I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: In Process | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

O **4. List all accredited programs (as they appear in your catalog).**

Associate of Applied Science (AAS) in Business Technology, including concentrations in Entrepreneurship and Management

Associate of Science (AS) in Business

O **5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.**

Business (Associate of Arts/Louisiana Transfer Degree). This degree is not and was never listed as accredited by ACBSP on either the BRCC website or in the catalog.

The BRCC website and catalog clearly state that the only accredited business degrees are as follows: Associate of Applied Science (AAS) in Business Technology, Associate of Science (AS) in Business.

O **6. List all campuses where a student can earn a business degree from your institution.**

Baton Rouge Community College - Mid-City Campus
201 Community College Drive
Baton Rouge, LA 70806

O **7 Person completing report:**

Name: Angela Pursley

Phone: 225-216-8174

Email address: pursleya@mybrcc.edu

ACBSP Champion name: Todd Dozier, Dean of Business, Social Science and History

ACBSP Co-Champion name: Angela Pursley, Chair, Business Department

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

QA Report   **Status:** Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There are no conditions or notes to be addressed.

Sources

There are no sources.

III - Public Information

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in Standard 4, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in Standard 6, Criterion 6.11 (see Excel table in Evidence file - Table 6.1) graduation rates, retention rates, job placement, etc. How do you make the results public?

QA Report   **Status:** Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The Business Advisory Board represents all segments of BRCC stakeholders and is updated regularly on the progress of business students. Furthermore, since the Business Department is a recipient of Perkins federal grant funds, regular reports on the retention and completion of business students are submitted to the Louisiana Community and Technical College System, which in turn submits reports to the federal office. Additionally, the BRCC Department of Public Relations highlights student accomplishments as well as departmental successes, such as ACBSP accreditation. Also, Baton Rouge Community College provides a link to its ACBSP QA report on its website (ACBSP QA Report on BRCC website). Future reports, including this one, will also be added and available for the public. Information on college wide student performance can be gathered at the Louisiana Board of Regents website (Louisiana Board of Regents), the IPEDS website (IPEDS), or College Navigator (College Navigator).

Every semester, learning outcomes of courses in the Business Department taught in that semester are assessed. The results in turn are used to assess program outcomes for the AAS and AS degrees. The analysis of the results are found in the ACBSP QA report, which is available to the public via a link on BRCC's website (ACBSP QA Report on BRCC website). In addition, course or program outcomes are made available to our Business Advisory Board members at their request.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

     a. List any organizational or administrative personnel changes within the business unit since your last report.

     b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

a. Organizational Changes

Effective July 1, 2013, Baton Rouge Community College merged with Capital Area Technical College, the local public technical college, under the mandate of the Louisiana Legislature. In the Legislature's 2013 regular session, the merger was signed into law by the Governor of Louisiana through Act No. 171, and provides evidence of legal authority for the change. The Act stipulates that the merged institution is known as Baton Rouge Community College and is still managed by the Louisiana Community and Technical College System's Board of Supervisors. The College is still governed by the Louisiana Board of Regents.The merger is designed to result in greater efficiency; to eliminate the duplication of efforts; to strategically target more resources into career and technical education and workforce training; and to improve access to two-year college services for the citizens of the greater Baton Rouge region.

Capital Area Technical College (CATC), located at 3250 N. Acadian Thruway East, Baton Rouge, LA 70805, is a Council on Occupational Education (COE) accredited institution. CATC's accreditation was reaffirmed in 2008.

BRCC's Chancellor, Dr. Andrea Lewis Miller, informed its regional accrediting agency, Southern Association of Colleges and School Commission on Colleges, of the merger in January 2013. BRCC subsequently prepared and submitted a Substantive Change Prospectus in April 2014. The Prospectus was reviewed and accepted by the SACSCOC Board of Trustees during their June 2014 meeting, and authorized a Substantive Change Committee visit to the campus in March 2015. A SACSCOC Substantive Change Document was prepared in accordance with the Documentation for the Substantive Change Committee Guidelines, and was submitted to the Committee in January 2015 for their evaluation of continued compliance.

The two institutions have their own catalogs, their own campuses, and their own faculty. The merger has had no direct effect on the Baton Rouge Community College Business Department faculty or curricula.

a. Administrative Personnel Changes

At the time of the February 2013 QA Report, Todd Dozier was serving as Interim Dean for Business and Social Science. A search for a permanent Dean was conducted in Summer 2013 and Dozier was hired as the permanent Dean of Business, Social Science and History effective Fall 2014. Also at the time of the February 2013 QA Report, Stephen Robichaux was the Interim Department Chair for Business. In August 2013 Robichaux returned to being a full-time faculty member in the Business Department; Social Sciences Department Chair Amy Pinero was appointed Interim Chair for Business and Social Science for the 2013-2014 academic year. A search for a permanent Department Chair was conducted in the summer of 2014 and Angela Pursley was hired as of July 2014. Pursley, who previously held the position of full-time instructor in business and accounting, has been employed with BRCC since 2009. In October, the Division Administrative Coordinator, Christy Wallace was replaced by BRCC AAS in

Business Technology graduate Meghan Rojas.

b. No new sites were added since the last report.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

Effective with the fall 2014 QA report submittals, please use the Excel spreadsheet file found in the Evidence file tab to supply this information. Provide one to two examples of evidence of any improvements/updates in the strategic plan for current year or long-term action plans using the table in the spreadsheet:

Figure 2.2 Example of a Table for Action Plans	
Current Year action plans:	**Long-term action plans:**

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Please see the Excel spreadsheet for Figure 2.2 in the evidence file.

Sources

- Figure_2.2

3 - Standard 3 Student and Stakeholder Focus

Complete the table for Standard 3 - Student- and Stakeholder-Focused Results, found under the Evidence File tab above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The Baton Rouge Community College Business Department conducts a student satisfaction survey to determine how the Department and the College are meeting these stakeholders' needs. The Business Department utilizes the resources from its Business Advisory Board to ensure a connection with the local business community and to keep curricula relevant and current. Additionally, the Business Department partners with the BRCC Career Center to ensure students take advantage of Career Center events to improve students' employability skills and connect students with potential employers. For a sample of Career Center events, please see the attached document. For a sample of Business Advisory Board meeting minutes, please see the attached document.

