faculty office and classroom, and emergency telephones on each floor of every building and throughout the campus. An emergency text messaging and e-mail system are in place, and all faculty members are encouraged to enroll.

## EXHIBIT K: SCHOLARLY AND PROFESSIONAL ACTIVITIES

### Standard II—Faculty Characteristics

**Standard:** All faculty should be involved in activities that enhance the depth, scope, and currency of their knowledge and that of their discipline, as well as effectiveness of their classroom teaching.

**Institutional Response:** Baton Rouge Community College faculty meet this standard. As demonstrated in their annual Faculty Evaluations, faculty participate in a wide variety of activities which increase subject knowledge and professional skills, improve teaching effectiveness, and provide service to the college and the community.

### SCHOLARLY AND PROFESSIONAL ACTIVITIES OF BRCC BUSINESS DIVISION FACULTY

| Name          | Current Activities & Scholarly Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nisha Aroskar | <p>Professional Development Activities: The LSU Forum: Crossing Boundaries: Making knowledge about teaching and learning visible; Teacher workshop on ‘Globalization and International Economics’ organized by the Federal Reserve Bank of Boston; BRCC Workshops on Advanced Blackboard, Student Response System “clicker” Training, and Microsoft Producer.</p> <p>Service Activities: ACBSP Accreditation Team; presentation at Adjunct Faculty Meeting; evaluation of Developmental Reading as a pre-requisite for Economics 201; advising and mentoring students.</p>                                                                                                                                                                                                                                                                            |
| Linda Batiste | <p>Professional Development Activities: LCTCS Conference; SACS Conference in New Orleans, LA; American Accounting Association Conference for Accounting Educators, Chicago, IL; Educators Workshop (Accounting), Lafayette, LA; Completed and obtained the Master Financial Professional (MFP) from the American Academy of Financial Management; Book Review for McGraw Hill.</p> <p>Service Activities: Coordinated and Participated in the Southern University 10<sup>th</sup> Annual Community and Faith Leadership Development Conference; Faculty Senator at Large; Co-Chair of the SACS Reaffirmation Finance Committee; Secretary of Curriculum Committee; Developed the A.A.S. in Accounting Technology Degree proposal; Participated in Budget Reviews for the Accounting Discipline; Creative Resource Quality Team; Policy Committee.</p> |

| Name          | Current Activities & Scholarly Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monique Cross | <p>Professional Development Activities: NISOD International Conference on Teaching and Learning Excellence (Presenter); LCTCS Conference (Presenter); ACBSP Annual Conference in New Orleans; BRCC Workshops on IE and Learning Outcomes; Mission-Vision-Values Focus Group; Use of Advanced Technology for Enhancement of Online Courses; It's Not Hard: Effective Online Teaching; Student Response System "clicker" Training.</p> <p>Service Activities: Business Department Chair; Continuous Quality Improvement Committee; SACS Reaffirmation Accreditation Team Financial Resources Committee; LCTCS Statewide Accounting And General Business Workgroup; Chancellor's Lecture Series Committee; Developed Proposal for new degree in Construction Management; Student Dress for Success Fashion Show Committee; Adjunct Faculty Meeting Presenter; Business Division Advisory Board.</p>                                                                                                                                                                                                                                                                                                                                                                      |
| Janet Daniel  | <p>Professional Development Activities: National Institute of Staff and Organizational Development (NISOD) Conference (Presenter); BRCC Leadership Training; LCTCS Conference in Baton Rouge (Presenter); Evening at the Fed Workshop, "The United States in a Global Economy"; ACBSP Region 6 Conference in Little Rock; Foundation for Teaching Economics "Economics Issues for Teachers"; BRCC Professional Development Workshops: IE and Learning Outcomes; Conflict Resolution; Advanced Blackboard; Test Item Analysis; Student Response System "clicker" Training. Member of Global Association of Teachers of Economics (GATE), Professional Teachers' Association and National Business Education Association (NBEA).</p> <p>Service Activities: Chairman of the Curriculum Committee; Degree Custodian for the Division of Business and Technology; Co-Chair of the ACBSP Accreditation Team; Personnel Policies and Procedures Committee; Chair of the Search Committee for the Coordinator of Business and Technology; Academic Council; Co-Chair of the SACS Academic Programs, Policies, and Procedures Subcommittee; Dress for Success Student Fashion Show Committee; Commencement Quality Team Committee; Chancellor's Lecture Series Committee.</p> |
| Ross Daniel   | <p>Professional Development Activities: American Economic Association Annual Conference.</p> <p>Service Activities: Textbook Committee; student advising and mentoring.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



| Name           | Current Activities & Scholarly Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Steven Ernest  | <p>Professional Development Activities: LCTCS Annual Conference; LCPA Educators' Workshop, Lafayette, LA; BRCC Workshops on IE and Learning Outcomes; Argos Training; Tegrity Platform Training; Mission-Vision-Values Focus Group.</p> <p>Service Activities: Chair of Committee on Committees; Election Committee; LCTCS Accounting Workgroup; Search Committees for Accounting faculty; Accounting Advisory Board.</p>                                                                                                                                                                                                                                                                                                                                                         |
| Bill Everett   | <p>Professional Development Activities: Tenth Annual Teaching In Higher Education Forum, LSU, Baton Rouge, LA; BRCC Workshops on Argos Training, Safety Training and Procedures; Mission-Vision-Values Focus Group; Leadership Team Retreat.</p> <p>Service Activities: Economics Department Chair; Curriculum Committee; Academic Council.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Raymond Miller | <p>Professional Development Activities: Summer Online Training Institute; BRCC Mission-Vision-Values Workshop.</p> <p>Service Activities: Faculty Senator; Search Committee for Enrollment Services Recruiter; Search Committee for Biology Faculty; SACS Reaffirmation Financial Resources Committee; BRCC 2+2 Student Night; General Education Core Values Survey Group Participant.</p>                                                                                                                                                                                                                                                                                                                                                                                        |
| Susan Nealy    | <p>Professional Development Activities: NISOD Conference (Presenter) Austin, TX; MERLOT International Conference – New Orleans, LA; LCTCS Conference (Presenter) Baton Rouge, LA; Entrepreneurship Education Forum, Charleston, SC (Presenter); SACS Conference, New Orleans, LA: Conference on the First Year Experience (QEP), San Francisco, CA; LA DOE – Super Summer Institute (Presenter), New Orleans, LA, Entrepreneurship Curriculum Training; Socrates Online Facilitator Training; MERLOT Grape Camp for Peer Reviewers, online.</p> <p>Service Activities: Co-chair, Quality Enhancement Plan (QEP); Electronic Learning Committee; Assessments Committee; Building STARS Team Member; Adjunct Faculty Meeting; Student Dress for Success Fashion Show Committee.</p> |

| Name           | Current Activities & Scholarly Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Andrea Vidrine | <p>Professional Development Activities: Attended National Institute for Staff and Organizational Development (NISOD) Annual Conference (Presenter), Austin, TX; Attended LCTCS Conference (Presenter), Baton Rouge, LA; American Business Women's Association (Presenter); ACBSP Annual Conference, New Orleans, LA; BRCC Workshops on IE and Learning Outcomes; Intel Write Training; Advanced Blackboard; It's Not Hard: Effective Online Training; History and International Politics: The Nature of the Empire; Completed BRCC Online Instructor Training Summer 2008; Attended ACBSP Region 6 Conference, Tulsa, OK; Attended and presented at Louisiana Communication Association Annual Meeting, Hammond, LA.</p> <p>Service Activities: Co-chair, ACBSP Accreditation Team; SACS Reaffirmation Mission and Governance Committee; Chair, Student Dress for Success Fashion Show Committee; General Education Committee; Mr. and Ms. BRCC Committee; Academic Integrity Task Force; Search Committee for Math Faculty; Search Committee for Computer Science Faculty; Coordinated and Managed the Speaker Series for the Business Department Entrepreneurship Class; Adjunct Faculty Meeting Presenter; Coordinated service-learning project between MANG 222 students and YWCA; Recorder of BUSN department minutes; Assists in coordination of business advisory board meetings.</p> |

## EXHIBIT L: PROFESSIONAL COMPONENT

### Standard III—Curriculum

**Standard:** At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

- a. Accounting
- b. Computer information applications
- c. Quantitative methods of analysis
- d. Principles of economics
- e. Business in society
- f. Marketing
- g. Entrepreneurship/free enterprise
- h. Finance
- i. Management

The above is a threshold standard. Area requirements do not mandate specific courses nor do they imply that equal time must be spent on each area or that all courses must be offered by the business unit.

Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component (PC). Courses which satisfy the PC cannot be used to satisfy the General Education or Business Major requirements.

**Institutional Response:** Both the Associate of Applied Science in Business Technology and the Associate of Science in Business degrees at Baton Rouge Community College meet this standard. The Professional Component is identified in the Curriculum Summary for each program shown in Tables IV-A (A.A.S. in Business Technology) and IV-B (A.S. in Business) of this self-study. These tables demonstrate that the professional component comprises at least 25% of each degree program. For the A.A.S. in Business Technology, 29% of the curriculum is devoted to the professional component; for the A.S. in Business, the professional component comprises 28.5% of the total program hours. All of the Accounting, Business Law, Economics, Management and Marketing courses are taught by the business faculty. The computer applications courses are taught by the computer information systems faculty, all of whom possess a Master's degree in their field. The statistics courses are taught by the math department, and all of the faculty who teach them have at least a Master's degree in their field. Although the statistics courses at Baton Rouge Community College are listed in the math department, they transfer to all of the area four-year colleges as the statistics courses required for business majors in their colleges of business.

For the Associate of Applied Science in Business Technology, students are required to take courses in Accounting, Business Law, Computer Applications, Economics, Marketing and Management.

The specific requirements are:

|                       |         |
|-----------------------|---------|
| Accounting            | 6 hours |
| Business Law          | 3 hours |
| Computer Applications | 6 hours |
| Economics             | 3 hours |
| Marketing             | 3 hours |
| Management            | 3 hours |

The Associate of Science in Business requires courses in Accounting, Economics, Computer Applications, and Statistics. The specific requirements are:

|                       |         |
|-----------------------|---------|
| Accounting            | 6 hours |
| Economics             | 6 hours |
| Computer Applications | 3 hours |
| Statistics            | 3 hours |

The faculty of Baton Rouge Community College have the primary responsibility for the development and evaluation of courses and have the key role in the curriculum development process of the College, as outline in the Curriculum Manual (available in the Resource Room). The Business Division, along with all other Division on campus, participated in an extensive review of all course objectives, learning outcomes, and assessment measures throughout the spring and fall semesters of 2008. Many of the Master Syllabi for courses were updated to reflect additional course content, learning outcomes were sharpened, and improved assessment tools were developed. Learning outcomes are assessed each year, and the results are used to address needed improvements. Instructors regularly revise course content to reflect current knowledge and practice in the subject areas, and course objectives, learning outcomes, and assessments are adjusted accordingly. These activities are initiated and implemented by the faculty.

Each faculty member has the academic freedom to teach the required course content in his or her own way, but active learning strategies are encouraged. Faculty have a major role in determining the scheduling and sequencing of classes, so that courses are offered at different times to allow greater student access. For example, night class offerings in the Business Department are rotated from semester to semester so that students who can only attend at night have the opportunity to take all required classes. In addition, faculty participate in the selection and development of courses to be offered online to provide access to those students who cannot travel to campus.

## EXHIBIT M: GENERAL EDUCATION REQUIREMENTS

### Standard III—Curriculum

**Standard:** Excellence in business education requires a foundation in general education. For accreditation, therefore, general education must include no fewer than 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following education goals.

- a. written, interpretive, and oral facility with the English language
- b. a historical perspective
- c. an understanding of the role of the humanities in human experience
- d. a personal ethical foundation
- e. an understanding of social institutions and the obligations of citizenship
- f. knowledge of science and its applications
- g. an understanding of contemporary technology
- h. an understanding of the principles as well as the investigative strategies of the social sciences
- i. an appreciation of the fine and performing arts
- j. a global perspective

Cite areas of study contained in General Education (see Table IV). Explain how the institution determined that these were appropriate General Education courses for the major. All areas of general education are encouraged. Coverage may be attained through a specific discipline course or through topical presentation in a course. Institutional policy for general education content requirements should be utilized as a guide to determining compliance with this standard.

**Institutional Response:** Baton Rouge Community College meets this standard. In the Associate of Applied Science in Business Technology curriculum, 38% of the total hours are General Education. In the Associate of Science in Business curriculum, 43% of the total hours are General Education. The General Education component for the Associate of Applied Science in Business Technology is shown in Table IV-A, and that for the Associate of Science in Business is shown in Table IV-B.

Minimum General Education requirements for all degrees are set by the Louisiana Board of Regents and Baton Rouge Community College. The Board of Regents sets minimum General Education course requirements for each type of Certificate and Degree offered by any Louisiana public institution of higher learning. The General Education requirements of the Board of Regents are available on their website at <http://www.regents.state.la.us/Academic/PP/Policies/2-16.html>. The Board of Regents also has created a statewide General Education matrix of courses which are transferable to other public institutions within the state, which is also available on their website.

General Education requirements for Baton Rouge Community College are clearly stated in the Academic catalog in a separate General Education section (*Academic Catalog 2006-2008* pp.20-23). In addition, the General Education requirements are specified in the catalog pages for the A.A.S. in Business Technology and again for the Associate of Science in Business. The 2008-2010 Academic Catalog is available on the College website at [www.mybrcc.edu](http://www.mybrcc.edu), and both the 2006-2008 and 2008-2010 Academic Catalogs are in the Resource Room.

Baton Rouge Community College has a General Education Committee to identify courses which meet the General Education goals established by the college. The Committee monitors all changes to degree programs to ensure that General Education requirements are always being met. Also, the Committee evaluates all courses proposed to be classified as General Education courses to ensure they meet the Baton Rouge Community College Definition of General Education:

General Education is that common core of learning experience of value to each person regardless of occupation or profession. The General Education core curriculum is designed to ensure that graduates develop basic skills and knowledge that are essential to living productive and satisfying lives, to being able to compete in a global economic society, and to become lifelong learners.

The courses that are included in the General Education core curriculum will contribute to the acquisition of these skills, perspectives, and to a basic core of knowledge. General Education courses should reflect the program's mission; they should be designed for any student in any major. In addition, to be included in the General Education course offerings:

1. a course must incorporate two or more General Education program learning outcomes
2. a course must comply with the SACS 2.7.3 requirement ("The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.")

The educational goals listed above correspond to the College's established general education learning outcomes as listed in the table on the following two pages.

The following chart indicates how each core competency will be assessed:

| Domain             | Outcome<br>Students will:                                                                                                                                                                                                           | Last Assmnt.<br>Date | Next Assmnt.<br>Date | Primary Assmnt.<br>Tool     | Secondary Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critical Thinking  | think critically, which includes collecting evidence (statistics, examples, testimony) and making decisions based on them, comprehending and analyzing texts, and solving problems using methods of critical and scientific inquiry | N/A                  | SP 09                | CAAP Critical Thinking Test | <ol style="list-style-type: none"> <li>1. Course Assessments – All courses</li> <li>2. CCSSE</li> <li>3. End of Program Tests               <ol style="list-style-type: none"> <li>a. PRAXIS – Teacher Ed</li> <li>b. Nursing Licensure</li> </ol> </li> <li>4. Capstone/Internship               <ol style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ol> </li> </ol>                                                                                  |
| Writing            | communicate effectively using standard written English                                                                                                                                                                              | SP 05                | SP 08                | CAAP Essay Writing Test     | <ol style="list-style-type: none"> <li>1. CCSSE</li> <li>2. English Exit Exam Results</li> <li>3. ENGL 101 Course Assessment</li> <li>4. ENGL 102 Portfolio Review Assessment</li> <li>5. End of Program Tests               <ol style="list-style-type: none"> <li>a. PRAXIS – Teacher Ed</li> <li>b. Nursing Licensure</li> </ol> </li> <li>6. Capstone/Internship               <ol style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ol> </li> </ol> |
| Oral Communication | communicate in a clear oral and non-verbal fashion and to employ critical listening skills                                                                                                                                          | N/A                  | FA 08                | Course Assessments          | <ol style="list-style-type: none"> <li>1. CCSSE</li> <li>2. End of Program Tests (PRAXIS for Ed majors)</li> <li>3. Capstone/Internship               <ol style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ol> </li> </ol>                                                                                                                                                                                                                              |
| Mathematics        | organize, analyze, and make information useful by employing mathematic principles                                                                                                                                                   | N/A                  | FA 08                | CAAP Mathematics Test       | <ol style="list-style-type: none"> <li>1. CCSSE</li> <li>2. Course Assessments</li> <li>3. Capstone/Internship               <ol style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ol> </li> <li>4. End of Program Tests</li> </ol>                                                                                                                                                                                                                      |

| Domain                          | Outcome<br>Students will:                                                                                                                         | Last Assmnt.<br>Date | Next Assmnt.<br>Date | Primary Assmnt.<br>Tool   | Secondary Assessment Tools                                                                                                                                                                                                                                                                                                 |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                   |                      |                      |                           | <ul style="list-style-type: none"> <li>a. Praxis – Teacher Ed</li> <li>b. Nursing Licensure</li> </ul>                                                                                                                                                                                                                     |
| Science                         | relate the general concepts of science to the world and to demonstrate understanding of the impact of these processes and concepts on their lives | FA 06                | FA 09                | CAAP Science Test         | <ul style="list-style-type: none"> <li>1. Course Assessments</li> <li>2. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> <li>3. End of Program Tests <ul style="list-style-type: none"> <li>a. PRAXIS II – Teacher Ed</li> </ul> </li> </ul> |
| Technology                      | use computer technology to access, retrieve, process, and communicate information                                                                 | N/A                  | FA 09                | Course Assessments        | <ul style="list-style-type: none"> <li>1. CCSSE</li> <li>2. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> <li>3. PA.S.SPORT – Teacher Ed</li> </ul>                                                                                        |
| Globalization – Social Sciences | apply global perspectives and ideas through an interdisciplinary approach                                                                         | N/A                  | SP 09                | CAAP Reading Test         | <ul style="list-style-type: none"> <li>1. Course Assessments</li> <li>2. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> </ul>                                                                                                               |
| Diversity                       | examine and identify cultural, ethnic, and gender diversity                                                                                       | N/A                  | SP 08                | Diversity Assessment Tool | <ul style="list-style-type: none"> <li>1. CCSSE</li> <li>2. Graduate Survey</li> <li>3. Course Assessments</li> </ul>                                                                                                                                                                                                      |
| Humanities                      | appraise the quality, value, and significance of cultural works in their historical context                                                       | N/A                  | FA 10                | CAAP Reading Test         | <ul style="list-style-type: none"> <li>1. Course Assessments</li> <li>2. End of Program Tests – PRAXIS for Teacher Ed</li> </ul>                                                                                                                                                                                           |
| Core Values                     | apply core values in helping make ethical, personal, social, and professional decisions                                                           | FA 07                | FA 10                | Core Values Survey        | <ul style="list-style-type: none"> <li>1. CCSSE</li> <li>2. ENGL 101 Exit Exam</li> <li>3. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> </ul>                                                                                             |



## EXHIBIT N: BUSINESS MAJOR REQUIREMENTS

### Standard III—Curriculum

**Standard:** Programs that lead to an associate degree in business should be able to demonstrate that they include appropriate courses to prepare students for transfer or employment. At least 25 percent of the courses for the associate degree beyond the professional component must be devoted to courses appropriate to the student's business major.

Cite areas of study contained in the Business Major (see Table IV). Explain how the institution determined that these were appropriate Business Major courses for the major.

