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May 2, 2014

Dr. Monty Sullivan, President  
Louisiana Community and Technical College System  
265 South Foster Drive  
Baton Rouge, LA 70806

Dear Dr. Sullivan,

Attached you will find a copy of the 2014 GRAD Act report for Baton Rouge Community College in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. Included in this submission are the following documents:

- Student Success Narrative
- Articulation and Transfer Narrative
- Workforce and Economic Development Narrative
- Institutional Efficiency and Accountability Narrative
- Section 5 Reporting Requirement
- A copy of the online data submission
- Attachment D

The college point of contact for this information is Monique Cross. She can be reached at (225) 216-8361 or (225) 921-5054 or via email at [crossm@mybrcc.edu](mailto:crossm@mybrcc.edu).

Respectfully,

A handwritten signature in blue ink, appearing to read "A. Lewis Miller", is written over a circular blue stamp or seal.

Andrea Lewis Miller

cc: Monique Cross, Vice Chancellor for Academic Affairs

# Baton Rouge Community College



## **GRAD Act Performance Objectives/Elements/Measures**

### **2014 Annual Report**

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

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

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

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

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

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

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

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

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

### **3. Performance Objective – Workforce and Economic Development**

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

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

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

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

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

**Element D.** To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degree at the baccalaureate level or higher.

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

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## Performance Objective - Student Success

Baton Rouge Community College (BRCC) exceeded the targeted measure for Completers in all Awards Category, and Nursing Licensure. The retention rate benchmark for year four is 52.0% with an achieved rate of 44.4%. BRCC has identified the factors which contributed to this shortfall and has implemented initiatives to correct the matter as described in Measure 1.a.(i.a.) below. The graduation rate projection for year four was 4.9% with a reported rate of 3%. BRCC has updated its methodology for calculating graduation rates (which was necessitated by the recent implementation of Banner), and achieved an actual graduation rate of 12.5%. BRCC will update its IPEDS survey to reflect this achievement during the next reporting cycle. BRCC has shown growth in the “Completers in all Awards” category since year one, with a benchmark of 509 completers and an actual number of 719 completers. The passage rate for Nursing Licensure was projected at 90.7% for year four, and BRCC exceeded this with an actual rate of 100.0%.

During Fall 2012, the Louisiana Community and Technical College System (LCTCS) implemented a system wide shared BANNER platform which caused challenges for students as well as college staff. As a result, this implementation led to an inconsistent availability to accurate data, which negatively impacted several colleges within the LCTCS. After careful review, it was discovered that data reported by BRCC did not include all successes obtained by students of BRCC and corrections to the data were unable to be completed by the March 15, 2014 deadline. Consequently, the LCTCS Executive Vice President and the BRCC Chancellor appeared on April 23, 2014 before the Planning, Research, and Performance Committee of the Board of Regents. The background of the data issues was presented, steps taken to address the issues, and plans for minimizing the occurrences going forward. The committee of the Board of Regents voted to allow the resubmission of accurate data as it relates to year four reporting and “unanimously recommended that the Board of Regents authorize the staff to receive revised GRAD Act data from Baton Rouge Community College.” The recommendation of the committee was approved by Board of Regents.

### ***Student success programs/initiatives that were implemented include the following:***

**The Division of Innovative Learning and Academic Support** was created to consolidate efforts aimed at improving student success and enhancing our teaching efforts. The existing Teaching and Learning Center was joined by the Academic Learning Center, Innovative Learning Department (which includes eLearning, evening, weekend, credit by exam, and prior learning assessment initiatives), and the Testing Center. The consolidation brings together expertise aimed at providing the best training and support based on research-based, empirical research. Faculty and students now have access to professional staff that can provide specific assistance on all issues related to student success, retention, and graduation.

**Faculty Advisors:** In order to better serve the students and help them achieve their academic goals students were assigned faculty advisors based on their declared degree program. As of the spring 2014 semester, all full time faculty were provided with a list of their advisees. The faculty contacted their advisees to reach out and establish a relationship with the advisees and find out how to best help the students succeed. This national best practice will also serve to assist in improving the fall to fall retention rate. Students that are not enrolled for subsequent semesters will also be contacted by their advisors to encourage and help to facilitate their persistence.

**Division Advisors:** Beginning with the fall 2013 semester, BRCC began housing a full-time advisor within academic divisions. This came about as a result of recommendations from the enrollment management teams that met during the 2012-2013 academic year. The Division Advisor reports directly to the Division Dean and indirectly to the department chairs within the division. The advisor is responsible for assessing student needs, goals, interests and prior academic experiences in order to guide students in the design of a successful academic plan and serve as support to the faculty advisors.