Supporting analysis is found in the attached Table File for Standard 3.

Sources

- BRCC Career Center Supporting Student Success Events 2013-2014
- Business Advisory Board Minutes February 2013
- Table Files for Standard 3

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. **Program Outcomes.** List outcomes by accredited programs. Program outcomes should be used as part of a student learning assessment plan and be measureable.

AAS

AS

AS Accounting, etc.

b. **Performance Results.**Complete the table for Standard 4 Student Learning Results (required for each accredited program) found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process. However, you must have results for every accredited program.

QA Report   **Status:** Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

a. Program Outcomes

AAS in Business Technology (Entrepreneurship Concentration)

1. Be able to apply accounting terms and concepts to make business decisions.
2. Be able to apply economic theory in business decisions.
3. Be able to use financial tools in making business decisions.
4. Be able to identify legal considerations in a business.
5. Be able to use oral and written communication skills appropriate to targeted audiences.
6. Be able to demonstrate tenets of professionalism including professional image, teamwork, and customer relations.
7. Be able to produce and present an original, detailed business plan

AAS in Business Technology (Management Concentration)

1. Be able to apply accounting terms and concepts to make business decisions.
2. Be able to apply economic theory in business decisions.
3. Be able to use financial tools in making business decisions.
4. Be able to identify legal considerations in a business.
5. Be able to use oral and written communication skills appropriate to targeted audiences.
6. Be able to demonstrate tenets of professionalism including professional image, teamwork, and customer relations.
7. Be able to use the functions of management to address a standardized management situation in keeping with

organizational goals.

AS Business

1. Be able to apply accounting terms and concepts to make business decisions.
2. Be able to apply economic theory in business decisions.
3. Be able to organize, analyze, and make information useful byemploying mathematic principles
4. Be able to use oral and written communication skills appropriate to targeted audiences.

b. Performance Results

Please see Table Files for Standard 4.

Sources

- Table Files for Standard 4

5 - Standard 5 Faculty and Staff Focus

a. **Faculty and Staff Focus** Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

b. **Faculty Qualifications** Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

a. Faculty and Staff Focus

Baton Rouge Community College along with the Business Department provides a positive, productive, learning-centered work environment for Business faculty and staff. This is illustrated through its faculty evaluation process, including professional development (through its Teaching + Learning Center and LCTCS Annual Conference), and service to the College, Baton Rouge Community College encourages and helps to develop its faculty and staff into excellent teachers and leaders. Additional resources are available on the BRCC Teaching + Learning Blog.

Please see supporting analysis in Table 5.1 Standard 5.

b. Faculty Qualifications

Please see supporting data in Table 5.2 Standard 5.

Sources

- BRCC Faculty Evaluation Information
- Table Files for Standard 5 2
- Table Files for Standard 5.1

6 - Standard 6 Educational and Business Process Management

a. **Curriculum**

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary found under the Evidence File tab above.

2. List any **new degree programs** that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

   Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

3. List any accredited programs that have been terminated since your last report.

   Note: If you do not have any new or revised programs, you do not need to complete Table 6 Curriculum Summary.

4. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

a. Curriculum

1. No existing accredited degree programs/curricula have been substantially revised since the last report.

2. No new degree programs have been developed since the last report.

3. No accredited programs have been terminated since the last report.

4. In order to monitor organizational performance, the Business Department considers the following: program enrollment, online offerings, campus safety, graduation rates, and retention rates.

Please see supporting analysis in Table Files for Standard 6 attached below.

Sources

- Table Files for Standard 6

Standard Three: Student- and Stakeholder-Focused Results

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

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

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
At least 75% of current business students will respond either "Strongly Agree" or "Agree" to satisfaction in the areas of instruction in business courses, content in business courses, instruction in general education courses, and content in general education courses.	Survey of currently enrolled business students administered during Fall 2014 by the Office of Institutional Research.	The performance standard was met in all areas. Current business students were generally very satisfied with their general education and business course instruction and content, with at least 80% of Business students responding "Strongly Agree" or "Agree" to satisfaction in those areas.	Business students are extremely satisfied with instruction and content in Business courses, with 87% and 94% respectively responding "Strongly Agree" or "Agree" to satisfaction in those areas. 80% of students surveyed responded "Strongly Agree" or "Agree" to satisfaction in general education instruction and content. This percentage is down from Fall 2010 and Fall 2012 responses. However, 80% satisfaction still exceeds the set goal of 75% in all areas.	Since most of the courses taught in the Business Department are not general education courses, the ability of the Department to have an impact on student satisfaction in those areas is limited. However, the Department Chair and Dean should monitor this data and share it with other academic departments in order to shed light on the decreased satisfaction of students.	

Percent of Students Who Answered "Strongly Agree" or "Agree" To Satisfaction in the Following Areas

(Fall 2010, Fall 2012, Fall 2014)

Instruction in Gen Ed Courses: 86%, 92%, 80%
Content in Gen Ed Courses: 86%, 87%, 80%
Instruction in Business Courses: 86%, 90%, 87%
Content in Business Courses: 95%, 92%, 94%