**Institutional Response:** Baton Rouge community College meets this standard. For the Associate of Applied Science in Business Technology, 33% of the total hours are business major requirements. For the Associate of Science in Business, 28.5% of the total hours are business major courses. The Business Major Requirements for the Associate of Applied Science in Business Technology are shown in Table IV-A, and those for the Associate of Science in Business are shown in Table IV-B.

For the Associate of Applied Science in Business Technology, the degree program was developed in 1998 and then substantially revised in 2006 to more closely mirror the program at comparable colleges. The degree program now includes a broad range of both theory and application-based Business courses designed to enable students to more effectively manage a small business, or to start a business of their own. This degree gives students the tools they need to succeed in the workplace immediately after graduating from Baton Rouge Community College. The Advisory Council for the Business Division, which meets twice yearly, provides suggestions on the scope and content of this degree program, and these suggestions are reviewed and carefully considered by the Business faculty when making course or program modifications.

The Associate of Science in Business is a relatively new degree that has only been available since fall 2006. It was created in response to the need for a degree specifically for students who wished to transfer to a four-year college and pursue a Bachelor's degree in Business. Consequently, the courses in this degree program are chosen to maximize transferable hours to four-year public colleges in Louisiana. Students complete core requirements, and choose six approved electives from a list of courses approved for transfer and required in Louisiana public university Bachelor's degree programs in Business. These courses include additional humanities and science courses required in those universities, along with traditional Business courses. The choice of electives depends upon the student's intended transfer school, and BRCC students are advised in writing to consult with those schools about their degree programs. Close contact is maintained with the area four-year colleges to ensure that this degree program consistently meets the needs of transfer students and appropriately prepares them to succeed in a Bachelor's degree program in Business. When necessary, course content modifications are

made to maintain the transferability of our courses to the four-year schools and to ensure that Baton Rouge Community College Business courses remain part of the Louisiana Board of Regents transfer matrix.

## EXHIBIT O: MINIMUM GRADE REQUIREMENT

### Standard III—Curriculum

**Standard:** Business students in their associate degree program must achieve a minimum grade average of “C” for graduation in business.

**Institutional Response:** Baton Rouge Community College meets the ACBSP standard of a minimum grade average of “C” for graduation.

Catalog Statement: Baton Rouge Community College states its policy on minimum grade point average (GPA) of 2.0 under the Graduation Requirements portion of the Academic Policies Section in the *Baton Rouge Community College Catalog* (pages 86-87 in 2006-2008 catalog; pages 107-108 in 2008-2010 catalog).

In addition, Baton Rouge Community College has a rigorous degree evaluation process. Students must submit a written application for graduation. The formal application is processed by the Office of Enrollment Services, and a degree audit showing every course the student has taken is generated. Every degree application for the Associate of Applied Science in Business Technology and the Associate of Science in Business is evaluated by the Degree Custodian for the Division of Business and Technology to ensure that every requirement for graduation has been met, as stated in the catalog, through the use of a standardized degree evaluation form. Once the Degree Custodian has approved an application for graduation, it is verified by the Associate Dean of the Division of Business and Technology. A copy of both the Application for Graduation form and the Degree Checkout form are in the Resource Room.

## EXHIBIT P: PROGRAM ACCESS, FLEXIBILITY, AND ASSESSMENT

### Standard IV—Student Assessment

**Standard:** Each institution must have a validated means of assessing student ability for remedial/developmental or advanced standing through courses or systems that assist student to improve demonstrable deficiencies, a validated means of demonstrating the remediation of assessed deficiencies, and provision for advanced placement when applicable.

**Institutional Response:** Baton Rouge Community College meets this standard. All entering students take the ACT Compass exams for placement in reading, writing / English, and mathematics and English as a Second Language (ESL). For students who are deficient in one or more areas, Baton Rouge Community College offers developmental non-credit courses which provide students with an opportunity to master the necessary skills and knowledge needed in preparation for college-level studies. Students take these courses in a college environment with instruction from Southern Association of Colleges and Schools credentialed faculty.

As stated in the *BRCC Catalog 2006-2008* p. 61, “Baton Rouge Community College (BRCC) recognizes that learning takes place in a variety of situations and circumstances. Many students have significant, demonstrable learning from experiences outside the traditional academic environment. Therefore, prior learning, not life experiences, is the basis for the award of college credit.” Policies for the evaluation, awarding and accepting of credit for experiential learning, advanced placement, and professional certificates are stated on pages 61-63 of the *BRCC Catalog 2006-2008*. Policies for how students may earn credit through Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) or Defense Association for Non-Traditional Education Services (DANTES), general and subject examinations are also stated on pages 61-63 of the *BRCC Catalog 2006-2008*. In all instances, BRCC awards credit in accordance with the Louisiana Community and Technical College System Policy #1.023.

Furthermore, each student enrolled in Business degree programs is assigned a Business faculty advisor. The advisor meets with the student each semester to help with class selection, communicating expected outcomes in terms of the skills and knowledge needed for program completion with the terminal goal of employment or transfer. All advisors post office hours and are available on a drop-in basis or by appointment.

## EXHIBIT Q: PROGRAM EVALUATION

### Standard IV—Student Assessment

**Standard:** A systematic program evaluation (including evaluation of courses from supporting disciplines) is required to maintain academic excellence and meet changing needs.

**Institutional Response:** Baton Rouge Community College meets this standard. The College is committed to assessing student academic achievement and general institutional effectiveness.

#### Program Assessment

Program assessment is the responsibility of faculty as well as administrative offices including the Office of Institutional Research & Planning and Academic Affairs. Faculty continually monitor Business programs to maintain excellence and meet changing needs in curricula, textbooks, hardware and software, and other media essential to program effectiveness.

Baton Rouge Community College has a policy of regular formal program review for each degree program offered by the college. The most recent review (2007) is available online at [http://www.brcc.cc.la.us/academic\\_affairs/program\\_review.php](http://www.brcc.cc.la.us/academic_affairs/program_review.php).

The Business and Technology Division of Baton Rouge Community College holds monthly meetings in which the Dean and faculty discuss issues impacting programs and courses. Individual disciplines (also referred to as departments) within the Business and Technology division meet at least twice a year (most meet monthly) to review program and course effectiveness by analysis of course learning outcomes as well as discuss advisory board recommendations, and to plan the next steps for continuous improvement of programs and courses. During department meetings, consideration is given to the method of delivery of programs and courses and to analyzing course scheduling in order to meet the needs of students.

For instance, during the 2007-2008 academic year, the Business department recognized the need to teach more sections and courses online to meet the increasing needs of students for alternate delivery methods. However, because only one full-time instructor was certified to teach online, the Business department made the decision to encourage its faculty to seek online certification. Baton Rouge Community College offered an online certification course for a select few faculty members during summer 2008; one of the participants was a full-time Business instructor. Consequently, in fall 2008, an additional section of BUSN 110, Introduction to Business, was offered online. Now, two of the four full-time Business department faculty members are certified to teach online. A third Business department instructor intends to seek online certification as soon as BRCC offers the course again.

Another example of Business department faculty working together to improve Business courses involved seeking improvement in student retention in Business courses. In the August 14, 2008 Business department meeting, Business faculty discussed student retention, which they felt was

largely tied to class attendance. One course in which class attendance problems are often found is the first Business course, BUSN 110, Introduction to Business. Therefore, Business faculty decided to target BUSN 110, Introduction to Business, for improved attendance and thus improved retention. Business faculty decided that for fall 2008 BUSN 110, all faculty members teaching the course will give graded in-class activities equal to at least the equivalent of one test grade as an incentive for increased class attendance. Since fall 2008 was interrupted by a damaging hurricane which caused widespread disruption in the lives of students, Business faculty felt that an accurate evaluation of this policy could not be obtained for this semester. However, Business faculty plan to implement the same policy in BUSN 110 for the spring 2009 semester and will evaluate the effects of this policy after the spring 2009 semester. Copies of Business department minutes are available in the Resource Room.

During the fall 2008 semester, Business faculty decided to revise the A.A.S. required course BUSN 295, Professional Success Skills, to be a capstone course in which all A.A.S. program outcomes would be assessed. At the ACBSP Region Six Conference, Business faculty member Andrea Vidrine gathered information from other conference attendees on how other schools accomplished this. According to several attendees, the use of a business simulation is an interesting and fun way to enhance learning and to measure program outcomes. Business faculty reviewed several simulation software programs and will be using one as a pilot in the spring 2009 semester. During this pilot semester, the ability to incorporate and measure achievement of program outcomes effectively with use of the simulation will be assessed. After that, Business faculty will decide if that simulation program is appropriate for the department needs or if another one should be used.

An integral aspect of program assessment is to solicit information from the program advisory board. The BRCC Business Advisory Board membership is comprised of community, business, and industry representatives. The role of the advisory board is to assist faculty by identifying immediate and future directions for program improvement. Based on community, business and industry demands, faculty revises and/or develops new courses and programs. The spring 2008 Advisory Board meeting was particularly fruitful since twelve board members were in attendance. At this meeting, business faculty received input on which skills should continue to be targeted for development in students - communication skills, presentation skills, and interview skills, to name a few. Also, faculty were able to ask board members about the value of having business students prepare an entire business plan, which was being required in MANG 222, Entrepreneurship and Small Business Management. Board members stated that they felt this was very valuable; therefore, the requirement was kept.

Additionally, a few years ago area hospitality industry representatives requested that BRCC develop a customer service curriculum because they felt that students coming out of college did not seem to grasp even the most basic concepts of customer service. As a result of this request, during the fall 2006 semester, Business Instructor Susan Nealy received a Louisiana Board of Regents Two-Year Enhancement Grant to develop a course and a credential in Customer Service. BRCC partnered with Louisiana Delta Community College in northern Louisiana to share development and training opportunities for faculty. The grant was awarded

for the Academic Year 2007-2008. As a result of the grant, a faculty member at each institution attended training and received certification by the National Retail Federation. The Customer Service class (BUSN 130, Customer Service for Business Professionals) was first offered in the spring 2008 semester.

Beginning in fall 2009, a comprehensive program assessment will be conducted every three years in conjunction with the Office of Institutional Research and Planning. Annual program assessment reports focus on progress regarding recommendations for redesign. All programs are based on the “Eleven Indicators of Program Health” including program outcome achievement, course/program enrollment/retention, course assessment data, student performance, graduate surveys, and/or employment rates/satisfaction surveys. For each program, a primary assessment tool and at least one secondary assessment tool have been identified.

| Program                         | Primary Assessment Tool                                                 | Secondary Assessment Tools                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Business – A.S.                 | Collegiate Assessment of Academic Proficiency (CAAP)<br>(Pilot FA 2008) | <ol style="list-style-type: none"> <li>1. CCSSE / ACT Opinion Survey</li> <li>2. Course Assessments</li> <li>3. Business Department Student Satisfaction Survey (from current students)</li> <li>4. Course Pass Rates of program, program graduate and transfer counts, and Grade Distribution info</li> <li>5. Faculty assessment of program completers’ abilities and knowledge (survey)</li> </ol> |
| Business Technology – A.A.S.    | Collegiate Assessment of Academic Proficiency (CAAP)<br>(Pilot FA 2008) | <p>CCSSE / ACT Opinion Survey</p> <ol style="list-style-type: none"> <li>1. Course Assessments</li> <li>2. Business Department Student Satisfaction Survey (from current students)</li> <li>3. Course Pass Rates of program, program graduate and transfer counts, and Grade Distribution info</li> <li>4. Faculty assessment of program completers’ abilities and knowledge (survey)</li> </ol>      |
| Business Technology Certificate | Collegiate Assessment of Academic Proficiency (CAAP)<br>(Pilot FA 2008) | <ol style="list-style-type: none"> <li>1. CCSSE / ACT Opinion Survey</li> <li>2. Course Assessments</li> <li>3. Business Department Student Satisfaction Survey (from current students)</li> <li>4. Course Pass Rates of program, program graduate and transfer counts, and Grade Distribution info</li> <li>5. Faculty assessment of program completers’ abilities and knowledge (survey)</li> </ol> |

Although the assessment protocol will not be instituted until fall 2009, data collection has already begun. For example, the A.A.S. program has an outcome based on teamwork. One means of exploring the students’ perception of their attainment of this outcome can be found in the annual Community College Student Survey of Engagement (CCSSE) data. In 2008, students were asked “How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? ... Working effectively with others.” Of the students surveyed, 56.3% indicated that this skill was incorporated “quite a bit”

to “very much” in their courses. This indicates that students feel teamwork is being incorporated in many of their courses. Another area about which students were surveyed was “Writing clearly and effectively.” Of the students surveyed, 58.6% indicated that this skill was incorporated “quite a bit” to “very much” in their courses. Furthermore, 54% of students surveyed indicated that “Speaking clearly and effectively” was incorporated “quite a bit” to “very much.” These statistics indicate that students perceive that their oral and written communication skills are being developed; the development of oral and written communication skills is one of the A.A.S. program outcomes. BRCC’s CCSSE results can be found on the following web site:

<http://www.ccsse.org/survey/public-profile.cfm?ipeds=437103&source=2008>.

In addition, the Business Department Student Satisfaction Survey which was given in all Business courses in the fall 2008 semester indicates that 1,102 Business students surveyed gave the highest scores (over 4 out of 5) in the following areas:

| Score | Statement                                                                                                   |
|-------|-------------------------------------------------------------------------------------------------------------|
| 4.16  | I am satisfied with the number of students in my Business classes.                                          |
| 4.14  | I feel that the Business instructors have a sincere interest in my learning.                                |
| 4.11  | I am confident that my Business courses are preparing me for my career or transfer to a 4-year institution. |

### **Student Evaluation of Course and Faculty**

Seeking input from students is part of the College’s on-going evaluation process. Each semester students are asked to evaluate course content, methods of instruction, and teacher performance. Information is tabulated and results are shared with faculty so that changes and improvements can be made. Copies of the student evaluation of faculty for the self-study year are available in the Resource Room.

### **Graduation Data**

Graduation data is compiled and reports are developed by Baton Rouge Community College’s Office of Institutional Research and Planning. Copies of the data and reports are available in the Resource Room. Graduation rates are monitored internally by the chancellor, vice chancellors, deans, associate deans, degree custodians, and program directors as well as externally by the Louisiana Community and Technical College System (LCTCS) and the Louisiana Board of Regents.

### **Transfer Data**

Transfer data received from the Louisiana Board of Regents indicates that Baton Rouge Community College students who took at least one Business course (Accounting, Business, Economics, Finance, Management, or Real Estate) were later successful upon transferring to other schools within the state. Louisiana State University received the largest number of Baton Rouge Community College Business course students transferring, with 189 students for the year 2007-2008. Of those 189, 88% were still in good standing after their first semester at Louisiana



State University. Southeastern Louisiana University received 93 Baton Rouge Community College Business course students for the year 2007-2008. Of those 93 students, 94% were still in good standing after their first semester at Southeastern Louisiana University. 54 Baton Rouge Community College Business course students transferred to Southern University for the year 2007-2008; 83% of those students were still in good standing after their first semester there. Copies of transfer data from the Louisiana Board of Regents are available in the Resource Room.

### **Course Level Assessment**

At BRCC, campus-wide assessment of courses is an important responsibility of the faculty and the administration. As curriculum is the purview of the faculty, it is responsible for creating learning outcomes for courses as well as determining and implementing appropriate assessments for student learning outcomes at various levels. The faculty is also responsible for revising and amending learning outcomes, assessment tools, curriculum, and course delivery as indicated by the findings of assessments.

The three-year schedule of course outcomes assessment is simply the process for organizing and collecting course assessment data. All courses are assessed at least once every three years. The Assessment Committee decided on a three-year cycle to allow time for departments to “close the loop” in assessment, allowing time for the assessment tool to be created and implemented; the data collected and analyzed; and redesign elements put into effect, before re-assessment. This information is then forwarded to the Assessment Committee for review; often, members of the Assessment Committee will meet with coordinators to review the assessment and offer suggestions for improvement in methodology, analysis, etc. (How to Assess Guide found on BRCC Intranet Site, located at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)).

For example, in the fall 2006, BUSN 110, Introduction to Business, was assessed using a common set of multiple choice questions. The department identified the following areas to redesign - assessment methodology and course delivery – which resulted in the following changes: “1. In the previous redesign, the structure and wording of questions was changed. These changes were effective. The current design better reflects the content of the course. 2. Seven questions were used to assess two learning outcomes. With a redesign, assessment questions will be distributed so that each outcome is tested with only two or three questions. 3. Most instructors teach Objective A using supply and demand graphs. With the inclusion of a graph, student may better recall the material. Previously, the outcome was only assessed with a text multiple choice question” (BUSN 110 FA 2006 Course Assessment, found on BRCC Intranet Site located at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)). The spring 2008 incorporated these changes to help focus on the problem area of supply and demand; the results were an improvement in student passage rates on supply and demand questions from an average of 65% in the fall 2007 to an average of 70% in the spring 2008. The fall 2008 results showed a decline, however, in the average percentage correct to 62%. Results of other questions were also lower in the fall 2008 results. After discussion of this in the December 2008 Business department meeting, Business faculty concluded that several factors may have

contributed to the decline: 1) the use of a new text, 2) the interruption of the semester for over a week due to Hurricane Gustav, and 3) the fact that this was the first time that all sections (including those taught by adjuncts) of BUSN 110 were assessed. The group decided that perhaps adjuncts needed more guidance in teaching these concepts and administering these important assessments. In an effort to ensure consistency, the Business department decided that all full-time faculty (each of whom is a course coordinator responsible for collection and analysis of that course's data) would meet with all other faculty teaching that course immediately before the semester begins to make sure that all faculty understand the importance of this process. During this meeting, faculty would be able to ask the course coordinator any questions about the material or the assessment methodology, for instance.

Another example is with MANG 201, Principles of Management, which was first assessed in fall 2007. Students correctly responded to all of the Learning Outcomes above the 70% level with the exception of Learning Outcomes 4 and 6. Concerning Learning Outcome 4 (Identify the three levels of planning), students performed above the 70% level on 2 of the 3 questions that assessed the objective, so the redesign focused on modifying question 10 to more effectively test knowledge of the levels of planning. As for Learning Outcome 6 (Identify the characteristics of the major models of employee motivation), students performed above the 70% level on 2 of the 4 questions that assessed the objective; thus, the redesign focused on rewording the assessment questions as well as placing more emphasis on this concept when it is presented to the students. For the spring 2008 semester, questions 10 and 14 were reworded and students performed significantly better. As a result of these changes, 78.3% got question 10 correct and 91.3% got question 14 correct. (MANG 201 FA 2007 Course Assessment, MANG 201 SP 2008 Course Assessment found on BRCC Intranet Site located at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)).

While the campus is on a three year cycle, the Accounting, Business, and Economics departments are working toward assessing every course, every semester.

## EXHIBIT R: OUTCOMES ASSESSMENT

### Standard IV—Student Assessment

**Standard:** An institution must have an outcome assessment program, correlated with initial assessment, proving that students have achieved the program's stated learning goals, both in general education and in program areas. Evidence must be provided to demonstrate differences, if any, in the achievement of students receiving instruction through the traditional delivery and those who receive instruction through the use of alternative methods of instructional delivery.