Business Advisory Board Meetings will be held annually.	Minutes of Business Advisory Board	In the reporting period, this standard was exceeded.	At the Fall 2012 Board meeting, it was decided to increase the number of meetings. The Business Department was able to increase the meeting frequency to about three per year.	This has helped to get the Board more involved. It has allowed them to more quickly see the use of their input to improve programs based upon the need of the business community and four year institutions.	Business Advisory Board Meetings Fall 2012 - Spring 2014 December 12, 2012 February 19, 2013 May 9, 2013 October 10, 2013 December 12, 2013 February 20, 2014 May 15, 2014 Quote from Business Advisory Board member Pearce Cinman: "BRCC is set upon a unique place and an opportunity in history to greatly influence its community and its region, and the Business department at BRCC is leading this charge. The Business department has demonstrated that it uses innovative methods for student knowledge development and skill building, it employs top talent, and leads the BRCC campus with top students, which benefit from top curriculum set forth by top-notch leadership. During my time on the Business Advisory Council I was always thoroughly impressed by the level of faculty engagement, which inspired my continued participation, and by the results driven by the activities and effort of the Business department; the Baton Rouge region is well situated to meet the very present workforce demands it requires."
The Business Department will work with the Career Center to help match students with employers.	Reports from Career Center	Although the goal has been met, it is an ongoing one. As the Career Center expands its services the Business Department will promote these resources.	Continuance of the close partnership with the Career Center is making a difference in bringing greater career and personal development opportunities to business students.	By participating in the campus-wide career fair, by encouraging students to register for the College Central Network's career database, and by having students interact with potential employers through mock interviews, the Department will remain involved very closely with Career Center staff in matching students with opportunities.	**Recent Employers Hiring Business Graduates:** Purpera & Sloan LLC Conco Systems Capital One Rivertown Animal Hospital Baton Rouge Country Club Audubon Home Health Hamilton Relay Sears Jackson Hewitt Tax Service Louisiana Association of Educators East Baton Rouge Parish/City

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **Do not use grades.** **(Indicate type of instrument) direct, formative, internal, comparative**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

Program: Associate of Applied Science in Business Technology (Program Outcomes 1-6 listed below are used in both the Entrepreneurship Concentration and the Management Concentration. Each concentration has one additional outcome specific to it, 7E for Entrepreneurship and 7M for Management.
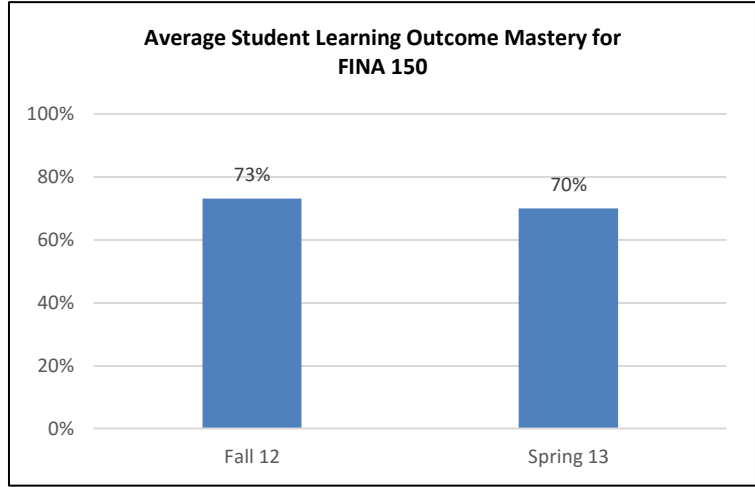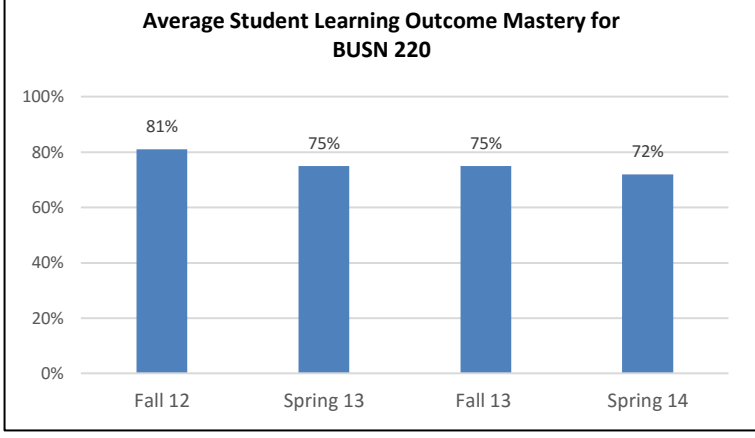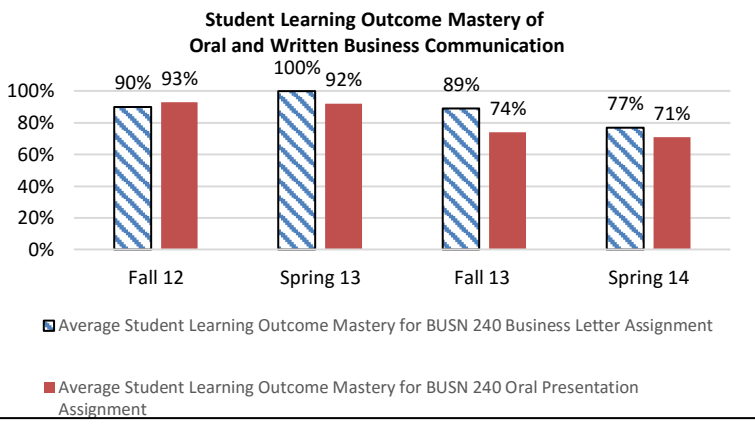
Course(s): Vary by Outcome

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

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

ACCT 201
ACCT 203 | Summative, Internal, Learning Outcomes Assessment administered at the end of each semester.

Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014. | ACCT 201

This outcome as measured in ACCT 201 has only been met successfully in Spring 2013, and even then, the score was right at 70%. | ACCT 201

The general decline of mastery of outcomes for this course, which is taught by experienced teachers whose students have shown mastery in other courses indicates that the problem may be with the course setup itself or perhaps the methods of learning outcome assessment. | ACCT 201

The results of these outcomes represent an area which needs to be examined closely by the accounting department over the next semesters. The department met at beginning of Spring 2015 and faculty are working on course and learning outcome assessment revision to make sure that the assessments line up with true course goals. | **Average Student Learning Outcome Achievement for ACCT 201**

Fall 12: 65%, Spring 13: 70%, Fall 13: 55%, Spring 14: 60% |

		ACCT 203 This outcome as measured in ACCT 203 has been successfully met each semester, with students performing at greater than 70% on average.	ACCT 203 Although the outcome has been successfully met, the department recognizes that there has been fluctuation in success over the reporting period. The accounting department continues to work toward improvement in student learning.	ACCT 203 The greater use of text publisher-created online learning programs in conjunction with faculty instruction seems to have helped students' understanding. Additionally, faculty encourage students to visit the BRCC Academic Learning Center for tutoring.	Average Student Learning Outcome Achievement for ACCT 203 Fall 12: 73% Spring 13: 81% Fall 13: 77% Spring 14: 74%
AAS PROGRAM OUTCOME 2: Students will be able to apply economic theory in business decisions. ECON 201 ECON 202 ECON 203	Summative, Internal, Learning Outcomes Assessment administered at the end of each semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	ECON 201 ECON 202 ECON 203 This outcome has been successfully met each semester, with students performing at greater than 70% on average in each of the three classes used for assessment.	ECON 201 ECON 202 ECON 203 As in the past, students have done extremely well in successfully meeting outcomes in all three of the key economics courses.	ECON 201 ECON 202 ECON 203 Economics faculty will continue to provide excellent instruction. Faculty will also continue to participate in professional development opportunities as available. Economics faculty are able to receive exceptional resources free from the Federal Reserve's education branch. Also, the Business Department will continue to seek out and maintain a qualified pool of adjuncts for economics courses.	Average Student Learning Outcome Achievement for ECON 201 Fall 12: 81% Spring 13: 81% Fall 13: 81% Spring 14: 71% Average Student Learning Outcome Achievement for ECON 202 Fall 12: 77% Spring 13: 74% Fall 13: 78% Spring 14: 78%
					Average Student Learning Outcome Mastery for ECON 203 Fall 12: 74% Spring 13: 68% Fall 13: 70% Spring 14: 75%

AAS PROGRAM OUTCOME 3: Students will be able to use financial tools in making business decisions. FINA 150	Summative, Internal, Learning Outcomes Assessment administered at the end of each semester. Semesters included are: Fall 2012 and Spring 2013.	This outcome has been successfully met both semesters data was available, with students performing at greater than 70% on average.	Students were right at 70% for the last semester data was available. Although data was not analyzed during Fall 2013 and Spring 2014 due to personnel changes, as of Fall 2014, a new full-time faculty member has been appointed as course coordinator, making consistent data collection easier.	The Department Chair and Dean will help to ensure that the outcome as assessed in FINA 150 is consistently reported. The Department will continue to monitor closely student achievement of this learning outcome.	 Average Student Learning Outcome Mastery for FINA 150
AAS PROGRAM OUTCOME 4: Students will be able to identify legal considerations applicable in a business. BUSN 220	Summative, Internal, Learning Outcomes Assessment administered at the end of each semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	This outcome as measured in BUSN 220 has been successfully met each semester, with students performing at greater than 70% on average.	Although the outcome has been successfully met, the department recognizes that there has been a decrease in success over the reporting period. The department will continue to monitor closely student achievement in this area.	The Businss Department will continue to monitor closely student achievement of this learning outcome in order to recognize a downward trend early.	 Average Student Learning Outcome Mastery for BUSN 220
AAS PROGRAM OUTCOME 5: Students will be able to use oral and written business communication skills appropriate to targeted audiences. BUSN 240	**Oral** Presentation Assignment - Formative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered during the semester. **Written** Business Letter Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered at the end of each semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	Students mastered this outcome for each semester in the reporting period.	As in the past, students have done very well in successfully meeting outcomes as measured in two assignments in the course BUSN 240.	Spring 2014 is lower than previous semesters but still meets the threshold. These assessments should be closely examined each semester should a downward trend emerge. Faculty teaching the course continue to make adjustments to ensure continued success in obtaining oral and written business communication skills necessary for today's workforce.	 Student Learning Outcome Mastery of Oral and Written Business Communication

AAS PROGRAM OUTCOME 6: Students will be able to demonstrate tenets of professionalism including professional image, teamwork, and customer relations. BUSN 240	**Professional Image** 1) Resume & Cover Letter Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered at the end of the semester. 2) Mock Interview Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) taking place at the end of the semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	Students mastered this outcome for each semester in the reporting period.	Students are doing well in these areas. Fall 13's resume/cover letter assignment seems to be an anomaly. Perhaps directions or deadlines for the assignment were unclear.	Faculty will continue to reinforce these important concepts. Business Advisory Board members consistently stress the importance of these skills.	
	Teamwork Group Project Report and Peer Assessment Assignment - Formative Outcome Assessment (assignment using departmentally-designed rubric) taking place during the semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	Students mastered this outcome for each semester in the reporting period.	Business students generally do well with group projects. Since BUSN 240 is usually taken near the end of the program, students are serious in their studies and recognize the importance of being able to work with others to achieve a goal.	Faculty teaching this assignment, along with Business Department, will make sure that the assignment or assignments measuring teamwork reflect as accurately as possible real world situations.	
BUSN 130	**Customer Relations -** Group Project Report and Peer Assessment Assignment - Formative Outcome Assessment (assignment using departmentally-designed rubric) taking place during the semester. Semesters included are: Fall 2012 and Fall 2013.	Students mastered this outcome for the two semesters in the reporting period.	Business students generally do well with customer relations as the concepts are touched upon in almost every business course. This may be due to most students having had some work experience in customer relations which allows them to relate concepts with real world situations.	Only two semesters were included due to staffing changes. A full-time faculty member now has responsiblity for assessment reporting. The Department Chair and Dean will help to ensure that the outcome as assessed in BUSN 130 is consistently reported.	