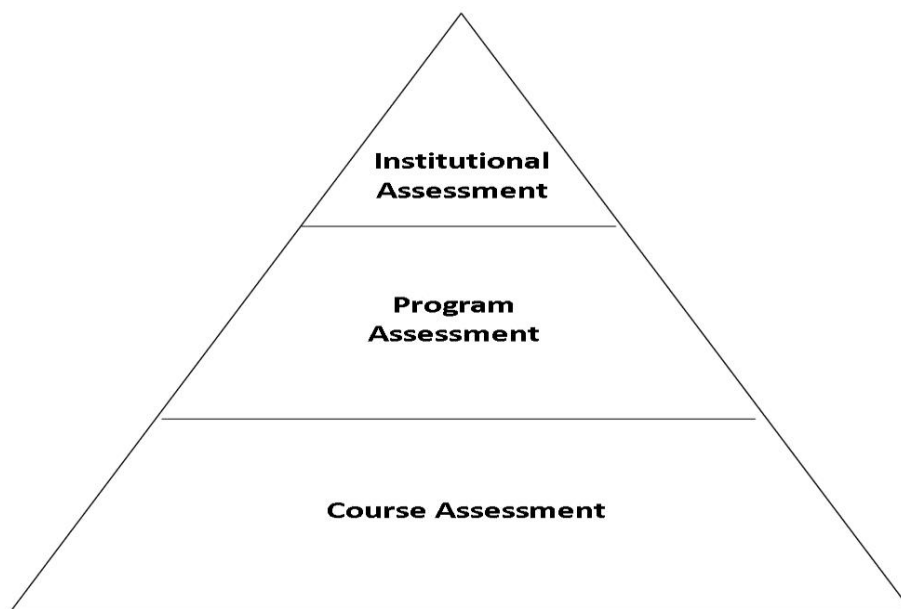
**Institutional Response:** Baton Rouge Community College meets this standard. The College is committed to assessing student academic achievement and general institutional effectiveness.

#### BRCC's College-Wide Assessment Plan

The BRCC Assessment Plan is a multi-level, multi-measure plan developed by the faculty-based Assessment Committee in conjunction with the Offices of Academic Affairs and Institutional Research and Planning. BRCC has been working to foster a culture of assessment since 2002 when the first "Learning Outcomes taskforce" was created by the Vice Chancellor for Academic Affairs. Between 2002 and 2004, master syllabi were created for all courses including measurable learning outcomes. In 2005, the taskforce evolved into an administrative committee under the leadership of Academic Affairs.

Seeing the need to increase faculty involvement, the Faculty Senate was petitioned to create an Assessment Committee. In the fall of 2006, the Assessment Committee began collecting course assessment data and working with departments, as well as individual faculty, to ensure that all faculty members are involved in course assessment at some level, whether it's creating assessment tools or administering assessments. Currently, the Assessment Committee has a multi-tiered support system for faculty members participating in course assessments. In addition, the recent implementation of the Assessment Institute (AI) and the adoption of various assessment initiatives will illustrate and document the existence of a "faculty-driven campus-wide assessment plan" at BRCC.

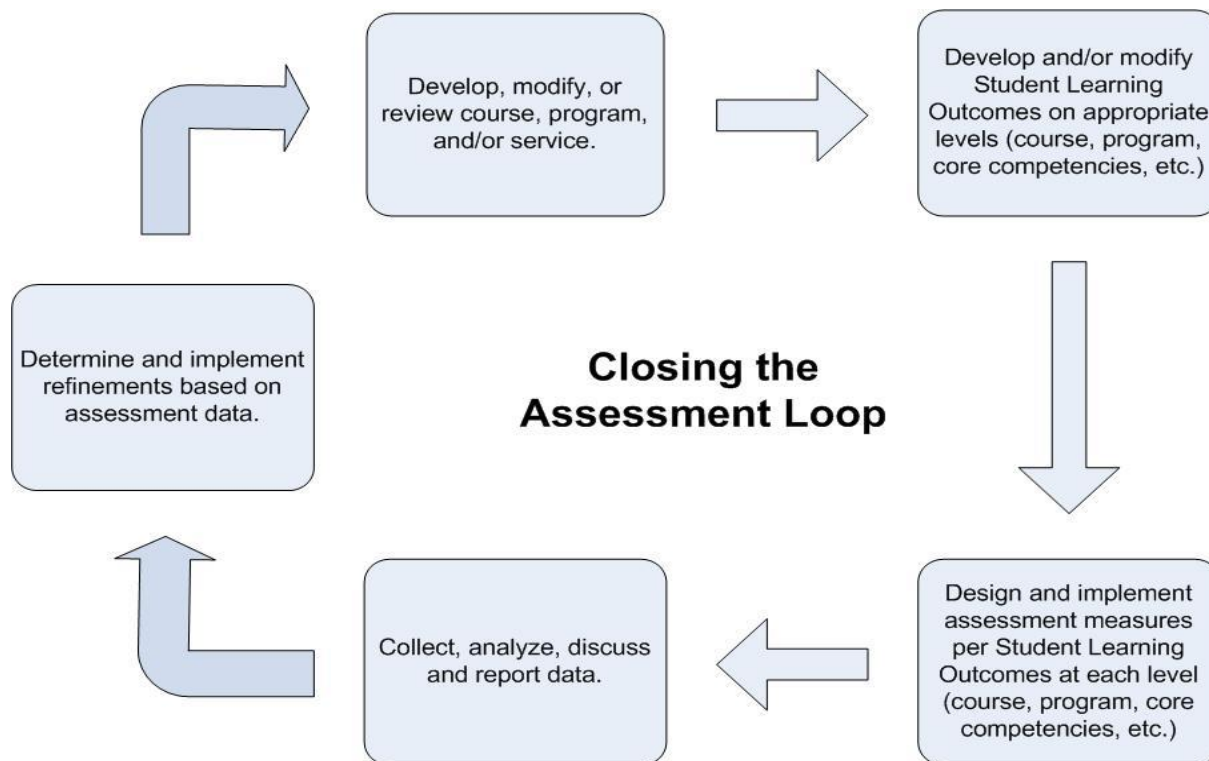
It is important to note that throughout its endeavors, BRCC has remained true to its Philosophy Statement regarding assessment "ASSESSMENT is used to enact IMPROVEMENT. Nothing is perfect, and as educators, we look for ways to connect, to improve, and to increase success in the classroom. Assessment provides data from which meaningful information is derived for improvement at all levels – instructional, course design, departmental, program, and institutional" (How to Assess Guide found on BRCC Intranet Site, located at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)).



The Assessment Committee and Office of Institutional Research and Planning have designed an institutional assessment plan that encompasses all levels including programs, courses, students, faculty, and external stakeholders. The diagram to the left best illustrates the conceptual design of our systemic, yet fluid, assessment model.

The foundation of the assessment plan occurs at the course level. To ensure comprehensive assessment that identifies student success, all course learning outcomes are assessed during a three-year assessment cycle. The Assessment Committee works with the faculty to develop, implement, collect, and analyze assessment data via regular assessment cycle activities and the Assessment Institute. The planning data and learner outcome data which emerges from this process is available to internal stakeholders for use in program reviews, academic planning, etc. (Assessment Manual found on BRCC Intranet Site, located at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)).

Discussion of the institutional plan of assessment which includes the “Assessment Institute” Model (AI), one means of driving this three- year schedule, will be discussed within the following section. This model clearly articulates how course outcome assessment will provide data for the improvement of student learning at Baton Rouge Community College (BRCC). It is important to note the conceptual paradigm which BRCC has adopted for Assessment. Assessments, at all levels, follow this flowchart (see next page):



Thus, all assessments, regardless of level – course or program, must address refinements and/or redesign elements that could be made to improve student learning. Departments are asked to consider the redesign in the areas of assessment methodology, learning outcomes, course delivery, course content, and within the department/program. These discussions occur during the assessment period of convocation week, in regularly scheduled departmental meetings and as participants of the Assessment Institute. On November 7, 2008, economics and Business faculty attended the Assessment Institute and are committed to implementing tools and techniques learned there.

**Institutional Level Assessment (including General Education Assessment):**

The College’s ability to prepare students, from all walks of life, both academically and career wise, is a matter of great priority. BRCC takes its mission and promise to its students and community seriously and is committed to continual assessment of overall student learning, from an institutional perspective. BRCC will utilize many of the same program level assessment techniques to gauge a sense of our “academic health.” If results support a claim of student success, our college is achieving a high level of academic health. This is an important indicator of our functionality from an institutional perspective.

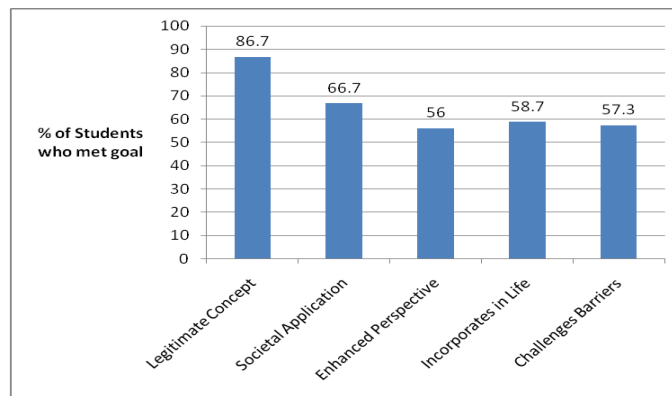
One aspect of institutional level assessment relates to the General Education Learning Outcomes or core competencies. In conjunction with the Offices of Academic Affairs and Institutional Research and Planning Academic Affairs, the General Education committee has planned multiple measures to assess each general education competency. (General Education Assessment Calendar found on BRCC Intranet Site, located at

[http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)). For most outcomes, the primary assessment tool will be the Collegiate Assessment of Academic Proficiency (CAAP) a “standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of their general education programs.” This measurement tool will provide data for six (6) of the ten (10) core competencies including critical thinking, written communication, mathematics, science, social science, and humanities. In addition, the CAAP can be linked in some areas to their pre-college existing ACT/COMPASS scores, providing a value-added perspective to our assessment plan. The test will be customized, allowing departments/faculty input in the assessment design to ensure that the items chosen best reflect our educational mission and established learning outcomes. BRCC will pilot this assessment in the upcoming academic year (2008-2009), focusing on the graduate population.

For several of the outcomes, primary assessment tools have been developed and implemented within the last academic year. For example, in fall of 2007, the General Education Committee designed a multi-measure assessment (survey and essay question) regarding the “core values” outcome. The purpose of the assessment was to see if students were meeting this outcome (i.e. if the majority of the students assessed could or would “apply core values in making ethical, personal, social, and professional decisions.”) The core values survey revealed that the majority of students questioned (58%) reported that the core value concepts were “very often/often” covered in their classes. Also, the majority of the students (87%) indicated that they had used the knowledge learned in all of their classes to help make ethical, personal, social, and professional decisions. Likewise, the majority of students (62%) reported that the classes at BRCC encouraged life-long learning, workforce skills, service to the community, and active citizenship. (Core Values Assessment report found on BRCC Intranet Site, located at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)).

Another example of the College’s ongoing assessment endeavors is the Diversity Assessment completed in spring of 2008. In measuring student learning with respect to diversity, the General Education Committee conceived such an “awareness of and appreciation for cultural diversity” as having multiple dimensions. Students were asked to write an essay that would address 4 aspects of diversity: 1. define diversity; 2. identify multiple dimensions of diversity at the personal, national, and/or global level; 3. relate personal experiences that have contributed to your understanding of diversity; and 4. explain why an institution of higher education should promote diversity on its campus. The data showed that 86.7% of students sampled recognized diversity as a legitimate concept. Overall, 68% of the students met this outcome.

The following graph summarizes the results of the Diversity Assessment (Diversity Assessment report found on BRCC Intranet Site, located at [http://www.mybrcc.edu/course\\_assessments/](http://www.mybrcc.edu/course_assessments/)).



Conducting the assessments was only the first step in the General Education assessment process. For each assessment, members of the General Education committee met to discuss how to “close-the-loop” and use the data to affect change. Recommendations were forwarded to the BRCC Executive Cabinet in June 2008 for approval and implementation. The recommendations included adding the General Education Outcomes to the master syllabi for all General Education courses and developing professional development workshops to discuss the outcomes and expectations of the institution in regards to assessment of General Education. These recommendations were implemented in July 2008. The master syllabi for General Education courses now list the General Education competencies covered in the course. The report will be shared with the faculty in the fall of 2008 for discussion on how to improve student success in these areas.

### **Alternative Methods of Instructional Delivery**

Students in courses with alternative methods of instructional delivery (online courses) are held to the same primary assessment standard as students in traditionally delivery courses. Online courses have the same learning outcomes as their face-to-face counterparts. The same learning outcomes assessments are administered except in online form. Online courses may include additional measures to ensure instructional quality. Baton Rouge Community College, as a member of the Louisiana Community and Technical College System (LCTCS) must follow the “Principles of Good Practice” as a foundation for quality of course and programs within the Electronic Campus/Division as outlined by the Southern Regional Education Board. Further, faculty teaching via electronic means are required to attend mandatory training for online course development, distance, and electronic instruction. Faculty interested in teaching electronic or distance classes are required to meet Southern Association of Colleges and Schools (SACS) criteria and to be certified to teach using electronic delivery modalities. (See *Faculty Handbook 2007-2008* pages 23-24; SREB “Principles of Good Practice,” found here: <http://www.ecinitiatives.org/publications/principles.asp>).

The following chart indicates how each core competency will be assessed:

| Domain             | Outcome<br>Students will:                                                                                                                                                                                                           | Last Assmnt.<br>Date | Next Assmnt.<br>Date | Primary Assmnt.<br>Tool     | Secondary Assessment Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critical Thinking  | think critically, which includes collecting evidence (statistics, examples, testimony) and making decisions based on them, comprehending and analyzing texts, and solving problems using methods of critical and scientific inquiry | N/A                  | SP 09                | CAAP Critical Thinking Test | <ol style="list-style-type: none"> <li>1. Course Assessments – All courses</li> <li>2. CCSSE</li> <li>3. End of Program Tests               <ol style="list-style-type: none"> <li>a. PRAXIS – Teacher Ed</li> <li>b. Nursing Licensure</li> </ol> </li> <li>4. Capstone/Internship               <ol style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ol> </li> </ol>                                                                                  |
| Writing            | communicate effectively using standard written English                                                                                                                                                                              | SP 05                | SP 08                | CAAP Essay Writing Test     | <ol style="list-style-type: none"> <li>1. CCSSE</li> <li>2. English Exit Exam Results</li> <li>3. ENGL 101 Course Assessment</li> <li>4. ENGL 102 Portfolio Review Assessment</li> <li>5. End of Program Tests               <ol style="list-style-type: none"> <li>a. PRAXIS – Teacher Ed</li> <li>b. Nursing Licensure</li> </ol> </li> <li>6. Capstone/Internship               <ol style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ol> </li> </ol> |
| Oral Communication | communicate in a clear oral and non-verbal fashion and to employ critical listening skills                                                                                                                                          | N/A                  | FA 08                | Course Assessments          | <ol style="list-style-type: none"> <li>1. CCSSE</li> <li>2. End of Program Tests (PRAXIS for Ed majors)</li> <li>3. Capstone/Internship</li> <li>4. Science Tech</li> <li>5. ETEC</li> <li>6. EMGT</li> </ol>                                                                                                                                                                                                                                                                                      |
| Mathematics        | organize, analyze, and make information useful by employing mathematic principles                                                                                                                                                   | N/A                  | FA 08                | CAAP Mathematics Test       | <ol style="list-style-type: none"> <li>1. CCSSE</li> <li>2. Course Assessments</li> <li>3. Capstone/Internship               <ol style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ol> </li> <li>4. End of Program Tests</li> </ol>                                                                                                                                                                                                                      |



| Domain                          | Outcome<br>Students will:                                                                                                                         | Last Assmnt.<br>Date | Next Assmnt.<br>Date | Primary Assmnt.<br>Tool   | Secondary Assessment Tools                                                                                                                                                                                                                                                                                                 |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                   |                      |                      |                           | <ul style="list-style-type: none"> <li>a. Praxis – Teacher Ed</li> <li>b. Nursing Licensure</li> </ul>                                                                                                                                                                                                                     |
| Science                         | relate the general concepts of science to the world and to demonstrate understanding of the impact of these processes and concepts on their lives | FA 06                | FA 09                | CAAP Science Test         | <ul style="list-style-type: none"> <li>1. Course Assessments</li> <li>2. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> <li>3. End of Program Tests <ul style="list-style-type: none"> <li>a. PRAXIS II – Teacher Ed</li> </ul> </li> </ul> |
| Technology                      | use computer technology to access, retrieve, process, and communicate information                                                                 | N/A                  | FA 09                | Course Assessments        | <ul style="list-style-type: none"> <li>1. CCSSE</li> <li>2. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> <li>3. PASSPORT – Teacher Ed</li> </ul>                                                                                          |
| Globalization – Social Sciences | apply global perspectives and ideas through an interdisciplinary approach                                                                         | N/A                  | SP 09                | CAAP Reading Test         | <ul style="list-style-type: none"> <li>1. Course Assessments</li> <li>2. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> </ul>                                                                                                               |
| Diversity                       | examine and identify cultural, ethnic, and gender diversity                                                                                       | N/A                  | SP 08                | Diversity Assessment Tool | <ul style="list-style-type: none"> <li>1. CCSSE <ul style="list-style-type: none"> <li>a. Graduate Survey</li> <li>b. Course Assessments</li> </ul> </li> </ul>                                                                                                                                                            |
| Humanities                      | appraise the quality, value, and significance of cultural works in their historical context                                                       | N/A                  | FA 10                | CAAP Reading Test         | <ul style="list-style-type: none"> <li>1. Course Assessments</li> <li>2. End of Program Tests – PRAXIS for Teacher Ed</li> </ul>                                                                                                                                                                                           |
| Core Values                     | apply core values in helping make ethical, personal, social, and professional decisions                                                           | FA 07                | FA 10                | Core Values Survey        | <ul style="list-style-type: none"> <li>1. CCSSE</li> <li>2. ENGL 101 Exit Exam</li> <li>3. Capstone/Internship <ul style="list-style-type: none"> <li>a. Science Tech</li> <li>b. ETEC</li> <li>c. EMGT</li> </ul> </li> </ul>                                                                                             |

Institutional level assessment synthesizes the many on-going assessment measures to provide an overall view of our success. By combining course and program, and internal and external assessments, the Office of Institutional Research and Planning can offer evidence that BRCC meets its mission, vision, and values statements and is producing academically successful students, while continually improving the quality of the student experience.

## EXHIBIT S: STUDENT INFORMATION

### Standard IV—Student Assessment

**Standard:** Each institution must have a systemic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance and degree of satisfaction.

**Institutional Response:** Baton Rouge Community College meets this standard. The College has a system in place for reporting these measurements.

#### Enrollment Patterns

The Office of Institutional Research and Planning tracks enrollment numbers and provides data to the college administration and faculty. Program patterns are evaluated by the Office of Institutional Research and Planning, the Associate Dean of Business and Technology, and the Degree Custodian for Business degrees.

#### Student Retention

Student retention is strategic priority one for Baton Rouge Community College (See *Baton Rouge Community College Strategic Priorities 2007-2012*, available in the Resource Room). To this end, administration created the Enrollment and Retention Quality Team (ERQT) which is chaired by the Dean of Learning Resources. In order to best address student retention issues, ERQT consists of the chairs of all other College quality teams as noted in the October 07 ERQT Meeting Minutes (found in the Resource Room) and as illustrated in the Quality Team Structure Chart (found in the Resource Room). Also found in the October 07 ERQT Meeting Minutes are the vision and mission statement for the ERQT. The coordination and results of the efforts of the various quality teams is evidenced in the January 08 ERQT Mid-Year Report (found in the Resource Room).

BRCC has been working intensely on retention efforts for the past year. In an effort to examine barriers to student success, BRCC held 17 focus groups with faculty, staff and students during the fall 2007 and spring 2008 semesters. These groups were asked to identify barriers and to discuss possible solutions. After much research and input from the campus community, BRCC developed "First Class" as their Quality Enhancement Plan, a requirement for Southern Association of Colleges and Schools (SACS) reaccreditation. "First Class" is a program designed to assist new students in being acclimated to college. It includes a two credit hour orientation course, faculty and peer mentoring, an early warning system, and an incentives program. The orientation course will be piloted in the spring 2009 semester with additional classes and full program implementation in the fall 2009 semester. A copy of the Quality Enhancement Plan is available in the Resource Room.