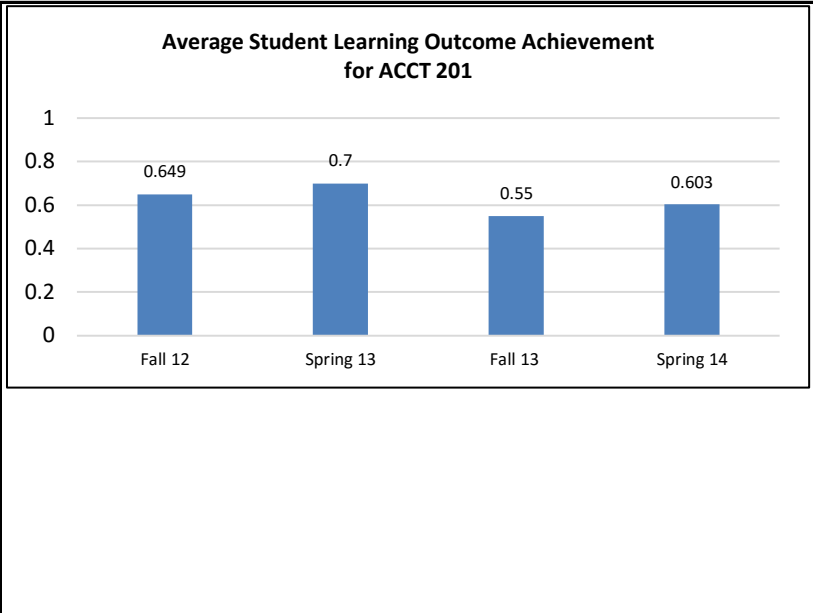|					
AAS PROGRAM OUTCOME 7E: Students will be able to produce and present an original, detailed business plan. MANG 222	Summative, Internal, Learning Outcomes Assessment administered at the end the semester. Assessment (business plan creation and presentation assignments using departmentally-designed rubrics) taking place at the end of the semester. Semester included is Fall 2014. From Fall 2012 to Spring 2014, the course which includes the business plan development (MANG 222), was not offered. Fall 2014 was the first time the course was offered as the first group of students in the entrepreneurship concentration were ready to take the course.	Students mastered both parts of the outcome, the creation of the business plan as well as the presentation of it.	86% of students created a business plan demonstrating competence. Students were successful because of the intense preparation in both MANG 122 and 222 leading up to the creation of the plan. Also, by the end of the semester students were extremely comfortable presenting their idea since the concepts had been developed throughout both MANG 122 and 222.	Faculty teaching MANG 122 and 222 will continue to use both courses to develop skills enabling students to present orally and in writing their business concept. Faculty should continue to focus on the business development process throughout both courses so that by the end of MANG 222, students are able to create and present their idea.	Fall 2014 - Percent of Students Demonstrating Competency: Business Plan Creation - 85% Business Plan Presentation - 100%
AAS PROGRAM OUTCOME 7M: Students will be able to use the functions of management to address a standardized management situation in keeping with organizational goals. MANG 201	Summative, Internal, Learning Outcomes Assessment administered at the end of each semester. Semesters included are: Fall 2012, Fall 2013, Spring 2014.	Of the three semesters included, this outcome as measured in MANG 201 has only been met successfully in Fall 2013. Data from Spring 2013 was not available.	The Department recognizes that there are challenges in the way that this outcome is assessed. Faculty believe that students are actually achieving this outcome, but this is not reflected in the assessment tool that was used.	The Department is working with the College's Assessment Committee Chair on re-designing the assessment tool so that it adequately captures whether or not students have met this program outcome.	

Average Student Learning Outcome Mastery for MANG 201

Fall 12 — 57%
Spring 13 —
Fall 13 — 78%
Spring 14 — 60%

Program: Associate of Science in Business

Course(s): Vary by Outcome

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

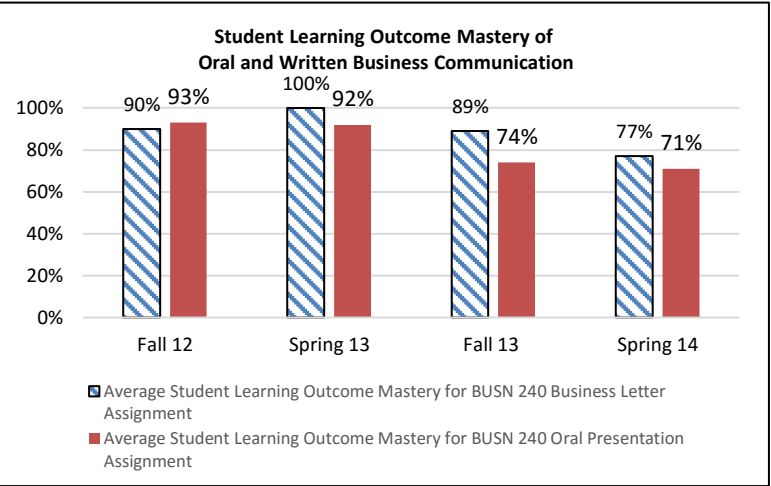|					
AS PROGRAM OUTCOME 1: Students will be able to apply accounting terms and concepts to make business decisions. ACCT 201 ACCT 203	Summative, Internal, Learning Outcomes Assessment administered at the end of each semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	ACCT 201 This outcome as measured in ACCT 201 has only been met successfully met in Spring 2013, and even then, the score was right at 70%.	ACCT 201 The general decline of mastery of outcomes for this course, which is taught by experienced teachers whose students in other classes have shown mastery indicates that the problem may be with the course setup itself or perhaps the methods of learning outcome assessment.	ACCT 201 The results of these outcomes represent an area which needs to be examined closely by the accounting department over the next semesters. The department met at beginning of Spring 2015 and faculty are working on course and learning outcome assessment revision to make sure that the assessments line up with true course goals.	 Average Student Learning Outcome Achievement for ACCT 201 Fall 12: 0.649, Spring 13: 0.7, Fall 13: 0.55, Spring 14: 0.603
		ACCT 203 This outcome as measured in ACCT 203 has been successfully met each semester, with students performing at greater than 70% on average.	ACCT 203 Although the outcome has been successfully met, the department recognizes that there has been a decrease from higher scores in the middle of the reporting period. The accounting department continues to work toward improvement in student learning.	ACCT 203 The greater use of text publisher-created online learning programs in conjunction with faculty instruction seems to have helped students' understanding. Furthermore, Accounting faculty have increased encouragement of student use of tutoring through the BRCC's Academic Learning Center.	 Average Student Learning Outcome Achievement for ACCT 203 Fall 12: 73%, Spring 13: 81%, Fall 13: 77%, Spring 14: 74%
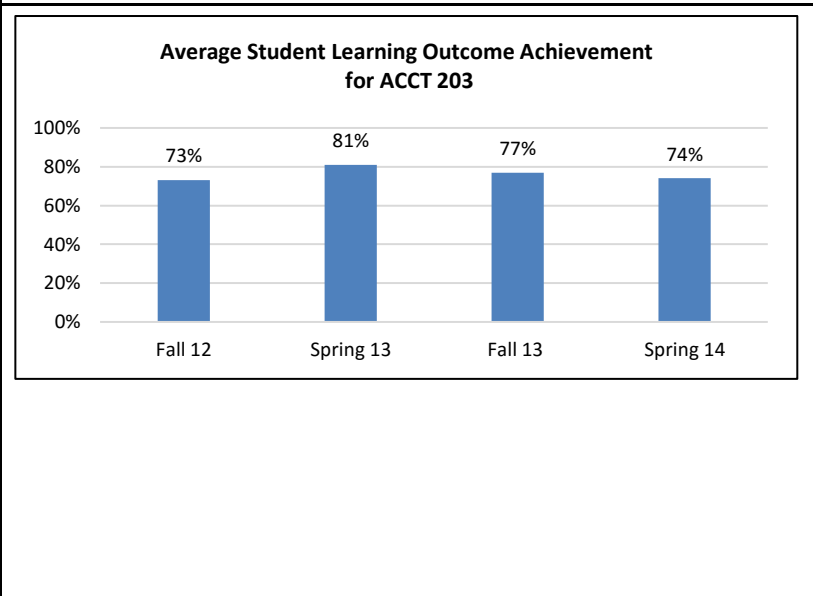
AS PROGRAM OUTCOME 2: Students will be able to apply economic theory in business decisions. ECON 201 ECON 202	Summative, Internal, Learning Outcomes Assessment administered at the end of each semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	ECON 201 ECON 202 This outcome has been successfully met each semester, with students performing at greater than 70% on average in both classes used for assessment.	ECON 201 ECON 202 As in the past, students have done extremely well in successfully meeting outcomes in all three of the key economics courses.	ECON 201 ECON 202 Economics faculty will continue to provide excellent instruction. Faculty will also continue to participate in professional development opportunities as available. Economics faculty are able to receive exceptional resources free from the Federal Reserve's education branch. Also, the Business Department will continue to seek out and maintain a qualified pool of adjuncts for economics courses.	
AS PROGRAM OUTCOME 3: Students will be able to organize, analyze, and make information useful by employing mathematic principles. ECON 201 ECON 202 MATH 202 (Statistics I) MATH 203 (Statistics II)	BRCC General Education Learning Outcomes Assessment on the college-wide outcome of "Comprehend and apply quantitative concepts and methods to interpret and critically evaluate data and to problem-solve in a variety of contexts demanding quantitative literacy" as measured in ECON 201, ECON 202, MATH 202, and MATH 203, all of which are general education courses at BRCC. Goal is 70% of students meeting or exceeding expectations as defined by the common rubric devised by BRCC Gen. Ed. Committee. Summative, Comparative, Internal, Learning Outcomes Assessment administered at the end of each semester. Semester included is Spring 2013.	The goal of 70% of students meeting or exceeding outcome was not successfully met in Spring 2013. In the two ECON courses measured, 67% of students assessed scored meets or exceeds expectations on the instrument. This was equal to the overall BRCC average of 67%. The goal was met easily in MATH 202 and MATH 203, with 84% meeting or exceeding achievement of the outcome.	The Business Department needs to examine why students in the two ECON classes did not score above 70% on the math assessment administered as a part of the BRCC General Education assessment.	BRCC's Gen. Ed. assessment in Spring 2013 is only one data point, which limits the ability of the Department to analyze this outcome. In the past, the Department has been able to get data on business students in business-related MATH courses such as statistics for each semester. However, other areas of the College have not required course assessment each semester. The Department needs to focus on working with the MATH department so that proper assessments are completed more regularly in order to help analyze business program outcomes or devise its own assessments for this outcome.	

AS PROGRAM OUTCOME 4: Students will be able to be able to use oral and written communication skills appropriate to targeted audiences. BUSN 240	**Oral** Presentation Assignment - Formative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered during the semester. **Written** Business Letter Assignment - Summative, Internal, Learning Outcome Assessment (assignment using departmentally-designed rubric) administered at the end of each semester. Semesters included are: Fall 2012, Spring 2013, Fall 2013, Spring 2014.	BUSN 240 Students mastered this outcome for each semester in the reporting period.	As in the past, students have done very well in successfully meeting outcomes as measured in two assignments in the course BUSN 240.	Spring 2014 is lower than previous semesters but still meets the threshold. These assessments should be closely examined each semester should a downward trend emerge. Faculty teaching the course continue to make adjustments to ensure continued success in obtaining oral and written business communication skills necessary for today's workforce.	**Student Learning Outcome Mastery of Oral and Written Business Communication** Fall 12: 90% / 93% Spring 13: 100% / 92% Fall 13: 89% / 74% Spring 14: 77% / 71% ■ Average Student Learning Outcome Mastery for BUSN 240 Business Letter Assignment ■ Average Student Learning Outcome Mastery for BUSN 240 Oral Presentation Assignment
AS Transfer Student Success - Data from Louisiana Board of Regents	Data report acquired by BRCC's Office of Institutional Research from the Louisiana Board of Regents of BRCC AS in Business graduates' subsequent enrollment at other colleges and universities.	BRCC's AS in Business graduates are successfully transferring to other colleges and universities to continue their studies. From Spring 12 to Spring 14, graduates were successfully matriculating at numerous colleges and universities. According to the data, 22 BRCC AS in Business graduates received bachelor's degrees at other universities.	Part of the mission of BRCC is to prepare students for transfer to other schools to continue their education. As mentioned, BRCC's AS in Business graduates are continuing on to notable universities. Although 22 have received bachelor's degrees, it is unclear why that number is such a small percentage of AS in Business graduates. Additionally, data received from the Board of Regents lacks detail and thus makes in-depth analysis difficult.	The Business Department needs to improve its advising of students in its area if students are graduating with the AS and not transferring. Students who don't intend to transfer would be better served with the workforce-oriented degree, the AAS in Business Technology. Faculty advisors need to continually work with their advisees to ensure that the student is following the curriculum best suited for their needs. Also, the Business Department will work closely with the Office of Institutional Research to get more detailed information from the Board of Regents.	**Transfer Colleges & Universities of AS BUSN Graduates** Florida Institute of Technology - University Alliance Lamar University - Beaumont Liberty University Louisiana State University Northwestern State University Our Lady of the Lake College Southeastern Louisiana University Southern University University of Louisiana - Lafayette University of New Orleans University of North Texas University of Phoenix Upper Iowa University