On the departmental level, the Business department is seeking improvement in student retention in Business courses. In the August 14, 2008 Business department meeting, Business faculty discussed student retention, which they felt was largely tied to class attendance. One

course in which class attendance problems are often found is the first Business course, BUSN 110, Introduction to Business. Therefore, Business faculty decided to target BUSN 110, Introduction to Business for improved attendance and thus improved retention. Business faculty decided that for fall 2008 BUSN 110, all faculty members teaching the course will give graded in-class activities equal to at least the equivalent of one test grade as an incentive for increased class attendance. Since fall 2008 was interrupted by a damaging hurricane which caused widespread disruption in the lives of students, Business faculty felt that an accurate evaluation of this policy could not be obtained for this semester. However, Business faculty plan to implement the same policy in BUSN 110 for the spring 2009 semester and will evaluate the effects of this policy after the spring 2009 semester. Copies of Business department minutes are available in the Resource Room.

### **Student Academic Success**

As listed on page 83-84 in the *BRCC Catalog 2006-2008*, students at Baton Rouge Community College are governed by the following academic standards:

- Students who earn less than a 2.00 GPA and attempt a minimum of 15 hours are placed on academic probation.
- Students remain on probation until achieving a 2.00 GPA.
- Students who have earned less than a 2.00 GPA and attempt at least 24 hours are placed on academic suspension.

Suspension notices are posted on the student's Banner registration account on the Web and are mailed to students.

The College has academic support services in place to help retain students and to help students succeed in their academic and personal endeavors. The Office of Advising, Counseling, and Career Services (ACCS) exists to provide services based on a student's individual needs. ACCS is staffed by professional academic advisors and counselors whose key responsibility is to provide academic, personal, and vocational guidance. The home page for ACCS is found at the following link: <http://www.mybrcc.edu/advising/index.php>. BRCC also has the Academic Learning Center (ALC) which provides tutoring, peer tutoring, staff consultations, learning styles testing, writing assistance, and multimedia and Web-based learning resources. The home page for ALC is found at the following link: [http://www.mybrcc.edu/academic\\_learning\\_center/index.php](http://www.mybrcc.edu/academic_learning_center/index.php).

As listed on page 83 in the *BRCC Catalog 2006-2008*, the Dean's List is composed of students who complete a minimum of 12 or more credit hours and earn a minimum grade point average of 3.50, with no grades below "C" for the semester. Honors includes students who complete a minimum of 12 credit hours and earn a minimum grade-point average of 3.00-3.49, with no grade below "C" for the semester.

Additionally, the College's Honors Program recognizes and promotes academic excellence. The program is offered to graduating high school students with GPAs of 3.0 or better and a minimum ACT score of 23. Students currently enrolled at BRCC and transfer students who have completed 12 or more semester credit hours with a minimum GPA of 3.25 can also join.

### **Student Satisfaction**

Seeking input from students is part of the College's on-going evaluation process. Each semester students are asked to evaluate course content, methods of instruction, and teacher performance. Information is tabulated and results are shared with faculty so that changes and improvements can be made.

A second method for assessing student satisfaction is the Business Department Student Satisfaction Survey which was developed by Business faculty members during the fall 2008 semester and given in all Business courses during that semester. Business faculty feel the survey is very valuable and intend to continue to administer the survey each semester.

A third means of exploring the students' satisfaction is BRCC's participation in the Community College Student Survey of Engagement (CCSSE). The survey measures and compares BRCC to other similar community colleges in areas such as: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. In 2008, 92.9% of students surveyed said they would recommend BRCC to a friend or family member. BRCC's CCSSE results can be found on the CCSSE website located at <http://www.ccsse.org/survey/public-profile.cfm?ipeds=437103&source=2008>. Additionally, in the fall 2008 semester, the College participated in a pilot survey called SENSE, Survey of Entering Student Engagement, although results have not been disclosed yet. SENSE's website is <http://www.ccsse.org/sense/aboutSENSE/index.cfm>. SENSE and CCSSE are both projects of the Community College Leadership Program at the University of Texas at Austin.

### **Student Intake and Retention Process**

The College has a systematic approach to student intake and retention with processes and procedures in place at each juncture. The Office of Enrollment Services incorporates testing, recruitment, admission, registration, schedule changes, declaration of major, graduation, transcript evaluation and other services. The one-stop approach allows students to be served in an efficient manner. Staff members of the Office of Enrollment Services recruit students in addition to assisting students in completing the enrollment process, obtaining transcripts, adding/dropping classes and other services. They provide new student orientation and assist academic departments by scheduling classes for incoming students. These efforts ensure a smooth transition to the College for incoming students as well as smooth transactions for continuing students.

## EXHIBIT T: FINANCE

### Standard V-Adequate Resources

**Standard:** Adequate financial resources should be budgeted for and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives.

**Institutional Response:** Baton Rouge Community College meets the ACBSP standard. The college has a sound financial base with financial stability that supports its mission, programs, and services. BRCC derives income from state appropriations, student tuition and fees, federal appropriations, federal grants and contracts, state and local grants and contracts, sales and services of educational departments, auxiliary enterprise revenues, and investment income and gifts. Supporting financial data is listed below:

#### Total Budget for BRCC 2007 – 08 and 2008 – 09 BRCC's general fund (unrestricted) budget only

|       | Budgeted 2008-09 | YTD         | Budgeted 2007-08 | YTD          |
|-------|------------------|-------------|------------------|--------------|
| Total | \$ 31,816,383    | \$9,717,450 | \$29,153,013     | \$28,110,509 |

The Instructional Budget for the college as well as the Business Instructional Budget is shown below.

#### BRCC Instructional Budget 2007 - 08 and 2008 – 09

|                       | Budgeted 2008-09 | YTD         | Budgeted 2007-08 | YTD          |
|-----------------------|------------------|-------------|------------------|--------------|
| Salaries              | \$ 7,610,700     | \$2,558,923 | \$ 7,347,563     | \$ 7,289,974 |
| Related Benefits      | \$ 1,843,458     | \$ 555,004  | \$ 1,779,045     | \$ 1,685,005 |
| Travel                | \$ 103,105       | \$ 4,281    | \$ 65,751        | \$ 50,107    |
| Operating Services    | \$ 91,670        | \$ 34,178   | \$ 80,009        | \$ 507,477   |
| Supplies              | \$ 139,306       | \$ 51,120   | \$ 164,895       | \$ 151,057   |
| Professional Services | \$ 92,495        | \$ 3,280    | \$ 62,421        | \$ 60,652    |
| Other Charges         | \$ 110,000       | \$ -        | \$ 752,371       | \$ 5,726     |
| Capital Outlay        | \$ -             | \$ 16,226   | \$ 55,866        | \$ 279,904   |
| Total                 | \$ 9,990,734     | \$3,223,011 | \$10,307,921     | \$10,029,902 |

**Business Area Instructional Budget 2007-08 and 2008-09**

| <b>BUSINESS</b>       | Budgeted 2008-09  | YTD              | Budgeted 2007-08  | YTD               |
|-----------------------|-------------------|------------------|-------------------|-------------------|
| Salaries              | \$ 195,774        | \$ 62,016        | \$ 197,698        | \$ 197,698        |
| Related Benefits      | \$ 47,965         | \$ 15,845        | \$ 58,035         | \$ 57,491         |
| Travel                | \$ 5,100          | \$ -             | \$ 4,989          | \$ 3,470          |
| Operating Services    | \$ 4,570          | \$ 589           | \$ 6,259          | \$ 6,259          |
| Supplies              | \$ 2,000          | \$ 38            | \$ 2,431          | \$ 2,431          |
| Professional Services | \$ 1,500          | \$ -             | \$ -              | \$ -              |
| Other Charges         | \$ -              | \$ -             | \$ -              | \$ -              |
| Capital Outlay        | \$ -              | \$ -             | \$ -              | \$ -              |
| <b>Total</b>          | <b>\$ 256,909</b> | <b>\$ 78,489</b> | <b>\$ 269,412</b> | <b>\$ 267,350</b> |

| <b>ACCOUNTING</b>     | Budgeted 2008-09  | YTD              | Budgeted 2007- 08 | YTD               |
|-----------------------|-------------------|------------------|-------------------|-------------------|
| Salaries              | \$ 83,210         | \$ 25,699        | \$ 87,269         | \$ 83,105         |
| Related Benefits      | \$ 20,386         | \$ 7,841         | \$ 25,257         | \$ 25,257         |
| Travel                | \$ 3,000          | \$ -             | \$ 1,618          | \$ 1,618          |
| Operating Services    | \$ 3,750          | \$ 150           | \$ 1,632          | \$ 1,437          |
| Supplies              | \$ 1,500          | \$ 296           | \$ 1,740          | \$ 1,739          |
| Professional Services | \$ -              | \$ -             | \$ -              | \$ -              |
| Other Charges         | \$ -              | \$ -             | \$ -              | \$ -              |
| Capital Outlay        | \$ -              | \$ -             | \$ 1,642          | \$ 1,642          |
| <b>Total</b>          | <b>\$ 111,846</b> | <b>\$ 33,987</b> | <b>\$ 119,158</b> | <b>\$ 114,798</b> |

| <b>ECONOMICS</b>      | Budgeted 2008-09  | YTD              | Budgeted 2007-08  | YTD               |
|-----------------------|-------------------|------------------|-------------------|-------------------|
| Salaries              | \$ 218,960        | \$ 67,702        | \$ 229,709        | \$ 219,747        |
| Related Benefits      | \$ 53,645         | \$ 16,816        | \$ 64,395         | \$ 61,907         |
| Travel                | \$ 5,900          | \$ -             | \$ 3,900          | \$ 2,433          |
| Operating Services    | \$ 4,150          | \$ 366           | \$ 3,150          | \$ 2,664          |
| Supplies              | \$ 1,100          | \$ 314           | \$ 1,100          | \$ 1,036          |
| Professional Services | \$ -              | \$ -             | \$ -              | \$ -              |
| Other Charges         | \$ -              | \$ -             | \$ -              | \$ -              |
| Capital Outlay        | \$ -              | \$ -             | \$ -              | \$ -              |
| <b>Total</b>          | <b>\$ 283,755</b> | <b>\$ 85,197</b> | <b>\$ 302,254</b> | <b>\$ 287,786</b> |

Baton Rouge Community College faculty and staff salaries for 2007-2008 were based on the salary schedule shown below. The evaluation of each faculty member's credentials for initial salary placement is conducted by the Office of the Vice Chancellor for Academic Affairs. There is no separate salary schedule for Business faculty. Business faculty follow the same salary schedule as all faculty other than nursing. Adjunct faculty members are compensated at a rate of \$2,000 per 3-credit-hour class.

**Proposed Baton Rouge Community College Salary Schedule 2007-2008  
All Faculty (Except Nursing)**

| <i><b>Instructor<br/>Masters</b></i> |                      | <i><b>Instructor<br/>PHD</b></i> |                      |
|--------------------------------------|----------------------|----------------------------------|----------------------|
| <i><b>Yrs</b></i>                    | <i><b>Salary</b></i> | <i><b>Yrs</b></i>                | <i><b>Salary</b></i> |
| 0-5                                  | \$35,770-\$36,770    | 0-5                              | \$37,770             |
| 6-10                                 | \$37,770-\$38,770    | 6-10                             | \$39,770             |
| 11-15                                | \$39,770-\$40,770    | 11-15                            | \$41,770             |
| 16-20                                | \$41,770-\$42,770    | 16-20                            | \$43,770             |

| <i><b>Assistant Professor<br/>Masters</b></i> |                      | <i><b>Assistant Professor<br/>PHD</b></i> |                      |
|-----------------------------------------------|----------------------|-------------------------------------------|----------------------|
| <i><b>Yrs</b></i>                             | <i><b>Salary</b></i> | <i><b>Yrs</b></i>                         | <i><b>Salary</b></i> |
| 0-5                                           | \$37,433-\$38,433    | 0-5                                       | \$39,433             |
| 6-10                                          | \$39,433-\$40,433    | 6-10                                      | \$41,433             |
| 11-15                                         | \$41,433-\$42,433    | 11-15                                     | \$43,433             |
| 16-20                                         | \$43,433-\$44,433    | 16-20                                     | \$45,433             |

**Nursing Faculty**

| <i><b>Instructor<br/>Masters</b></i> |                      | <i><b>Instructor<br/>PhD/DNS/EdD</b></i> |                      |
|--------------------------------------|----------------------|------------------------------------------|----------------------|
| <i><b>Yrs</b></i>                    | <i><b>Salary</b></i> | <i><b>Yrs</b></i>                        | <i><b>Salary</b></i> |
| 0-5                                  | \$47,347-\$49,472    | 0-5                                      | \$48,374-\$50,472    |
| 6-10                                 | \$49,473-\$51,173    | 6-10                                     | \$50,473-\$52,173    |
| 11-15                                | \$51,174-\$52,874    | 11-15                                    | \$52,174-\$53,874    |
| 16-20                                | \$52,875-\$54,625    | 16-20                                    | \$53,875-\$55,575    |

| <i><b>Assistant Professor<br/>Masters</b></i> |                      | <i><b>Assistant Professor<br/>PhD/DNS/EdD</b></i> |                      |
|-----------------------------------------------|----------------------|---------------------------------------------------|----------------------|
| <i><b>Yrs</b></i>                             | <i><b>Salary</b></i> | <i><b>Yrs</b></i>                                 | <i><b>Salary</b></i> |
| 0-5                                           | \$49,772-\$51,473    | 0-5                                               | \$51,347-\$53,472    |
| 6-10                                          | \$51,474-\$53,174    | 6-10                                              | \$53,473-\$55,173    |
| 11-15                                         | \$53,175-\$54,875    | 11-15                                             | \$55,174-\$56,874    |
| 16-20                                         | \$54,876-\$56,576    | 16-20                                             | \$56,875-\$58,575    |



Baton Rouge Community College offers a fringe benefit package to full-time faculty and staff as indicated below.

**Retirement plans:**

Teachers' Retirement System of Louisiana (TRSL)  
Louisiana State Employees' Retirement System (LA.S.ERS)

**Optional retirement plans (ORP):**

VALIC  
ING (formerly Aetna)  
TIAA-CREF

**Supplemental retirement:**

403B  
Deferred Compensation

**Health insurance:**

Group Benefits Preferred Provider Organization (PPO)  
United Healthcare Exclusive Provider Organization (EPO)  
Humana Health Maintenance Organization (HMO)

**Dental / vision insurance:**

Starmount Insurance Company (Always Dental/Vision)

**Life, term-life, and long-term disability insurance:**

Prudential Insurance  
Sunlife Insurance Company

**Flexible benefits**

Premium Conversion  
Healthcare FSA  
Dependent Care FSA

Full-time faculty members normally average forty or more hours per week in carrying out their professional responsibilities. The reference to forty hours is a generalization intended for recognition of the many non-assignable duties that faculty members perform. It does not establish a threshold of maximum assignable hours. It is further recognized that a state college faculty member's work assignment includes a number of diverse professional responsibilities. Classroom teaching and other contacts with students form the core of the faculty work assignment. Additionally, professional development and service to the college are the other core components of a faculty member's work assignment. Faculty members engage in activities such as student advising, course evaluation, classroom preparation, evaluation of student

performance, committee assignments, and community service as part of the overall work assignment. Some of these activities may be completed off campus. It is also recognized that the work assignments of part-time faculty include similar duties performed on a proportional basis.

Full-time faculty are assigned a minimum load of (15) credit hours per semester. Full-time faculty may accept additional credits on an overload basis. Additionally, full-time faculty can accept up to a maximum of (9) credits during the summer session on an overload basis.

In March, 2008 the LCTCS approved a rank and promotion policy for faculty that was implemented in April, 2008. The first faculty eligible received promotions in April, 2008. A copy of the Rank and Promotion Policy is available in the Resource Room.

In addition, BRCC has a merit and promotional system in place that recognizes the outstanding efforts of its faculty. The purpose of rank and promotion is to provide eligible faculty with academic rank as an acknowledgement for quality teaching, service to the college, and professional growth. Annual performance evaluations are conducted for full-time and administrative staff. An annual performance review must be on file in the Department of Human Resources prior to submitting a recommendation for salary enhancement.

In accordance with Louisiana Community and Technical College System Policy #1.044 Rank and Promotion Eligibility Framework for Permanent Full-Time LCTCS Faculty Members is as follows:

“Levels of academic and technical rank recognize progressive levels of achievement and stature within the postsecondary teaching profession. More than length of service, advanced ranks are recognition of quality, depth of performance, achievement, and contribution to the college by the faculty member. ...All institutional procedures for implementation of the policy shall be approved by the LCTCS President and the LCTCS Board of Supervisors...The awarding of rank is normally determined by the Chancellor. The approval of initial rank rests with the LCTCS Board of Supervisors based upon the recommendation of the Chancellor.”

The rank and promotion policy and procedure applies to all full-time faculty and any staff holding faculty status. It does not apply to faculty who are employed on an adjunct basis. The following promotion evaluation and salary/merit increase policy was originally adopted March 4, 2001 with an effective date of October 8, 2003:

“It is the policy of the Louisiana Community & Technical College System that a performance evaluation be conducted on each employee of the system, including faculty and staff, on an annual basis. Salary increases will primarily be merit-based; however, the board may authorize other modes of salary increase, as deemed necessary, with appropriate supporting justification.”

Performance Evaluation: A performance evaluation must be on file prior to recommendation of a salary increase for an employee of the system. Standard evaluation instruments will be used, which include:

Job specific performance criteria:

- 1) A rating scale that provides levels of rankings from “exceeds expectations to unsatisfactory” performance.
- 2) Justification for the rating as it relates to specific performance criteria.
- 3) Documentation of the evaluation discussion with the employee.
- 4) For those employees having a rating of “unsatisfactory”, documentation of a plan for improvement of performance within a specific time frame.
- 5) Date and Signature of the supervisor conducting the evaluation.
- 6) Date and Signature of the employee.

Salary Increases: Salary increases for employees of the LCTCS will be based on performance and appropriate level of workload. Consideration for a salary increase will be given to those employees that receive an overall performance rating of “satisfactory” and above. The evaluation must have been completed no more than one year prior to the recommended salary increase. Salary increases will not be awarded across-the-board, without prior board approval. In no instance will a salary increase or promotion be granted to an employee with a rating of “unsatisfactory.”

No merit increase shall be granted an employee out on leave for a period beyond 12 weeks (the maximum allowed under the Family and Medical Leave Act) until such time as the employee has (1) returned to work for a minimum of six months, and (2) has received a “satisfactory” or above performance rating.

Merit increases shall be based on the salary in place the day prior to the effective date of the merit increase. No merit increase shall be granted an employee employed for a period of less than six months, or who has received a salary increase of any type within six months prior to the effective date of the merit increase, unless justification has been provided by the Chancellor and the System President has approved such for recommendation to the Board of Supervisors. Notwithstanding the above, salary increases for classified employees are subject to the regulations of the Louisiana Department of State Civil Service.

Baton Rouge Community College continually strives to attract as well as maintain qualified faculty that are experts in their field. The Louisiana Community and Technical College System recently approved an adjustment to full-time faculty salaries to raise them to the SREB average.

Baton Rouge Community College provides adequate funding for Business programs, faculty professional development, changes in technology, and program improvement. The full-time and adjunct faculty are encouraged to attend professional development activities provided by

the college. Additionally, full-time faculty are encouraged to seek outside professional development opportunities that will enhance their ability to better serve the students at Baton Rouge Community College. Conference fees and travel money are allocated in the operating budgets of the respective departments.

The college is equipped with state of the art technology in all classrooms. This technology enables faculty to more effectively meet the varying needs of our students. BRCC has an adequate instructional technology budget as indicated below.