Standard #5 Faculty and Staff Focus, Table 5.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centrered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*

Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					

| 100% of the business department faculty will participate in at least one professional development activity each academic year. | Faculty portfolio and staff's annual evaluation instrument | Review of business faculty portfolios indicates all faculty have participated in at least one professional development activity for the 2012-2013 and 2013-2014 academic years. Each year, one faculty or administrator attends the ACBSP annual conference. Currently, the Louisiana Community & Technical College System offers a mandatory two-day annual professional development conference for faculty and staff of its schools. No classes are held on those days so all employees may attend. Additionally, BRCC now has a Division of Innovative Learning and Academic Support. The Dean and staff of this division are charged with bringing in or offering internal relevant faculty development. | The department will continue to monitor deviations from this benchmark. | The department will continue to seek out additional ways to grow professionally from both internal and external sources. | N.A. |

100% of the business department faculty and staff will earn a minimum of "Meets Expectations" on their individual employee evaluation performance each year.	Faculty portfolio and staff's annual evaluation instrument	This criterion was met in both academic years studied.	Faculty in the Business Department are meeting or exceeding expectations as determined by the current BRCC faculty evaluation instrument. The instrument takes into account teaching, service to the College, and professional development; therefore, faculty in the Department are generally exceeding in their duties as expected by the College.	The Dean and Department Chair will continue to monitor annual evaluations to ensure that the Business Department continues its high achievement in evaluation.	Full Time Business Faculty Overall Evaluation Scores AY13: 92% Exceeds, 8% Meets AY14: 100% Exceeds, 0% Meets

100% of the business department faculty and staff will participate in valuable service to the College each year.	Faculty portfolio and staff's annual evaluation instrument	This criterion was met in both academic years studied.	Faculty at BRCC are required to complete some level of service as dictated by the annual evaluation tool. All faculty in the Business Department received meets or exceeds expectations in this part of the evaluation both years studied.	Faculty in the Business Department have always been leaders in service to the College. Business faculty members continuously take initiative in serving on College-wide committees for the good of business students and the College as a whole. Often Business faculty members are the first asked to take charge of a committee or project.	**Key Committee Participation by Business Faculty** Personnel Policies Committee, Chair Improvement of Instruction, Chair Student Awards Committee, Chair Committee on Committees, Chair e-Learning Committee, Chair Curriculum Committee, 2 seats General Education & Assessment, 2 seats Faculty Senate, 2 seats Faculty Senate Treasurer

Table 5.2 - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
Faculty Member Name (alphabetically by Last Name)	Courses Taught (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience (other than teaching) Teaching Excellence Awards Professional Certifications Research and/or Publication Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
Barber, Mitzi	BUSN 130 Customer Service, 12 credit hours taught	BS (Computer Science), Louisiana State University	1. Certificate in Customer Service, National Retail Federation 2. Seven years' work experience in customer service;	3. Professional
Ghoram, Selwyn	BUSN 130 Customer Service, 3 credit hours taught	MBA - General Business (Southern University)	NA	1. Masters
Ricard, Leslie	BUSN 220 Business Law, 3 credit hours taught	JD (Southern University)	NA	3. Professional (JD)
Shahoyan, Armine	ECON 201 Principles of Macroeconomics, 3 credit hours ECON 202 Principles of Microeconomics, 3 credit hours	PhD - Economics (Yerevan Polytechnic Institute)	NA	2. Doctorate
Snowden, Christina	BUSN 110 Introduction to Business, 3 credit hours taught	MBA - Marketing (University of Phoenix)	NA	1. Masters

Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.	

Table 6.1 Standard 6 - Organizational Performance Resul

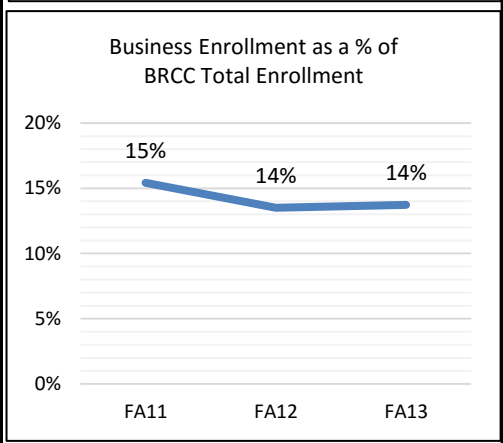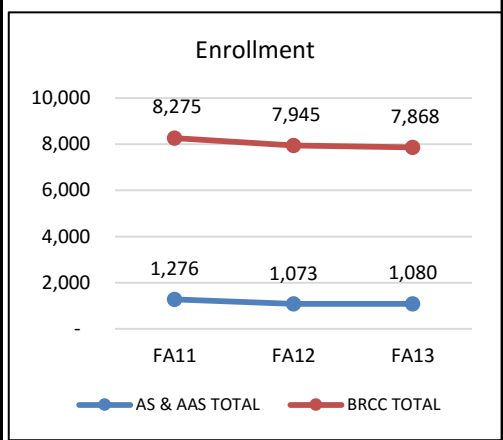| Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.				
	Analysis of Results				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					