#### **BRCC Instructional Technology Budget**

|                       | <b>Budgeted 2008-09</b> | <b>YTD</b>        | <b>Budgeted 2007-08</b> | <b>YTD</b>        |
|-----------------------|-------------------------|-------------------|-------------------------|-------------------|
| Salaries              | \$ 263,276              | \$ 51,983         | \$ 120,000              | \$ 93,796         |
| Related Benefits      | \$ 50,538               | \$ 7,067          | \$ 30,000               | \$ 11,980         |
| Travel                | \$ 2,500                | \$ -              | \$ 3,000                | \$ -              |
| Operating Services    | \$ 351,529              | \$ 328,712        | \$ 580,000              | \$ 463,500        |
| Supplies              | \$ 45,685               | \$ 17,642         | \$ 115,000              | \$ 90,993         |
| Professional Services | \$ -                    | \$ -              | \$ -                    | \$ -              |
| Other Charges         | \$ -                    | \$ -              | \$ -                    | \$ -              |
| Capital Outlay        | \$ 140,953              | \$ 125,690        | \$ 20,000               | \$ 38,132         |
| <b>Total</b>          | <b>\$ 854,481</b>       | <b>\$ 531,094</b> | <b>\$ 868,000</b>       | <b>\$ 698,401</b> |

Departments regularly assess the effectiveness of their programs to ensure that their offerings adequately prepare students for their future endeavors. Input is garnered from sources such as advisory boards, employers within the community, industry representatives, and transfer institutions to determine if the programs being offered by the college adequately prepare students for the workforce as well as for continued educational pursuits. BRCC supports program development by adequately providing funds within departmental budgets to facilitate the improvement of programs.

The college total student credit hours generated for the 2007-2008 school year, as well as the total student credit hours for the Business programs are listed below.

#### **Student Credit Hours**

| <b>Semester</b> | <b>Business SCH</b> | <b>BRCC SCH</b> | <b>% Business</b> |
|-----------------|---------------------|-----------------|-------------------|
| Fall 2007       | 6,597               | 69,826          | 9.45%             |
| Spring 2008     | 6,225               | 64,669          | 9.63%             |
| Summer 2008     | 1,692               | 14,032          | 12.06%            |

## **EXHIBIT U: FACILITIES**

### **Standard V—Adequate Resources**

**Standard:** The physical facilities must be adequate to support the business program.

**Institutional Response:** Baton Rouge Community College meets this standard. The information below demonstrates the College's compliance with the standard.

Baton Rouge Community College (BRCC) has implemented policies and procedures to ensure that adequate physical resources exist to support the BRCC mission.

Facilities available at BRCC include:

- 69 classrooms equipped with Smart Podiums which are integrated with a computer, a DVD player, a VCR, an Elmo and an overhead projector
- 26 laboratories for natural sciences and computer science.

#### **Computer Labs**

A student technology fee collected from each student supports the Office of Student Technology. The Office of Student Technology manages the College's open computer labs, which are as follows:

- Computer Commons Area, Magnolia Library, 1st floor
- Bienvenue Student Center
- Louisiana Building, room 128b
- Cypress Building, room 203
- Governor's Building, first floor

These labs provide workspaces and environments that are conducive for studying and learning, offering the latest in computers, software, and technology. To use the computer equipment, a valid BRCC identification card must be presented. Assistance and support is free. Campus-wide wireless network is also available at BRCC.

#### **Business Unit Offices**

The Business unit offices are located on the second floor in Cypress building. Every two faculty members in the Business and Technology Division share an office with their own workstation which includes a computer with Internet access and telephone. The work areas are large enough to advise students. There is also a conference room available outside of the offices if more privacy is needed.

#### **Louisiana Board of Regents' Guidelines**

Louisiana higher education institutions follow the Board of Regents' Facilities Policy for the construction of facilities. The Board of Regents acknowledges that "academic programs drive the need for facilities" and each institution should have "physical facilities of sufficient kind, design, size, and quality." The Board of Regents adopts the Western Interstate Commission for

Higher Education (WICHE) guidelines for space standards that apply to classrooms and laboratories. Classrooms should have “15 Net Assignable Square Feet (NA.S.F) per student station, rooms should be used 30 hours per week, and when in use, rooms should be 60% of capacity. In laboratories, there should be 40 NA.S.F per student station, rooms should be used 20 hours per week, and when in use, rooms should be 80% of capacity.” The type of office space is based on the type of occupant and the privacy that occupant requires.

The College serves eight parishes; however, BRCC enrolls students from 54 of the 64 parishes in the state. The college’s current facilities support a student population of approximately 7,600 students. The Board of Regents Room Utilization Report for spring 2006 shows the percent of student utilization calculated by a standard formula for all higher education institutions in Louisiana. BRCC had 70.4% classroom utilization and 67.7% laboratory utilization. The BoR also monitors the adequacy of available classrooms to meet the needs for instructional programs by measuring the number of class periods a room is used. The average weekly room usage for BRCC in 2006 as stated in the 2006 Average Weekly Room Usage Report was 30.6 hours of instruction per week.

### **BRCC Office of Facility Services**

To ensure that current facilities are operating efficiently, the Office of Facility Services provides routine and preventive maintenance for campus buildings and grounds (BRCC Facilities Services Maintenance Plan). The Maintenance Plan considers factors that include the mission statement, institutional goals, programs, students, course requirements, growth rate, finances and special requirements. The plan is responsive to internal and external factors regarding technological advancement and environmental concerns regarding the campus. The preventive maintenance component requires the evaluation of exterior and interior wall covering, flooring, installed equipment, and freestanding equipment. Daily, weekly, monthly, short plans, and long range plans are in place to ensure a successful maintenance operation. The facilities must contribute to a productive learning environment. According to the budget allocation for the present and future years of operations, BRCC has allocated in FY 2006 \$3.2 million, 2007 \$3.5 million and 2008 \$3.5 million toward facility services and maintenance goals. The newest campus building, the Health and Wellness Center, was opened in fall 2008. There are no immediate plans for renovation of space or construction of new facilities.

## EXHIBIT V: LEARNING RESOURCES CENTER

### Standard V—Adequate Resources

**Standard:** A comprehensive and current learning resource center should be available to students and faculty. Audio-visual equipment should both enhance the learning environment and meet student needs. The manner in which students receive instruction at distant sites and enjoy access to learning resource materials and services must be documented.

**Institutional Response:** Baton Rouge Community College meets this standard. Baton Rouge Community College (BRCC) has learning resources accessible to all in the Magnolia Library and Performing Arts Pavilion. BRCC Library and Academic Learning Center (ALC) play an important role in supporting the educational programs and mission of the college and provide a comprehensive range of services to students and faculty. Students in the Business Department are able to take advantage of the following resources:

#### Library

The library is over 45,000 square feet of over three floors of the Magnolia Building. The first floor of the library is dedicated to circulation/reserve, technical services, current periodicals, DVD and audio collection, study rooms, and an open computer lab. The second floor of the library consists of the Reference Department, the college and career collection, administrative offices, study rooms, computers, Media Services, Evening and Weekend College, archives, and special collections. The third floor of the library includes the circulating stacks, bound periodicals, video cassette collection, computers, a conference room, study rooms, and the Teaching and Learning Center.

The Library has:

- 33,001 books including 4355 related to business
- Over 50,000 full-text books including 711 related to business in Net Library -the library's virtual library
- 3,846 items in its audiovisual collection including 220 business related Videos/DVDs
- 212 periodicals including 138 related to business
- WebFeat access to over 60 databases including 3 databases relating to the field of business: Business Source Complete, Business Source Premier, Lexis-Nexis Academic Universe
- Access to a variety of information and learning resources and services through its participation in LOUIS, the Louisiana Library Network consortium. LOUIS combines the resources of Louisiana's public and private academic libraries, along with a centralized support staff. Services include library automation, a union catalog, a digital library, electronic resources, authentication, training, consulting, and hosting related listservs and websites.

Equipment includes:

- 70 PCs for student use. The computers available on each floor of the library are equipped with the Office 2007 suite and internet connectivity. All computers in the library are networked to two printing stations with one available on the first and second floor respectively.
- 3 self-service copy machines are available to library patrons, one on each floor.
- Calculators, graphing calculators, iPods, laptop computers available for student use
- CD/cassette players, TV/VCRs and DVD players, VCR duplicators, slide, overhead and in-focus projectors, laptop computers and Tablet PC, laser pointers, and stylus pens available for faculty use
- Student response systems (clickers) for faculty use

The library is open and accessible during the spring and fall semesters from 7:30 a.m. to 9:00 p.m., Monday through Thursday; 7:30 a.m. to 6:30 p.m., on Friday; and 8:30 a.m. to 2:30 p.m. on Saturday. During finals library hours are extended by one hour Monday-Thursday.

As a consortium member, the library has an online catalog, iLink, which enables students and faculty to search BRCC's library collection. The Library's online catalog is available via the Internet 24 hours a day seven days a week. This catalog provides students with quick and easy access to the Library's holdings, and also offers services such as checking personal accounts of books and renewing materials. Through membership in LOUIS a union catalog is also available for patrons to search the collections of other consortium members.

As a member of LOUIS, the library is able to provide electronic resources to students and faculty both on and off-campus including full-text electronic resources from over 10,000 journals. Every campus computer has instantaneous access to the library's electronic resources. For off-campus access to the electronic resources a user must have a current and valid BRCC ID number, which is the B number. Users are validated through a daily user load that is loaded into the library's automated system, which is linked to a proxy server at LOUIS. To access the electronic resources users go to the desired resources and enter their valid BRCC ID and password.

Librarians provide reference assistance, library information, bibliographic instruction sessions, tours, and outreach. Upon faculty request, librarians provide a number of library instruction services to meet the various needs of academic classes. The reference department also provides a Blackboard course cartridge focused on library resources to faculty members upon request. The cartridge includes three PowerPoint presentations (focused on the card catalog, databases, and uses of NetLibrary), a statement of purpose, instructional documents, a library assignment and a library survey. Also available to instructors for inclusion into their Blackboard sites is a library virtual tour delivered via a PowerPoint presentation.



The library also offers listening and viewing in the media center, classroom presentation technology training for faculty, video conference and Satellite downlink technical support.

The library also provides access both on-campus and remote access to NetLibrary, the library's collection of electronic books. The BRCC library has purchased over 55,000 individual titles for its NetLibrary collection, which represent a wide variety of subjects.

BRCC also maintains a membership in the Louisiana Academic Library Information Network Consortium (LALINC), through which member libraries share resources. BRCC faculty and staff may request that a LALINC Borrowers' Card be issued to them so that they can check out materials from participating LALINC libraries. Please see the LALINC Agreement for Reciprocal Borrowing for more details. Users in good standing may obtain a LALINC Card through the Circulation department. As an added service, items not available in the Magnolia Library can be requested by faculty through interlibrary loan. Requests may be filed by using the ILL form, which can be requested from circulation. The Library staff will then locate the item at another library and obtain it for use by the requester. The State Library sponsors and covers the cost of a statewide book delivery service for interlibrary lending.

BRCC also has an agreement with the East Baton Rouge Parish (EBR) Library to provide services to our students. With proper identification BRCC students are allowed to make use of resources available at any of the EBR Library locations and are allowed to get EBR library cards. The EBR Main Library is located near the BRCC campus. Twelve branches are located throughout East Baton Rouge Parish. All facilities are open seven days per week and provide free public PCs with application software and access to the internet.

Collection reports are run and analyzed by the librarian liaison and the department chair for each academic discipline to determine the adequacy of the library's collection in relation to specific disciplines. Also, faculty, staff, and students are encouraged to make frequent material order requests to add to the library's collection. To better manage the library's periodical collection, a periodical survey is administered to faculty. A comment box is available within the library and online for faculty, staff, and students to submit any comments or suggestions that they might have for the library.

### **Academic Learning Center**

The Academic Learning Center (ALC) is the learning assistance center providing free academic and personal development support services through multimedia instruction, tutoring, writing assistance, and consultation and referral. The purposes of the ALC are to enhance instruction provided in the classroom and to assist BRCC students in achieving academic success, gaining self-confidence, and becoming independent learners. These are achieved through one-on-one peer tutorial services and multi-media instruction (including PLATO and a variety of subject tutorials). In addition, the ALC offers a large collection of videotapes, graphing calculators, and educational software on stand-alone computers for student use. The ALC is located on the first floor of the Magnolia Library and Performing Arts Pavilion, and the hours of operation are

Monday through Thursday from 8:00 a.m. to 7:00 p.m., Friday from 8:00 a.m. to 5:00 p.m., and Saturday from 9:00 a.m. to 2:00 p.m. during spring and fall semesters.

Online tutoring is also available to all students through a contractual agreement with Smarthinking in seventeen subject areas, including basic math skills, algebra, geometry, trigonometry, calculus, writing, accounting, statistics, general chemistry, physics, bilingual math, economics, introduction to human anatomy and physiology, biology, organic chemistry, finance, and Spanish. Smarthinking can be viewed from the Academic Learning Center website and accessed through Blackboard, the online learning management system in use at BRCC on the students' welcome page and under the Tools button.

The ALC offers:

- Consultation and referral
- Computer access available for research, instructional websites, and writing
- Free walk-in tutoring in a variety of subjects
- Skills assessment – explore learning preferences and assess study skills
- Software tutorials
- Writing assistance
- Pre-College Program – study and practice English and reading skills
- Pre-PRAXIS Test Preparation – prescriptive pretests and practice for BRCC students with Teacher Education Concentration
- Summer Excellence Program – scholarship program for first time students without any college experience testing into developmental courses and registering for summer session
- Workshops – available upon request
- Study rooms – for individual or group study
- Smarthinking – online tutoring through Blackboard.

Resources available for use in the ALC include:

- Scientific calculators
- Television/ VCR's (available in study rooms)
- Handouts
- Head phones
- Textbooks and reference materials
- Instructional videos.

The College monitors customer satisfaction with the ALC's services through the use of comment cards available for customers to fill out as desired. Also, at the end of each semester, students using the ALC are asked to complete these comment cards. All results are reported in monthly reports.

In summary, Baton Rouge Community College provides and supports access to adequate library collections, services and other information resources sufficient to support its Business program.

## EXHIBIT W: EQUIPMENT

### Standard V—Adequate Resources:

**Standard:** Equipment adequate to the mission of the business program must be provided, including adequate computer facilities and software to support the integration of computer applications into the curriculum.

**Institutional Response:** Baton Rouge Community College (BRCC) meets this standard. BRCC provides faculty and students with technology to enhance learning and meet the program outcomes. Students have access to and training in the use of technology. Technology is an integral part of teaching and learning for all BRCC students and is available in approximately 100% of classrooms and science labs throughout the campus.

### Computers

Various open computer labs provide workspaces and environments that are conducive for studying and learning, offering the latest in computers, software, and technology.

#### Computers Available to BRCC Students

|                                  |         |
|----------------------------------|---------|
| Louisiana Building, Room 128b    | 24 PCs  |
| Cypress Building, Room 203       | 30 PCs  |
| Bienvenue Student Center         | 24 PCs  |
| Governor's Building, first floor | 15 PCs  |
| Governor's Building, first floor | 25 Macs |
| Magnolia Library                 | 70 PCs  |
| Academic Learning Center         | 60 PCs  |

There are five computer science teaching labs in Cypress building with 30 computers each. Computers are upgraded every three years.

### Software

The PCs use Windows XP operating system. These PCs have Microsoft 2007, Real Player, QuickTime and Java.

### Computer assistance

The Information Technology (IT) department offers computer assistance for faculty and students through its Information Technology Help Desk (Governor's Building) and Online Help Desk System.

BRCC offers introductory computer courses for students that focus on basic computer literacy skills. These courses include CSCI 101, Introduction to Computer Technology and CSCI 190,

Microcomputer Applications in Business. As part of the general education core curriculum, students are required to take either CSCI 101 or CSCI 190.

The Chancellor's office provides professional development workshops on the use of technology in face-to-face teaching and teaching online. These sessions are taught by BRCC faculty and staff.

### **Multimedia**

To ensure that faculty and students have access to state of the art multimedia classrooms multimedia podiums and projectors are available in all classrooms. Podiums include a computer, access to Starboard, Elmo document camera, VCR/DVD player, and a laptop connector. Also, the College provides a videoconferencing meeting room for faculty and staff use. Media Services provides videoconferencing support and resources devoted to the design construction, operation, and maintenance of these rooms.

### **Media equipment**

Magnolia Library Media Center offers equipment loans to faculty, staff and students. In accordance with Media Services equipment may be checked out by faculty, staff, and students who are members of the BRCC community and who have a current BRCC ID.

Equipment includes:

- Calculators, graphing calculators, iPods, laptop computers available for student use
- CD/cassette players, TV/VCRs and DVD players, VCR duplicators, slide, overhead and in-focus projectors, laptop computers and Tablet PCs, laser pointers, and stylus pens available for faculty use
- Student response systems (clickers).

The Media center also offers classroom presentation technology training and video conference and satellite downlink technical support.

### **Touch screen panel information kiosk**

A touch screen panel is installed in the lobby of Louisiana Building, Cypress Building, Governor's Building and Bienvenue Student Center which offers student access to information regarding classes, schedule and instructors.

## **EXHIBIT X: SUPPORT SERVICES**

### **Standard V—Adequate Resources**

**Standard:** There must be staffing to support administrative, clerical, technical, and laboratory requirements of the department or program.

**Institutional Response:** Baton Rouge Community College meets this standard. The Vice Chancellor for Academic Affairs is the full-time administrator who provides support for all academic programs. The next level of support is the Associate Dean of Business & Technology who manages day-to-day operations. The Associate Dean provides leadership in the areas of goal-setting, budgeting, and program development. A full-time administrative assistant provides support to the dean and serves the needs of both full-time and adjunct faculty.

The Business unit is adequately staffed to meet its mission requirements. Each department has qualified full-time and adjunct faculty delivering its courses and programs for both day and evening, Saturday and online classes. Computer support is effectively provided through the Information Technology Department.

#### **Advising, Counseling and Career Services**

The Advising, Counseling and Career Services (ACCS) office is staffed by academic, and career counselors. Academic advisors follow well defined guidelines and standard operating procedures when advising students. Faculty members also assist with advising. Throughout the year, ACCS conducts workshops for faculty and staff to assist them in advising students. New students attend an orientation and group advising sessions that help students adjust to college life at BRCC. The group advising sessions enable an advisor to counsel several students at a time. Student participation in advising indicates that students are being served effectively by ACCS. In addition to advisement, personal and crisis intervention counseling is available. Individual and group sessions and seminars on topics such as anger management are also offered to students.

#### **Media Services**

The Media Services Department strives to enhance the academic learning process by providing faculty, staff and students with instructional presentation equipment and other teaching aids. The media center includes maintenance and procurement of media equipment, educational technology training, equipment loans, and video conference and satellite technical support.

#### **Computer support**

The Office of Information Technology provides services to facilitate the College mission with focus on management, teaching, learning, and community service.

More specific responsibilities of this area include to:

- Provide technology support services to all areas of the college.

- Promote and facilitate the effective integration of technology into the basic mission of the through planning, programming, training, consulting, and other support activities.
- Develop, enhance, and manage networks to provide high speed transparent, and highly functional connectivity among all information resources.
- Develop and maintain highly effective, reliable, secure, and innovative information systems to support academic, administrative and research functions.
- Promote new uses of information technology within the institution through the support for exploratory and innovative applications.

## EXHIBIT Y: BUSINESS AND INDUSTRY RELATIONS

### Standard VI—Business and Industry Relations:

**Standard:** Each academic unit must demonstrate linkages to business practitioners and organization, which are current and significant, including an advisory board.

**Institutional Response:** Baton Rouge Community College meets this standard. Relations with business and industry are established and maintained through a variety of means.