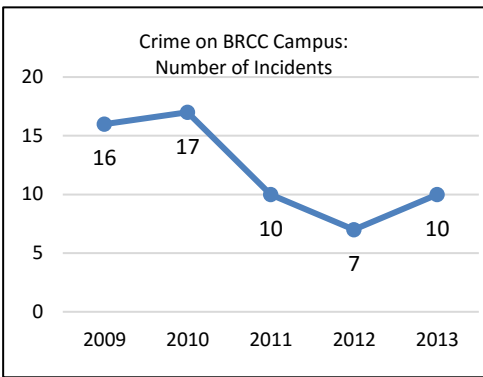|					
The Business Department will strive to increase program enrollment.	Enrollment report (count by majors) provided by the Office of Institutional Advancement	Business enrollment has seen a decline of 15% from 1,276 in Fall 2011 to 1,080 in Fall 2013.	BRCC as a whole experienced decreased enrollment during the same time period. In the past few years, student tuition has increased at every state institution due to decreased state funding. This could have had a negative effect on College enrollment. Business enrollment is still very strong, accounting for 14% of overall enrollment at Baton Rouge Community College.	The College has been working on streamlining processes such as enrollment and financial aid to minimize barriers to entry. The Business Department is continuing to work with the BRCC Public Relations team to increase awareness of the quality business programs offered at BRCC. Additionally, the Business Advisory Board members are encouraged at each meeting to advocate BRCC programs to the community.	**Enrollment** 10,000 — 8,275 ... 7,945 ... 7,868 8,000 6,000 4,000 2,000 — 1,276 ... 1,073 ... 1,080 - — FA11 ... FA12 ... FA13 ——AS & AAS TOTAL ——BRCC TOTAL **Business Enrollment as a % of BRCC Total Enrollment** 20% 15% — 15% ... 14% ... 14% 10% 5% 0% — FA11 ... FA12 ... FA13

In order to provide more flexibility for students, students will be able to earn at least 75% of their AS or AAS credits online.	Banner generated report; AS and AAS Curricula	This standard was met. Students are able to earn 75% of their courses online in the AAS in Business Technology Entrepreneurship Concentration as well as the AS in Business. Students in the AAS in Business Technology Management Concentration may earn 80% of their degree online.	This is an area in which the Business Department has worked hard to keep up with the needs of students. Students are very pleased with the additional options which provide better opportunities for timely completion.	The Business Department has greatly expanded the number of its courses offered online. In the AAS program, additional courses in business are currently being developed for online so that almost 100% of courses can be earned online in that program. The e-Learning Department at BRCC is also continuing to expand options in general education courses as well, which could also be helpful for business students seeking gen ed courses online.	**Percent of Curriculum Available Online** AAS BUSN Entrepreneurship 75% AAS BUSN Management 75% AS BUSN 80%

Business students provide a safe and secure campus environment.	Annual security report filed by the College	The number of incidents reported has decreased from 16 incidents in 2009 to 10 incidents in 2013, a decline of 38%.	The BRCC Department of Public Safety has worked hard to improve safety and security measures through increased presence and education. The Annual Security Report is available as a link on BRCC's website. Students, faculty, and staff are made aware of resources available in emergency situations, such as red emergency phones, emergency call boxes, and solar powered outdoor call stations. Also, BRCC has an emergency text messaging service called Connect that contacts students, faculty, and staff in the case of an emergency.	The Department will continue to inform students of safety resources and procedures through the course syllabus, announcements in class, etc.	Crime on BRCC Campus: Number of Incidents 2009: 16 2010: 17 2011: 10 2012: 7 2013: 10

The Business Department will strive to increase the number of graduates by 10% from one academic year to the next.	Enrollment report provided by the Office of Institutional Research *(It should be noted that the Department was given graduate numbers for 2010, 2011, and 2012 that included other BRCC programs which were reported in the last QA Report. With a new Vice Chancellor for Institutional Research, BRCC's effectiveness in this area has improved.)*	This standard was not met.	The Department has seen fluctuation in the percent change from previous years of Associate Degrees awarded. However, the growth in graduates was slightly higher (an increase of 1%) over the time period in this report. This slight increase was also experienced by BRCC as a whole, which had an increase of 3% over the same time period.	In 2012, the College removed the policy of mandatory advising for every student every semester. In the experience of faculty and the Department Chair, consistent and regular advising is the key to encouraging AS majors to obtain the degree before transferring and to improve retention in the AAS program. The Department has set a short-term goal of developing a common presentation on business advising to be delivered to students by each business instructor at the beginning of the first day of class. The goal is to educate students and to encourage regular contact with a faculty advisor.	Associate Degrees Awarded AS & AAS Total: 64 (AY12), 76 (AY13), 65 (AY14) BRCC Total: 397 (AY12), 382 (AY13), 409 (AY14) AS & AAS Degrees Awarded Percent Change From Previous Year -33% (AY12), 19% (AY13), -14% (AY14)

The Business Department programs will have a year to year retention rate of 40% or greater.	Year to year retention rates are measured by the Office of Institutional Effectiveness. This is based on the entire credit population in the cohort term and the number of students who graduate or are enrolled in the succeeding year term.	This threshold was met by programs from Fall 13 to Fall 14.	Retention rates for both the AAS in Business Technology and the AS in Business improved to above 40% in Fall 2014. Overall, the graduation rate for business degrees has remained stable since the last QA report.	The advising initiatives mentioned above should help to improve retention rates in both programs which should translate into higher graduation rates for the Department.	

Retention Rate

100%
80%
60%
40%
20%
0%

Fall 2011   Fall 2012   Fall 2013   Fall 2014

33%   44%   33%   43%
27%   41%   34%   44%

AS   AAS