#### Advisory Boards

The A.A.S. and A.S. degrees are guided by the Business Advisory Board which meets at least once per year. During these meetings, the advisory board is given updates on enrollment, content, goals, and objectives of the business degree programs as well as individual courses. The role of the advisory board is to assist faculty by identifying immediate and future directions for program improvement. Based on community, business and industry demands, faculty revises and/or develops new courses and programs.

The spring 2008 Business Advisory Board meeting was particularly fruitful because twelve board members were in attendance. At this meeting, business faculty received input on which skills should continue to be targeted for development in students - communication skills, presentation skills, and interview skills, to name a few. Also, faculty were able to ask board members about the value of having Business students prepare an entire business plan, which was being required in MANG 222, Entrepreneurship and Small Business Management. Board members stated that they felt this was very valuable; therefore, the requirement was kept.

For the fall 2008 Business Advisory Board meeting, a stakeholder satisfaction survey was devised and administered. Results were discussed by the Business department at their December 2008 meeting. Stakeholders were asked about the importance of current program focal points, accounting skills, communication skills, computer skills, and professionalism skills. Of the four surveys completed, all four agreed that communication skills, computer skills and professionalism skills are sought in potential employees. Three of the four surveys also named accounting skills as skills sought in potential employees. Although the sample size is very limited, the results show that BRCC Business programs are focusing on what these stakeholders want. One survey even stated "Communication skills cannot be emphasized enough." The Business department concluded that their continued approach to developing written and oral presentations skills in many different classes is the key to developing in students these crucial skills so desired by stakeholders. The Business department stakeholder satisfaction survey used at the fall 2008 advisory board meeting and results are available in the Resource Room. A list of members of the Business Advisory Board and meeting minutes are also available in the Resource Room.



Additionally, a few years ago area hospitality industry representatives requested that BRCC develop a customer service curriculum because they felt that students coming out of college did not seem to grasp even the most basic concepts of customer service. As a result of this request, during the fall 2006 semester, faculty in the Business department submitted a Louisiana Board of Regents Two-Year Enhancement Grant to develop a course and a credential in Customer Service. BRCC partnered with Louisiana Delta Community College in northern Louisiana to share development and training opportunities for faculty. The grant was awarded for the academic year 2007-2008. As a result of the grant, a faculty member at each institution attended training and received certification by the National Retail Federation. The customer service class (BUSN 130, Customer Service for Business Professionals) was first offered in the spring 2008 semester.

### **Partnership with Baton Rouge Area Chamber Small Business Council**

In fall 2007, the Baton Rouge Community College Business department partnered with Baton Rouge Area Chamber (BRAC) leaders to coordinate a series of guest lecturers in the BRCC course MANG 222, Entrepreneurship and Small Business Management. In fall 2007, 11 guest speakers participated; in spring and fall 2008, 8 guest speakers participated. The program has proven valuable and popular with students and will be continued in the spring 2009 semester. An article on this collaboration was featured in *BRAC Insider*, BRAC's online newsletter, as well as *Community College Entrepreneur* magazine.

### **VITA Partnership with the IRS**

The VITA program is an alliance with the IRS and Baton Rouge Community College's Introduction to Federal Taxation class (Accounting 220). Part of the coursework prepares students to be certified for the IRS's Volunteer Income Tax Assistance program (VITA). The students are then able to be certified by the IRS in order to be able to perform volunteer income tax service to low income individuals. In February 2008, seven students were certified and assisted in the program.

### **"Dress for Success" Student Fashion Show**

For the past three years (2006, 2007, 2008), the BRCC Business department has hosted a student fashion show titled "Dress for Success." The fashion show, scheduled for its fourth year on February 20, 2009, features Business students modeling professional dress, business casual dress, and non-professional dress on loan from local retailers Men's Wearhouse and Dress Barn. The event is held several weeks before the campus-wide career fair. The event is open to the public, and Business students are strongly encouraged to attend. Students in Business classes also help with the planning and set-up of the event. In addition to Business faculty, other College staff members such as the Chancellor, Vice Chancellor for Academic Affairs, and the Career Counselor participate in the program. In 2008, the Business department decided to add a new dimension to the program; the department used the event as a promotional and informational tool to explain what Business degrees are offered, what the difference is between the A.A.S. and the A.S. degrees, and what jobs could be obtained with an Associate's degree in Business.

**Career Fair**

Each spring, BRCC's Office of Advising, Counseling, and Career Services which houses the office of the Career Counselor, hosts an annual Career Fair in the Bienvenue Student Center. The event features booths from businesses and organizations interested in hiring part-time and full-time employees. The 2007 and 2008 Career Fairs were held in the spring of those years and consisted of over 50 company participants. The 2009 Career Fair is scheduled for March 10, 2009 and is expected to have at least as many participants as previous years.

## EXHIBIT Z: EDUCATIONAL INNOVATION

### Standard VII—Educational Innovation

**Standard:** All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

**Institutional Response:** Baton Rouge Community College meets this standard. The Business and Technology Division encourages faculty members to develop innovative classroom teaching strategies to encourage student participation, improve student retention, expand student awareness, and increase student comprehension.

Although every course has a master syllabus which outlines the core course content, learning outcomes and assessments, each instructor does have the ability to structure the course arrangement in his or her own unique way. Faculty members use many different approaches to covering the same general material. Collaboration between faculty members on new projects for the classroom occurs frequently, and faculty members are given opportunities at division meetings to share their best practices with their colleagues.

Faculty members involve Business students in the annual Dress for Success Fashion Show. Students in the College's Professional Success Skills classes are selected to model clothing that is appropriate for the workplace or for an interview; other students are asked to model clothing that is not appropriate for those situations (students really enjoy this). Business Communication students write the script and do the event promotion literature and displays. Faculty in the College's Entrepreneurship and Small Business Management class have developed a speakers' series which brings successful business leaders from the community into the classroom throughout the semester to work with students and answer their questions about the students' own businesses, job opportunities, and business management. This collaboration was featured in the *Baton Rouge Area Chamber Insider* as well as *Community College Entrepreneur* magazine.

Members of the economics faculty use classroom market experiments to bring market forces to life for their students. Students take on the roles of buyers and sellers, employers and employees, foreign and domestic business owners, and bankers and loan applicants. These real-life simulations help students understand the motivational forces that operate in the economy and help them make sense of the underlying principles covered in the textbooks.

Business faculty have pioneered the use of the student response system – “clickers” – in their classrooms. These interactive remotes allow students to respond to questions posed on Power Point slides and allow them to receive immediate feedback on their responses. Student understanding of class material can be measured quickly, while the class is in progress, so that both the students and the instructors know if there is a lack of understanding. Clarification can

be provided “on the spot.” The students enjoy using the clickers, and attendance improves when they are used.

Faculty are recognized at division meetings for these innovations, and are asked to share their ideas with other faculty across campus through campus-wide professional development workshops. The College recognizes outstanding teachers with awards such as the Excellence in Teaching award, the Best of the Best award, and the NISOD Teaching Excellence award. In addition, these best practices are published in the “Good News” electronic bulletin each semester. Faculty are also encouraged to travel to conferences and present their teaching innovations, and travel funds are provided by the College.

## EXHIBIT AA: ARTICULATION AND TRANSFER RELATIONSHIPS

### Standard VIII—Articulation

**Standard:** For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangements resulting from ongoing communication between faculty and appropriate administrators of two- and four-year member institutions in its region, as well as other institutions with which it maintains articulation and/or course transfer relationships.

**Institutional Response:** Baton Rouge Community College meets the ACBSP standard for articulation and transfer relationships. The Business department has worked very hard to develop relationships as well as agreements with a number of four-year institutions. BRCC has a Memorandum of Understanding to operate a postsecondary 2+2 cooperative progression program with Southeastern Louisiana University (SLU) designed to allow students earning an A.S. in Business to transfer seamlessly to SLU to pursue a Bachelor of Arts in General Business, Management or Marketing, or the Bachelor of Science degree in Accounting or Finance. A similar agreement between Baton Rouge Community College and Nicholls State University is on file in BRCC's Office of the Vice Chancellor for Academic Affairs. Additionally, an agreement between BRCC and Southern University has been mailed recently to Southern for their administration's signatures.

The College of Business at Louisiana State University will accept for transfer credit the following freshman- and sophomore-level BRCC courses: Accounting 200/201 for Accounting 2001, Accounting 211 for Accounting 2101, Computer Science 190 for ISDS 1102, Economics 201 for Economics 2001, Economics 202 for Economics 2000, Economics 205 for Economics 2035, Math 202 for ISDS 2000, and Math 203 for ISDS 2001. BRCC students are able to receive credit for the 24 semester hours of 1000- and 2000-level required Business courses offered by LSU to their own students.

A consortial relationship has been developed between the institutions of higher education within the state of Louisiana under the auspices of BRCC's governing bodies, the Louisiana Community and Technical College System (LCTCS) and the Louisiana Board of Regents, which has oversight of all Louisiana institutions of higher education. These bodies have approved a program for an A.S. in Teaching that is transferable in its entirety to four-year institutions as partial fulfillment of the requirements of a B.S. in Education.

Furthermore, BRCC has dual enrollment agreements in the form of a Memorandum of Understanding (MOU) to provide BRCC courses to high school students currently enrolled at a number of public and private high schools. For example, college credit courses are taught in East Baton Rouge parish, Iberville parish, and West Baton Rouge parish school systems, at the Louisiana Technical College (LTC), by compressed video to LTC-Jumonville, as well as on the

BRCC campus. All classes are taught by faculty who are subject to the same credentialing regardless of location or format. Contracts are housed in the Office of the Vice Chancellor for Academic Affairs.

## **EXHIBIT BB: SUMMARY**

During the self-study process, the Business Division had the opportunity to evaluate the College, the Business Department, and Business degree programs offered by Baton Rouge Community College in a detailed, comprehensive manner. As a result, the Accreditation Team and the Business faculty were able to develop a greater appreciation of the strengths and weaknesses of Business programs. Faculty realized that both the A.A.S. in Business Technology and the A.S. in Business Degree programs are very good programs that meet and often exceed the ACBSP Standards. Specific strengths and areas for improvement are listed below:

### **Strengths:**

- Both the Business area faculty and the Baton Rouge Community College administration are committed to setting high standards for the Business degree programs offered by the College.
- Both the Business area faculty and the College administration have been very supportive of the ACBSP Accreditation process and want to meet or exceed the standards set by the ACBSP.
- The Business faculty are highly qualified, innovative, and dedicated to helping students.
- The Business faculty are committed to fulfilling the College mission of meeting the educational needs of the community through accessible, innovative and dynamic programs.
- The Business Unit Mission is student-centered and prepares students for entry into the workforce and/or transfer to a four-year college.
- The Business degree programs have academically rigorous curricula which build critical thinking skills. Programs also provide necessary workplace skills, a transferable General Education component, and 2+2 articulation agreements with area four-year colleges.
- Graduates of the A.S. in Business demonstrate continued success at area four-year colleges. The Business programs and the College, as a whole, are both well-respected in the community.
- The Business faculty are active committee members.
- The Business faculty are active in scholarly and professional activities.
- The Business faculty are professionally recognized and awarded.
- Overall, the Business faculty receive excellent evaluations by students.
- The Business faculty have established measurable learning outcomes for each Business area course, and have demonstrated a commitment to assessing student success.
- Over 50% of the Business faculty are trained to teach online and are committed to developing high-quality distance learning courses to enhance learning opportunities for our students.
- The Business faculty have a proven commitment to developing new courses and programs in response to the needs of our students and our community.

- The Business faculty regularly review and revise course master syllabi, learning outcomes, and assessments.
- The College actively supports professional development for the faculty.
- Enrollment in Business degree programs has been steadily increasing through the years.

**Areas for Improvement:**

- Trying to meet the demands which increasing student enrollment place on classrooms, faculty schedules, and adjunct recruiting.
- Developing tools to reach and engage more effectively the increasing number of students who are non-native speakers of English.
- More effectively promoting Business degree programs both within the College and in the community, especially the 2+2 agreements with area four-year colleges.
- Working more closely with area high schools to recruit students for Business degree programs.
- Improving data collection regarding Business program graduates, and developing better methods of following up on program graduates.



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**Table I-A**

Full-Time Faculty Numbers and Qualifications  
Academic Year 2007-2008

| Name            | Major Teaching Field | Highest Degree |                  | Professional Certification | Masters or Higher in Field | Masters or Higher with Course work in Field | Bachelors or Higher in Field with Two Supporting Areas | Exceptions |
|-----------------|----------------------|----------------|------------------|----------------------------|----------------------------|---------------------------------------------|--------------------------------------------------------|------------|
|                 |                      | Type           | Field            |                            |                            |                                             |                                                        |            |
| Aroskar, Nisha  | Economics            | Ph.D.          | Economics        |                            | Yes                        |                                             |                                                        | No         |
| Batiste, Linda  | Accounting           | M.P.A.         | Accountancy      |                            | Yes                        |                                             |                                                        | No         |
| Borskey, Debra  | Computer Science     | M.S.           | Computer Science |                            | Yes                        |                                             |                                                        | No         |
| Cross, Monique  | Business             | M.B.A.         | Business         |                            | Yes                        |                                             |                                                        | No         |
| Daniel, Janet   | Economics            | Ph.D.          | Economics        |                            | Yes                        |                                             |                                                        | No         |
| Daniel, Ross    | Economics            | M.A.           | Economics        |                            | Yes                        |                                             |                                                        | No         |
| Dora, Raven     | Computer Science     | M.S.           | Computer Science |                            | Yes                        |                                             |                                                        | No         |
| Dubois, Evy     | Computer Science     | M.S.           | Computer Science |                            | Yes                        |                                             |                                                        | No         |
| Ernest, Steven  | Accounting           | M.B.A.         | Accounting       |                            | Yes                        |                                             |                                                        | No         |
| Everett, Bill   | Economics            | M.S.           | Economics        |                            | Yes                        |                                             |                                                        | No         |
| McGhee, Rosie   | Science              | M.S.           | Computer Science |                            | Yes                        |                                             |                                                        | No         |
| Miller, Raymond | Economics            | Ph.D.          | Economics        |                            | Yes                        |                                             |                                                        | No         |
| Nealy, Susan    | Business             | M.B.A.         | Business         |                            | Yes                        |                                             |                                                        | No         |
| Richerson, Rob  | Business             | M.B.A.         | Business         |                            | Yes                        |                                             |                                                        | No         |
| Tyson, Brandi   | Computer Science     | M.S.           | Computer Science |                            | Yes                        |                                             |                                                        | No         |

**Table I-B**

Part-Time Faculty Numbers and Qualifications  
Academic Year 2007-2008

| Name                 | Major Teaching Field | Highest Degree | Field                   | Professional Certification | Masters or Higher in Field | Masters or Higher with Course work in Field | Exceptions |
|----------------------|----------------------|----------------|-------------------------|----------------------------|----------------------------|---------------------------------------------|------------|
| Adams, Brunetta      | Computer Science     | M.S.           | Computer Science        |                            | Yes                        |                                             | No         |
| Allen-Rocquemore, D. | Computer Science     | M.S.           | Computer Science        |                            | Yes                        |                                             | No         |
| Borghardt, Franz     | Business Law         | J.D.           | Law                     |                            | Yes                        |                                             | No         |
| Brooks, Jimmy        | Accounting           | M.S.           | Accounting              |                            | Yes                        |                                             | No         |
| Brown, Sandra        | Business             | M.B.A.         | Business Administration |                            | Yes                        |                                             | No         |
| Cobb, Carmille       | Business             | M.B.A.         | Business Administration |                            | Yes                        |                                             | No         |
| Darby, Mary          | Accounting           | M.B.A.         | Business Administration |                            | No                         | Yes                                         | No         |
| Deloach, William     | Business             | M.B.A.         | Business Administration |                            | Yes                        |                                             | No         |
| Dorsey, Waree        | Accounting           | M.B.A.         | Business Administration |                            | No                         | Yes                                         | No         |
| Duplechain, Sheila   | Computer Science     | M.S.           | Computer Science        |                            | Yes                        |                                             | No         |
| Evans, Marsha        | Computer Science     | M.S.           | Computer Science        |                            | Yes                        |                                             | No         |
| Giles, Emma          | Real Estate          | M.P.A.         | Public Administration   | Yes*                       | No                         | Yes                                         | No         |
| Heintze, Clay        | Business             | M.B.A.         | Business Administration |                            | Yes                        |                                             | No         |
| Issacs, Jack         | Economics            | Ph.D.          | Agricultural Economics  |                            | Yes                        |                                             | No         |
| Jackson, Phyllis     | Accounting           | M.S.           | Accounting              |                            | Yes                        |                                             | No         |
| Kameny, Marla        | Business             | M.B.A.         | Business Administration |                            | Yes                        |                                             | No         |

\*Certified Real Estate Instructor and Licensed Real Estate Broker

**Table I-B CONTINUED**

Part-Time Faculty Numbers and Qualifications  
Academic Year 2007-2008

| Name                 | Major Teaching Field  | Highest Degree | Field                    | Professional Certification | Masters or Higher in Field | Masters or Higher with Course work in Field | Exceptions |
|----------------------|-----------------------|----------------|--------------------------|----------------------------|----------------------------|---------------------------------------------|------------|
| Kleinpeter, Eva      | Computer Science      | Ph.D.          | Curriculum & Instruction |                            | No                         | Yes                                         | No         |
| Lewis, Jacqueline    | Computer Applications | M.S.           | Computer Science         |                            | Yes                        |                                             | No         |
| Monu, Johnny         | Computer Science      | M.S.           | Computer Science         |                            | Yes                        |                                             | No         |
| Ogunyinka, Ebenezer  | Economics             | Ph.D.          | Agricultural Economics   |                            | Yes                        |                                             | No         |
| Pinnepalli, Savitha  | Computer Science      | M.S.           | Computer Science         |                            | Yes                        |                                             | No         |
| Piper, Mike          | Business Law          | J.D.           | Law                      |                            | Yes                        |                                             | No         |
| Robbins, Stacy       | Computer Applications | M.P.A.         | Public Administration    |                            | No                         | Yes                                         | No         |
| Robertson, Alita     | Computer Applications | M.Ed.          | Educational Technology   |                            | Yes                        |                                             | No         |
| Ross, Patricia       | Computer Applications | M.S.           | Computer Science         |                            | Yes                        |                                             | No         |
| Schexnayder, Shirley | Business              | M.B.A.         | Business Administration  |                            | Yes                        |                                             | No         |
| Schmitt, Krista      | Business              | M.B.A.         | Business Administration  |                            | Yes                        |                                             | No         |
| Smith, Kendrick      | Computer Science      | M.S.           | Computer Science         |                            | Yes                        |                                             | No         |
| Swain, Thomas        | Economics             | M.S.           | Economics                |                            | Yes                        |                                             | No         |
| Sylvester, David     | Computer Science      | M.S.           | Computer Science         |                            | Yes                        |                                             | No         |
| White, Lenora        | Computer Applications | M.S.           | Information Technology   |                            | Yes                        |                                             | No         |
| Wiggins, Urban       | Computer Science      | M.S.           | Computer Science         |                            | Yes*                       |                                             | No         |
| Williams, Deborah    | Computer Science      | M.S.           | Computer Science         |                            | Yes                        |                                             | No         |
| Young, Alberta       | Real Estate           | M.S.           | Agriculture              | Yes*                       | No                         | Yes                                         | No         |

\*Certified Real Estate Instructor and Licensed Real Estate Broker

**Table II-A**

Full-Time Faculty Deployment  
Academic Year 2007-2008

| Faculty Name   | Major Teaching Discipline | Course Number | Course Title                    | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|----------------|---------------------------|---------------|---------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Aroskar, Nisha | Economics                 | ECON 201      | Principles Of Macroeconomics    | 6          | 6             | 0              | 0              | 0               | 0        |
|                |                           | ECON 202      | Principles Of Microeconomics    | 2          | 2             | 0              | 0              | 0               | 0        |
|                |                           | ECON 203      | Economic Principles             | 1          | 1             | 0              | 0              | 0               | 0        |
|                |                           | ECON 205      | Money and Banking               | 2          | 0             | 2              | 0              | 0               | 0        |
| Batiste, Linda | Accounting                | ACCT 200      | Financial Accounting I          | 5          | 5             | 0              | 0              | 0               | 0        |
|                |                           | ACCT 201      | Financial Accounting II         | 4          | 2             | 2              | 0              | 0               | 0        |
|                |                           | ACCT 220      | Income Tax Preparation          | 2          | 0             | 2              | 0              | 0               | 0        |
|                |                           | ACCT 211      | Intro. To Managerial Accounting | 2          | 2             | 0              | 0              | 0               | 0        |
| Borskey, Debra | Computer Science          | CSCI 101      | Intro. To Computer Technology   | 11         | 11            | 0              | 0              | 0               | 0        |
|                |                           | CSCI 190      | Microcomputer App. In Business  | 4          | 4             | 0              | 0              | 0               | 0        |
| Cross, Rebecca | Business                  | BUSN 110      | Introduction To Business        | 3          | 3             | 0              | 0              | 0               | 0        |
|                |                           | BUSN 220      | Business Law                    | 4          | 4             | 0              | 0              | 0               | 0        |
|                |                           | MANG 201      | Principles Of Management        | 3          | 3             | 0              | 0              | 0               | 0        |
| Daniel, Janet  | Economics                 | ECON 201      | Principles Of Macroeconomics    | 4          | 4             | 0              | 0              | 0               | 0        |
|                |                           | ECON 202      | Principles Of Microeconomics    | 1          | 0             | 0              | 0              | 0               | 1        |

**Table II-A CONTINUED**

Full-Time Faculty Deployment - CONTINUED  
Academic Year 2007-2008

| Faculty Name   | Major Teaching Discipline | Course Number | Course Title                    | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|----------------|---------------------------|---------------|---------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Daniel, Ross   | Economics                 | ECON 201      | Principles Of Macroeconomics    | 5          | 5             | 0              | 0              | 0               | 0        |
|                |                           | ECON 202      | Principles Of Microeconomics    | 4          | 4             | 0              | 0              | 0               | 0        |
|                |                           | ECON 203      | Economic Principles             | 2          | 2             | 0              | 0              | 0               | 0        |
|                |                           | ECON 204      | Sports and Entertainment Econ.  | 1          | 1             | 0              | 0              | 0               | 0        |
|                |                           | ECON 205      | Money and Banking               | 2          | 2             | 0              | 0              | 0               | 0        |
| Dora, Raven    | Computer Science          | CSCI 101      | Intro. To Computer Technology   | 10         | 10            | 0              | 0              | 0               | 0        |
|                |                           | CSCI 193      | Software Design & Programming I | 1          | 1             | 0              | 0              | 0               | 0        |
| Dubois, Evelyn | Computer Science          | CSCI 101      | Intro. To Computer Technology   | 6          | 6             | 0              | 0              | 0               | 0        |
|                |                           | CSCI 190      | Microcomputer App. In Business  | 4          | 4             | 0              | 0              | 0               | 0        |
| Ernest, Steven | Accounting                | ACCT 200      | Financial Accounting I          | 9          | 4             | 1              | 0              | 0               | 4        |
|                |                           | ACCT 201      | Financial Accounting II         | 4          | 4             | 0              | 0              | 0               | 0        |
|                |                           | ACCT 210      | Introduction To Auditing        | 1          | 0             | 0              | 0              | 0               | 0        |
|                |                           | ACCT 235      | Accounting Information Systems  | 1          | 1             | 0              | 0              | 0               | 0        |

**Table II-A CONTINUED**

Full-Time Faculty Deployment - CONTINUED  
Academic Year 2007-2008

| Faculty Name        | Major Teaching Discipline | Course Number | Course Title                                | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|---------------------|---------------------------|---------------|---------------------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Everett, Bill       | Economics                 | ECON 201      | Principles Of Macroeconomics                | 6          | 4             | 0              | 0              | 0               | 2        |
|                     |                           | ECON 203      | Economic Principles                         | 6          | 4             | 2              | 0              | 0               | 0        |
| McGhee, Rosie       | Computer Science          | CSCI 101      | Intro. To Computer Technology               | 5          | 1             | 0              | 0              | 0               | 4        |
|                     |                           | CSCI 190      | Microcomputer Applications In Business      | 2          | 0             | 0              | 0              | 0               | 1        |
| Miller, Raymond     | Economics                 | ECON 201      | Principles Of Macroeconomics                | 6          | 6             | 0              | 0              | 0               | 0        |
|                     |                           | ECON 202      | Principles Of Microeconomics                | 4          | 4             | 0              | 0              | 0               | 0        |
| Nealy, Susan        | Business                  | BUSN 110      | Introduction To Business                    | 5          | 3             | 0              | 0              | 0               | 3        |
|                     |                           | BUSN 130      | Customer Service for Business Professionals | 1          | 0             | 0              | 0              | 0               | 1        |
|                     |                           | FINA 110      | Personal Finance                            | 2          | 2             | 0              | 0              | 0               | 0        |
|                     |                           | BUSN 295      | Professional Success Skills                 | 2          | 1             | 1              | 0              | 0               | 0        |
| Richerson, W Robert | Business                  | BUSN 110      | Introduction To Business                    | 6          | 5             | 1              | 0              | 0               | 0        |
|                     |                           | BUSN 201      | Principles Of Marketing                     | 3          | 2             | 1              | 0              | 0               | 0        |
|                     |                           | FINA 110      | Personal Finance                            | 4          | 4             | 0              | 0              | 0               | 0        |

**Table II-A CONTINUED**

Full-Time Faculty Deployment - CONTINUED  
Academic Year 2007-2008

| Faculty Name       | Major Teaching Discipline | Course Number | Course Title                           | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|--------------------|---------------------------|---------------|----------------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Tyson-Polk, Brandy | Computer Science          | CSCI 101      | Intro. To Computer Technology          | 8          | 8             | 0              | 0              | 0               | 0        |
|                    |                           | CSCI 192      | Intro. To Programming, Logic, & Design | 2          | 2             | 0              | 0              | 0               | 0        |
|                    |                           | CSCI 194      | Algorithms & Programming II            | 1          | 1             | 0              | 0              | 0               | 0        |
| Vidrine, Andrea    | Business                  | BUSN 110      | Introduction To Business               | 7          | 6             | 1              | 0              | 0               | 0        |
|                    |                           | BUSN 240      | Business Communication                 | 3          | 3             | 0              | 0              | 0               | 0        |
|                    |                           | MANG 222      | Small Business Mgmt.                   | 2          | 2             | 0              | 0              | 0               | 0        |



**Table II-B**

Part-Time Faculty Deployment  
Academic Year 2007-2008

| Faculty Name         | Major Teaching Discipline | Course Number | Course Title                                  | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|----------------------|---------------------------|---------------|-----------------------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Adams, Brunetta      | Computer Science          | CSCI 101      | Introduction to Computer Technology           | 2          | 0             | 2              | 0              | 0               | 0        |
| Allen-Roquem, Deanna | Computer Science          | CSCI 192      | Intro. To Programming, Logic, & Design        | 1          | 0             | 1              | 0              | 0               | 0        |
| Borghardt, Franz     | Business                  | BUSN 220      | Business Law                                  | 1          | 1             | 0              | 0              | 0               | 0        |
| Brooks, Jimmy        | Accounting                | ACCT 212      | Intro. To Government. & Non-Profit Accounting | 1          | 0             | 1              | 0              | 0               | 0        |
| Brown, Sandra        | Business                  | BUSN 201      | Prin. Of Marketing                            | 1          | 0             | 0              | 1              | 0               | 0        |
| Darby, Mary          | Accounting                | ACCT 200      | Financial Accounting I                        | 1          | 0             | 1              | 0              | 0               | 0        |
| Deloach, William     | Business                  | BUSN 121      | Business Math                                 | 2          | 2             | 0              | 0              | 0               | 0        |
| Dorsey, Waree        | Accounting                | ACCT 210      | Intro. To Auditing                            | 1          | 0             | 1              | 0              | 0               | 0        |
| Duplechain, Sheila   | Computer Science          | CSCI 101      | Intro. To Computer Technology                 | 2          | 0             | 2              | 0              | 0               | 0        |
| Evans, Marsha        | Computer Science          | CSCI 101      | Intro. To Computer Technology                 | 2          | 0             | 2              | 0              | 0               | 0        |
| Giles, Emma          | Real Estate               | REAL 102      | Real Estate Principles I                      | 1          | 1             | 0              | 0              | 0               | 0        |
| Heintze, Clay        | Business                  | BUSN 121      | Business Math                                 | 1          | 0             | 1              | 0              | 0               | 0        |
| Issacs, Jack         | Economics                 | ECON 201      | Prin. Of Macroeconomics                       | 3          | 0             | 3              | 0              | 0               | 0        |
| Issacs, Jack         | Economics                 | ECON 202      | Prin. Of Microeconomics                       | 1          | 0             | 1              | 0              | 0               | 0        |

**Table II-B CONTINUED**

Part-Time Faculty Deployment - CONTINUED  
Academic Year 2007-2008

| Faculty Name        | Major Teaching Discipline | Course Number | Course Title                    | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|---------------------|---------------------------|---------------|---------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Jackson, Phyllis    | Accounting                | ACCT 200      | Financial Accounting I          | 2          | 1             | 1              | 0              | 0               | 0        |
| Jackson, Phyllis    | Accounting                | ACCT 201      | Financial Accounting II         | 1          | 0             | 1              | 0              | 0               | 0        |
| Jackson, Phyllis    | Accounting                | ACCT 211      | Intro. To Managerial Accounting | 1          | 0             | 1              | 0              | 0               | 0        |
| Jackson, Phyllis    | Accounting                | ACCT 218      | Payroll Accounting              | 1          | 0             | 1              | 0              | 0               | 0        |
| Kameny, Marla       | Business                  | BUSN 110      | Intro. To Business              | 1          | 1             | 0              | 0              | 0               | 0        |
| Kameny, Marla       | Business                  | MANG 201      | Prin. Of Management             | 1          | 0             | 1              | 0              | 0               | 0        |
| Kleinpeter, Eva     | Computer Science          | CSCI 101      | Intro. To Computer Technology   | 1          | 0             | 1              | 0              | 0               | 0        |
| Lewis, Jacqueline   | Computer Science          | CIST 173      | Intro. To PC Operating          | 1          | 0             | 1              | 0              | 0               | 0        |
| Monu, Johnny        | Computer Science          | CSCI 101      | Intro. To Computer Technology   | 1          | 1             | 0              | 0              | 0               | 0        |
| Monu, Johnny        | Computer Science          | CSCI 190      | Microcomputer App. In Business  | 2          | 0             | 2              | 0              | 0               | 0        |
| Ogunyinka, Ebenezer | Economics                 | ECON 202      | Prin. Of Microeconomics         | 1          | 0             | 1              | 0              | 0               | 0        |
| Pinnepalli, Savitha | Computer Science          | CIST 270      | Multimedia and Web Design       | 1          | 1             | 0              | 0              | 0               | 0        |

**Table II-B CONTINUED**

Part-Time Faculty Deployment - CONTINUED  
Academic Year 2007-2008

| Faculty Name        | Major Teaching Discipline | Course Number | Course Title                             | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|---------------------|---------------------------|---------------|------------------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Pinnepalli, Savitha | Computer Science          | CSCI 101      | Intro. To Computer Technology            | 1          | 1             | 0              | 0              | 0               | 0        |
| Pinnepalli, Savitha | Computer Science          | CSCI 190      | Microcomputer App. In Business           | 2          | 0             | 2              | 0              | 0               | 0        |
| Pinnepalli, Savitha | Computer Science          | CSCI 192      | Intro. To Programming, Logic, and Design | 1          | 0             | 1              | 0              | 0               | 0        |
| Pinnepalli, Savitha | Computer Science          | CSCI 193      | Software Design and Programming I        | 1          | 0             | 1              | 0              | 0               | 0        |
| Piper, Mike         | Business                  | BUSN 220      | Business Law                             | 1          | 0             | 1              | 0              | 0               | 0        |
| Robertson, Alita    | Computer Science          | CIST 130      | Intro. To Word Processing                | 1          | 0             | 1              | 0              | 0               | 0        |
| Ross, Patricia      | Computer Science          | CIST 140      | Database Management I                    | 2          | 0             | 0              | 0              | 0               | 2        |
| Ross, Patricia      | Computer Science          | CIST 150      | Spreadsheets I                           | 2          | 0             | 0              | 0              | 0               | 2        |
| Ross, Patricia      | Computer Science          | CSCI 101      | Intro. To Computer Technology            | 2          | 0             | 0              | 0              | 0               | 2        |

**Table II-B CONTINUED**

Part-Time Faculty Deployment - CONTINUED  
Academic Year 2007-2008

| Faculty Name         | Major Teaching Discipline | Course Number | Course Title                  | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|----------------------|---------------------------|---------------|-------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Schexnayder, Shirley | Computer Science          | BUSN 240      | Business Communication        | 1          | 0             | 1              | 0              | 0               | 0        |
| Schmitt, Krista      | Business                  | MANG 201      | Prin. Of Management           | 1          | 0             | 1              | 0              | 0               | 0        |
| Smith, Kendrick      | Computer Science          | CSCI 101      | Intro. To Computer Technology | 3          | 0             | 3              | 0              | 0               | 0        |
| Swain, Thomas        | Economics                 | ECON 201      | Prin. Of Macroeconomics       | 1          | 1             | 0              | 0              | 0               | 0        |
| Swain, Thomas        | Economics                 | ECON 202      | Prin. Of Microeconomics       | 1          | 1             | 0              | 0              | 0               | 0        |
| Swain, Thomas        | Economics                 | ECON 203      | Economic Principles           | 1          | 1             | 0              | 0              | 0               | 0        |
| Sylvester, David     | Computer Science          | CSCI 101      | Intro. To Computer Technology | 1          | 1             | 0              | 0              | 0               | 0        |
| White, Lenora        | Computer Science          | CIST 130      | Intro. To Word Processing     | 2          | 0             | 0              | 0              | 0               | 2        |
| White, Lenora        | Computer Science          | CSCI 101      | Intro. To Computer Technology | 2          | 0             | 0              | 0              | 0               | 2        |

**Table II-B CONTINUED**

Part-Time Faculty Deployment - CONTINUED  
Academic Year 2007-2008

| Faculty Name      | Major Teaching Discipline | Course Number | Course Title                  | # Sections | On-Campus Day | On-Campus Eve. | Off-Campus Day | Off-Campus Eve. | Distance |
|-------------------|---------------------------|---------------|-------------------------------|------------|---------------|----------------|----------------|-----------------|----------|
| Wiggins, Urban    | Computer Science          | CSCI 101      | Intro. To Computer Technology | 2          | 2             | 0              | 0              | 0               | 0        |
| Williams, Deborah | Computer Science          | CSCI 101      | Intro. To Computer Technology | 8          | 7             | 1              | 0              | 0               | 0        |
| Young, Alberta    | Real Estate               | REAL 102      | Real Estate Principles I      | 1          | 0             | 1              | 0              | 0               | 0        |
| Young, Alberta    | Real Estate               | REAL 202      | Real Estate Principles II     | 1          | 0             | 1              | 0              | 0               | 0        |

**Table III-A**

FTE Faculty Load Calculations  
Full-Time Faculty  
Academic Year 2007-2008

| Faculty Name        | Qualification Status<br>(Doctorate, Master,<br>Professional or Exception) | Total Hours (Credit/Contact<br>Taught per Academic Year) | FTE Teaching Load Per<br>Academic Year |
|---------------------|---------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------|
| Aroskar, Nisha      | Doctorate                                                                 | 33                                                       | 1.1                                    |
| Batiste, Linda      | Master                                                                    | 39                                                       | 1.3                                    |
| Borskey, Debra      | Master                                                                    | 45                                                       | 1.5                                    |
| Cross, Rebecca      | Master                                                                    | 30                                                       | 1.0                                    |
| Daniel, Janet       | Doctorate                                                                 | 15                                                       | 0.5                                    |
| Daniel, Ross        | Master                                                                    | 42                                                       | 1.4                                    |
| Dora, Raven         | Master                                                                    | 33                                                       | 1.1                                    |
| Dubois, Evelyn      | Master                                                                    | 30                                                       | 1                                      |
| Ernest, Steven      | Master                                                                    | 45                                                       | 1.5                                    |
| Everett, Bill       | Master                                                                    | 36                                                       | 1.2                                    |
| McGhee, Rosie       | Master                                                                    | 21                                                       | 0.7                                    |
| Miller, Raymond     | Doctorate                                                                 | 30                                                       | 1                                      |
| Nealy, Susan        | Master                                                                    | 30                                                       | 1                                      |
| Richerson, W Robert | Master                                                                    | 39                                                       | 1.3                                    |
| Tyson-Polk, Brandy  | Master                                                                    | 33                                                       | 1.1                                    |
| Vidrine, Andrea     | Master                                                                    | 36                                                       | 1.2                                    |
| Total Full-Time FTE |                                                                           |                                                          | 17.9                                   |

**Table III-B**

FTE Faculty Load Calculations  
Part-Time Faculty  
Academic Year 2007-2008

| Faculty Name         | Qualification Status<br>(Doctorate, Master,<br>Professional or<br>Exception) | Total Hours<br>(Credit/Contact<br>Taught per<br>Academic Year) | FTE Teaching Load<br>Per Academic Year |
|----------------------|------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------|
| Adams, Brunetta      | Master                                                                       | 6                                                              | 0.20                                   |
| Allen-Rocquemore, D. | Master                                                                       | 3                                                              | 0.10                                   |
| Borghardt, Franz     | Master (J.D.)                                                                | 6                                                              | 0.20                                   |
| Brooks, Jimmy        | Master                                                                       | 3                                                              | 0.10                                   |
| Brown, Sandra        | Master                                                                       | 3                                                              | 0.10                                   |
| Cobb, Carmille       | Master                                                                       | 6                                                              | 0.20                                   |
| Darby, Mary          | Master                                                                       | 3                                                              | 0.10                                   |
| Deloach, William     | Master                                                                       | 6                                                              | 0.20                                   |
| Dorsey, Waree        | Master                                                                       | 3                                                              | 0.10                                   |
| Duplechain, Sheila   | Master                                                                       | 3                                                              | 0.10                                   |
| Evans, Marsha        | Master                                                                       | 6                                                              | 0.20                                   |
| Giles, Emma          | Master                                                                       | 3                                                              | 0.10                                   |
| Heintze, Clay        | Master                                                                       | 6                                                              | 0.20                                   |
| Issacs, Jack         | Master                                                                       | 12                                                             | 0.40                                   |
| Jackson, Phyllis     | Master                                                                       | 18                                                             | 0.60                                   |
| Kameny, Marla        | Doctorate                                                                    | 6                                                              | 0.20                                   |
| Kleinpeter, Eva      | Doctorate                                                                    | 3                                                              | 0.10                                   |

**Table III-B CONTINUED**FTE Faculty Load Calculations - CONTINUED  
Part-Time Faculty  
Academic Year 2007-2008

| Faculty Name         | Qualification Status<br>(Doctorate, Master,<br>Professional or Exception) | Total Hours<br>(Credit/Contact Taught<br>per Academic Year) | FTE Teaching Load Per<br>Academic Year |
|----------------------|---------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------|
| Lewis, Jacqueline    | Master                                                                    | 3                                                           | 0.10                                   |
| Monu, Johnny         | Master                                                                    | 6                                                           | 0.20                                   |
| Ogunyinka, Ebenezer  | Master                                                                    | 3                                                           | 0.10                                   |
| Pinnepalli, Savitha  | Master                                                                    | 18                                                          | 0.60                                   |
| Piper, Mike          | Master (J.D.)                                                             | 6                                                           | 0.20                                   |
| Robbins, Stacy       | Master                                                                    | 18                                                          | 0.60                                   |
| Robertson, Alita     | Master                                                                    | 3                                                           | 0.10                                   |
| Ross, Patricia       | Master                                                                    | 18                                                          | 0.60                                   |
| Schexnayder, Shirley | Master                                                                    | 3                                                           | 0.10                                   |
| Schmitt, Krista      | Master                                                                    | 3                                                           | 0.10                                   |
| Smith, Kendrick      | Master                                                                    | 9                                                           | 0.30                                   |
| Swain, Thomas        | Master                                                                    | 9                                                           | 0.30                                   |
| Sylvester, David     | Master                                                                    | 3                                                           | 0.10                                   |
| White, Lenora        | Master                                                                    | 12                                                          | 0.40                                   |
| Wiggins, Urban       | Master                                                                    | 6                                                           | 0.20                                   |
| Williams, Deborah    | Master                                                                    | 24                                                          | 0.80                                   |
| Young, Alberta       | Master                                                                    | 6                                                           | 0.40                                   |
| Total Part-Time FTE  |                                                                           |                                                             | 8.10                                   |



**Table IV-A**

A.A.S. in Business Technology Curriculum  
 Total Number of Hours for Degree: 63 hours

a. Professional Component

| <u>Course Title</u>      |                                 | <u>Areas of Study</u> | <u>Credit Hours</u> |
|--------------------------|---------------------------------|-----------------------|---------------------|
| BUSN 110                 | Introduction to Business        | e                     | 3                   |
| ACCT 200                 | Financial Accounting II         | a                     | 3                   |
| BUSN 201                 | Principles of Marketing         | f                     | 3                   |
| CIST 130                 | Introduction to Word Processing | i                     | 3                   |
| MANG 201                 | Principles of Management        | i                     | 3                   |
| ACCT 201                 | Financial Accounting II         | e                     | 3                   |
| Area total credit hours  |                                 |                       | 18                  |
| % of total program hours |                                 |                       | 29%                 |

b. General Education

| <u>Course Title</u>      |                                                   | <u>Educational Goal Area</u> | <u>Credit Hours</u> |
|--------------------------|---------------------------------------------------|------------------------------|---------------------|
| ENGL 101                 | English Composition I                             | a                            | 3                   |
| ENGL 102                 | English Composition II                            | a                            | 3                   |
| ECON 203                 | Economic Principles                               | h                            | 3                   |
| CSCI 101/190             | General Education Computer Science Course         | g                            | 3                   |
|                          | General Education Speech Course                   | a                            | 3                   |
|                          | General Education Mathematics Course              | f                            | 3                   |
|                          | General Education Natural/Physical Science Course | f                            | 3                   |
|                          | General Education Humanities Course               | a, b, c, or d                | 3                   |
| Area total credit hours  |                                                   |                              | 24                  |
| % of total program hours |                                                   |                              | 38%                 |

A.A.S. in Business Technology Curriculum CONTINUED  
 Total Number of Hours for Degree: 63 hours

c. Business Major

| <u>Course Title</u>                                                           | <u>Credit Hours</u> |
|-------------------------------------------------------------------------------|---------------------|
| BUSN 121 Business Math                                                        | 3                   |
| BUSN 220 Business Law                                                         | 3                   |
| BUSN 240 Business Communication                                               | 3                   |
| BUSN 295 Professional Success Skills                                          | 3                   |
| CIST 150 Spreadsheets I                                                       | 3                   |
| Choose two of the following electives. At least one must be at the 200 level. | 6                   |
| CIST 160 Database Management (3)                                              |                     |
| CIST 235 Advanced Word Processing (3)                                         |                     |
| CIST 240 Database Management II (3)                                           |                     |
| CIST 250 Spreadsheets II (3)                                                  |                     |
| CIST 260 Advanced Desktop Publishing (3)                                      |                     |
| CIST 270 Multimedia and Web Design (3)                                        |                     |
| CIST 280 SQL for Business (3)                                                 |                     |
| ECON 204 Sports and Entertainment Economics (3)                               |                     |
| ECON 205 Economics of Money and Banking (3)                                   |                     |
| ENGL 201 Workforce Writing and Vocabulary Development (3)                     |                     |
| MATH 202 Basic Statistics I (3)                                               |                     |
| MATH 203 Basic Statistics II (3)                                              |                     |
| SPCH 220 Communications for Business Professionals                            |                     |
| ACCT XXX Any Accounting Course                                                |                     |
| BUSN XXX Any Business Course                                                  |                     |
| FINA XXX Any Finance Course                                                   |                     |
| MANG XXX Any Management Course                                                |                     |
| REAL XXX Any Real Estate Course                                               |                     |
| Area total credit hours                                                       | 21                  |
| % of total program hours                                                      | 33%                 |

**Table IV-B**

**A.S. in Business Curriculum**

*Total Number of Hours for Degree: 63*

A. Professional Component

| <u>Course Title</u>            |                              | <u>Areas of Study</u> | <u>Credit Hours</u> |
|--------------------------------|------------------------------|-----------------------|---------------------|
| ACCT 200                       | Financial Accounting I       | a                     | 3                   |
| ACCT 201                       | Financial Accounting II      | a                     | 3                   |
| CSCI 190                       | Microcomputer Applications   | b                     | 3                   |
| ECON 201                       | Principles of Macroeconomics | d                     | 3                   |
| ECON 202                       | Principles of Microeconomics | d                     | 3                   |
| MATH 202                       | Statistics I                 | c                     | 3                   |
| <i>Area total credit hours</i> |                              |                       | 18                  |
|                                |                              |                       | 28.5%               |

B. General Education Component

| <u>Course Title</u>             |                                 | <u>Educational Goal Area</u> |     |
|---------------------------------|---------------------------------|------------------------------|-----|
| ENGL 101                        | English Composition I           | a                            | 3   |
| ENGL 102                        | English Composition II          | a                            | 3   |
| MATH 101/110                    | College Algebra                 | f                            | 3   |
| MATH 201                        | Calculus for Non-Science Majors | f                            | 3   |
| Fine Arts                       | Arts, Music or Theater          | i                            | 3   |
| Humanities                      | Any Gen Ed Humanities           | a,b,c,d                      | 3   |
| Science 1                       | Gen Ed Science Sequence I       | f                            | 3   |
| Science 2                       | Gen Ed Science Sequence II      | f                            | 3   |
| Speech                          | Gen Ed Speech                   | a                            | 3   |
| <i>Area total credit hours</i>  |                                 |                              | 27  |
| <i>% of total program hours</i> |                                 |                              | 43% |

**Table IV-B – CONTINUED**

**A.S. in Business Curriculum CONTINUED**

Total Number of Hours for Degree: 63

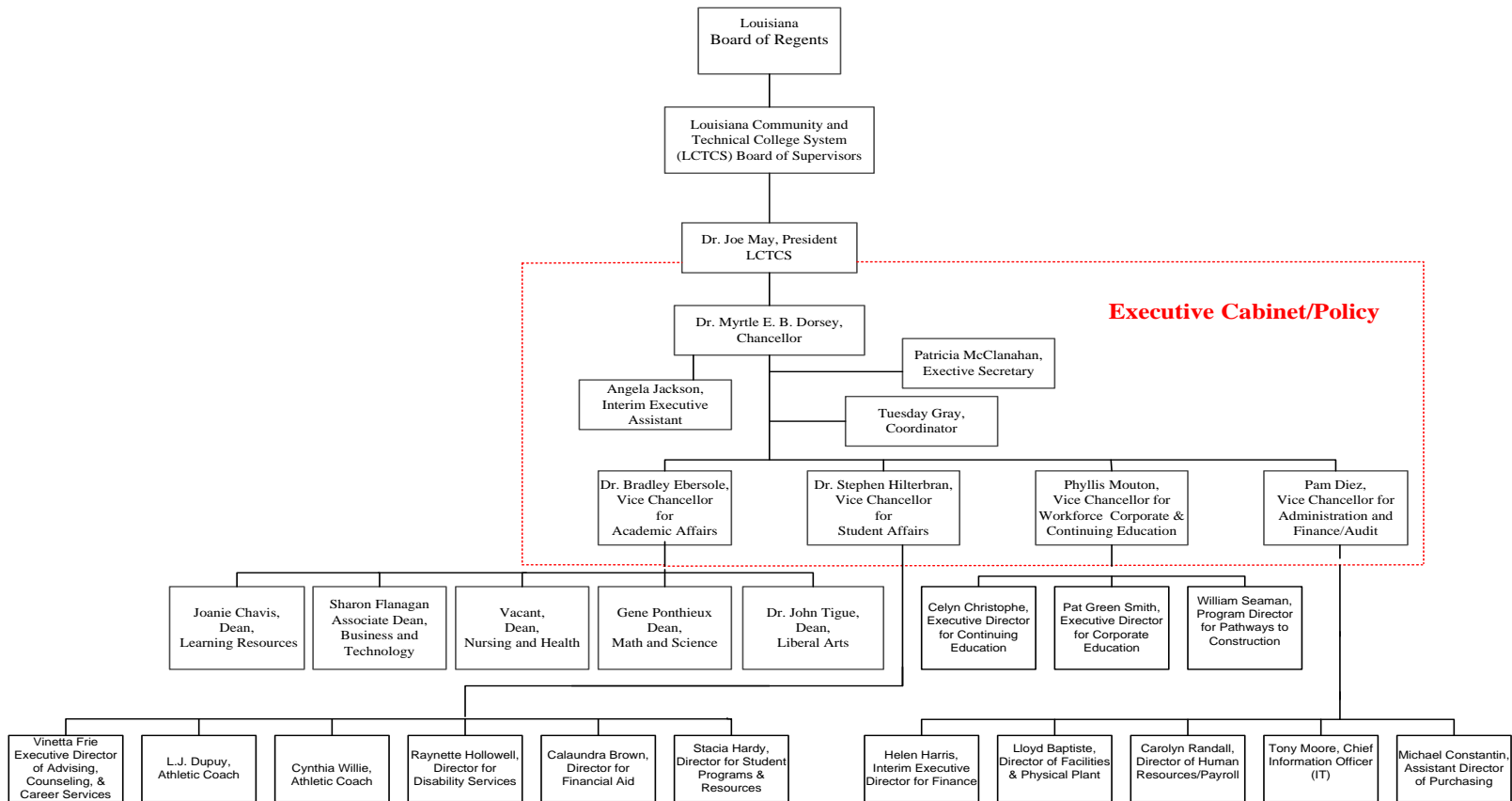
C. Business Major Component:

Six classes to be chosen based upon intended transfer institution:

| <u>Course Title</u>          |                                  | <u>Justification</u>                   |       |
|------------------------------|----------------------------------|----------------------------------------|-------|
| ACCT 211                     | Managerial Accounting            | Required for most transfer colleges    |       |
| BUSN 110                     | Intro to Business                | Required for Business Law              |       |
| BUSN 220                     | Business Law                     | Required for several transfer colleges |       |
| BUSN 240                     | Business Communication           | Required for several transfer colleges |       |
| ECON 205                     | Money and Banking                | Required for one transfer college      |       |
| MATH 203                     | Statistics II                    | Required for one transfer college      |       |
| SPCH 220                     | Business and Professional Speech | Required for two transfer colleges     |       |
| ENGL 210, 211, 215, 220, 221 | English Literature               | Required for most transfer colleges    |       |
| HIST 101, 102, 201, 202      | World or American History        | Required for several transfer colleges |       |
| Additional Science           | Different from Science Sequence  | Required for all transfer colleges     |       |
| POLI 251                     | American Government              | Required for one transfer college      |       |
| PSYC 201 or SOCL 200         | Intro to Psychology or Sociology | Required for several transfer colleges |       |
|                              |                                  | Area total credit hours                | 18    |
|                              |                                  | % of total program hours               | 28.5% |

**APPENDIX A**

Baton Rouge Community College  
**ORGANIZATIONAL CHART**



## **APPENDIX B**

### Mission to Outcome Program Map

#### General Education Outcomes

#### Legend:

I = Introduces – General Education core requirements only contain 1 course dedicated/connected to this outcome. Outcome was not directly defined as part of the Mission expansion.

R = Reinforces – General Education core requirements include at least 2 courses dedicated/connected to this outcome. Outcome was not directly defined as part of the Mission expansion.

E = Emphasizes – General Education core requirements include 2+ courses dedicated to this outcome. Outcome was directly defined as part of the Mission Expansion.

Map found on the following page.

| APPENDIX B - CONTINUED<br>Mission to Outcome Program Map<br>General Education Outcomes –                                                                                                                                                     | The mission of BRCC is to identify and meet the educational needs of its community through innovative, dynamic programs that are accessible to all.<br><br>BRCC seeks to provide practical, well-rounded education that provokes thought, ignites creativity, spurs innovation, and strengthens our global community by improving the quality of life for its citizens. |                                   |                  |                    |                  |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------|--------------------|------------------|----------------------------------|
| BRCC General Education Outcomes                                                                                                                                                                                                              | innovative, dynamic programs                                                                                                                                                                                                                                                                                                                                            | practical, well-rounded education | provokes thought | ignites creativity | spurs innovation | strengthens our global community |
| ▪ <i>think critically, which includes collecting evidence (statistics, examples, testimony) and making decisions based on them, comprehending and analyzing texts, and solving problems using methods of critical and scientific inquiry</i> | E                                                                                                                                                                                                                                                                                                                                                                       | E                                 | E                | E                  | E                | E                                |
| ▪ <i>communicate effectively using standard written English</i>                                                                                                                                                                              | E                                                                                                                                                                                                                                                                                                                                                                       | E                                 | E                | R                  | E                | R                                |
| ▪ <i>communicate in a clear oral and non-verbal fashion and to employ critical listening skills</i>                                                                                                                                          | R                                                                                                                                                                                                                                                                                                                                                                       | R                                 | E                | R                  | E                | R                                |
| ▪ <i>organize, analyze, and make information useful by employing mathematic principles</i>                                                                                                                                                   | R                                                                                                                                                                                                                                                                                                                                                                       | R                                 | R                | R                  | E                | R                                |
| ▪ <i>relate the general concepts of science to the world and to demonstrate understanding of the impact of these processes and concepts on their lives</i>                                                                                   | R                                                                                                                                                                                                                                                                                                                                                                       | R                                 | R                | R                  | E                | R                                |
| ▪ <i>use computer technology to access, retrieve, process, and communicate information</i>                                                                                                                                                   | E                                                                                                                                                                                                                                                                                                                                                                       | R                                 | R                | E                  | E                | E                                |
| ▪ <i>apply global perspectives and ideas through an interdisciplinary approach</i>                                                                                                                                                           | E                                                                                                                                                                                                                                                                                                                                                                       | E                                 | E                | E                  | E                | E                                |
| ▪ <i>examine and identify cultural, ethnic, and gender diversity</i>                                                                                                                                                                         | E                                                                                                                                                                                                                                                                                                                                                                       | E                                 | E                | E                  | E                | E                                |
| ▪ <i>appraise the quality, value, and significance of cultural works in their historical context</i>                                                                                                                                         | R                                                                                                                                                                                                                                                                                                                                                                       | R                                 | R                | E                  | E                | E                                |
| ▪ <i>apply core values in helping make ethical, personal, social, and professional decisions</i>                                                                                                                                             | R                                                                                                                                                                                                                                                                                                                                                                       | R                                 | E                | R                  | E                | E                                |

## APPENDIX C

### Assessments of Fall 2007 for Courses Relating to Business

| Discipline | #   | Instructor | Division | Liaison | Submitted Assessment | Assessment Coordinator |
|------------|-----|------------|----------|---------|----------------------|------------------------|
| BUSN       | 201 | Richerson  | B/T      | Pinero  | No                   | Rosemary               |
| CIST       | 121 | Robbins    | B/T      | Nealy   | No                   | Laci                   |
| CIST       | 150 | McGhee     | B/T      | Nealy   | No                   | Laci                   |
| CIST       | 270 | McGhee     | B/T      | Nealy   | No                   | Laci                   |
| ACCT       | 200 | Ernest     | B/T      |         | Yes                  | Rosemary               |
| ACCT       | 201 | Ernest     | B/T      |         | Yes                  | Rosemary               |
| ACCT       | 218 | Batiste    | B/T      |         | Yes                  | Rosemary               |
| ACCT       | 235 | Ernest     | B/T      |         | Yes                  | Rosemary               |
| BUSN       | 110 | Richerson  | B/T      | Pinero  | Yes                  | Rosemary               |
| BUSN       | 220 | Cross      | B/T      |         | Yes                  | Laci                   |
| BUSN       | 240 | Vidrine    | B/T      | Pinero  | Yes                  | Laci                   |
| CSCI       | 190 | Dubois     | B/T      | Nealy   | Yes                  | Laci                   |
| CSCI       | 192 | Tyson-Polk | B/T      | Taylor  | Yes                  | Laci                   |
| ECON       | 202 | Daniel, R  | B/T      |         | Yes                  | Rosemary               |
| ECON       | 203 | Everett    | B/T      |         | Yes                  | Rosemary               |
| ECON       | 205 | Daniel, R  | B/T      |         | Yes                  | Rosemary               |
| MANG       | 201 | Cross      | B/T      | Pinero  | Yes                  | Laci                   |
| MATH       | 202 | Guillory   | M/S      | Taylor  | Yes                  | Rosemary               |
| MATH       | 203 | Guillory   | M/S      | Taylor  | Yes                  | Rosemary               |

The courses listed above were the only courses required by the BRCC Assessment Committee for that semester. Additional business courses assessed for Fall 2007 include: BUSN 110 (Introduction to Business), BUSN 220 (Business Law), BUSN 240 (Business Communication), FINA 110 (Personal Finance), and MANG 201 (Principles of Management). These assessments can be found on the Course Assessment website on BRCC's intranet.



## **APPENDIX C CONTINUED**

### Assessments of Spring 2008 for Courses Relating to Business

| Discipline | #   | Division | Coordinator | Liaison | Assessment Submitted |
|------------|-----|----------|-------------|---------|----------------------|
| SPCH       | 120 | LA       | Reeves      | Mack    | Yes                  |
| PSYC       | 201 | M/S      | Bockrath    | Cazes   | Yes                  |
| MANG       | 222 | B/T      | Cross       | Mack    | Yes                  |
| ECON       | 201 | B/T      | Daniel, R   | Mack    | Yes                  |
| ECON       | 202 | B/T      | Daniel, R   | Mack    | Yes                  |
| ECON       | 203 | B/T      | Daniel, R   | Mack    | Yes                  |
| ECON       | 205 | B/T      | Daniel, R   | Mack    | Yes                  |
| CSCI       | 190 | B/T      | Tyson-Polk  | Henry   | Yes                  |
| CSCI       | 192 | B/T      | Tyson-Polk  | Henry   | Yes                  |
| CIST       | 121 | B/T      | Dora        | Boone   | No                   |
| CIST       | 150 | B/T      | McGhee      | Henry   | No                   |
| BUSN       | 121 | B/T      | Cross       | Henry   | Yes                  |
| BUSN       | 240 | B/T      | Vidrine     | Henry   | Yes                  |

The courses listed above were the only courses required by the BRCC Assessment Committee for that semester. Additional business courses assessed for Spring 2008 include: BUSN 110 (Introduction to Business), BUSN 201 (Principles of Marketing), BUSN 295 (Professional Success Skills), FINA 110 (Personal Finance), and MANG 201 (Principles of Management). These assessments can be found on the Course Assessment website on BRCC's intranet.