**Element 1. a. Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

BRCC follows policies set forth by the Louisiana Board of Regents as well as those established by LCTCS. Policies of these two entities are the basis for policies established at the college. Policies of BRCC are reviewed and modified as necessary to ensure that they are consistent with promoting a culture that supports student success and persistence. One such example of policy establishment at BRCC is related to Prior Learning Assessment. Updated BRCC policies that focus on Electronic Learning, Prior Learning Assessment, Reverse Transfer of Credit, and Satisfactory Academic Progress in addition to the other policies listed below are in place to enhance student success.

**LCTCS Policies**

- 1.010 Program Assessment
- 1.034 Participatory Curriculum Development  
*No Corresponding System Policy*
- 1.025 Articulation Agreements
- 1.023 Non-Traditional Credit
- 1.045 LCTCS On-line Policy Statement  
*No Corresponding System Policy*  
*No Corresponding System Policy*
- 1.036 Cross Enrollment Between System Institutions  
*No Corresponding System Policy*
- 1.026 Title IV Federal Financial Assistance:  
Academic Progress Standards
- 1.028 Academic Renewal

**BRCC Policies**

- 410 Academic Program Assessment
- 411 Academic Program Development
- 412 Class Cancellation
- 415 Articulation Agreements
- 416 Credit for Prior Learning
- 418 Electronic Learning
- 422 Learning Outcomes
- 424 Mandatory Testing and Placement
- 425 Cross Enrollment
- 446 Reverse Transfer of Credit
- 453 Satisfactory Academic Progress
- 458 Academic Amnesty

**Measure 1.a. (i.) 1<sup>st</sup> to 2<sup>nd</sup> year Retention Rate**

BRCC’s enrollment of First Time Freshman for Fall 2012 was 1125. There were 499 students, or 44.4%, from this cohort that were retained for the subsequent Fall semester. The targeted retention rate for Year four is 52.0%. After careful consideration and review, BRCC feels that the following factors contributed to this shortcoming.

As noted above the LCTCS implemented a system wide shared BANNER platform in Fall 2012. This system wide implementation caused numerous challenges for colleges within the LCTCS. BRCC no longer had all BANNER functions in place that previously existed, which caused challenges for students and the staff of the college. With the new system came unfamiliar processes for applying and registering to the college, challenges with migrating data from the legacy system to the new system, misclassification of students, edit checks were not fully functional for verifying student types which could have impacted the cohort size, and processes for awarding financial aid were negatively impacted. Furthermore, the shared system negatively impacted the ability of students to enroll at sister colleges within the system if they owed a balance at any other school within the LCTCS. As with any new process, challenges can be expected and a correction phase is necessary to overcome obstacles. Unfortunately, many of these challenges were unable to be anticipated and as a result some of the measures used to gauge the college’s performance were negatively impacted.

In addition to the challenges indicated above, BRCC merged with Capital Area Technical College (CATC). This merger occurred during the same time of reference as the LCTCS BANNER implementation. The difficulties of the BANNER implementation were further exacerbated by the merger and as a result, BRCC’s retention rate suffered. Through a collaborative process with the LCTCS

and colleges within the system, these challenges have been rectified and the colleges are moving forward with accurate reporting that is indicative of the true performance of its students.

In addition, while the fall to fall retention data only captures the first-time, full-time population, BRCC is committed to assisting all students in meeting their educational goals. Due to family and work obligations, many students enrolled in the community college setting are faced with the necessity of attending on a part-time basis, and are unable to attend continuously until credential completion. While the completion of these part-time students is not captured in this measure, the college takes seriously the educational goal attainment of all students enrolled at the college and its mission to “meet the educational and workforce needs of the community through innovative, accessible, and dynamic programs.”

Since Fall 2012, BRCC has implemented and revised practices that will have a positive impact on student success. Research indicates that student engagement and academic advising have a profound impact on student retention. In order to better serve students and help them achieve their academic goals and in an effort to implement practices that will increase student retention and lead to an increased graduation rate, BRCC students are now assigned faculty advisors based on their declared degree program. All full time faculty are provided with a list of their advisees. Faculty are contacting their advisees to provide advice on scheduling, provide recommendations related to college resources available to students, and to let students know that the college is concerned about their success. Students that are not enrolled for subsequent semesters will also be contacted by their advisors to encourage and help to facilitate their persistence. Furthermore, BRCC began housing a full-time advisor within academic divisions. This came about as a result of recommendations from the enrollment management teams that met during the 2012-2013 academic year. The advisor is responsible for assessing student needs, goals, interests and prior academic experiences in order to guide students in the design of a successful academic plan and serve as support to the faculty advisors.

In an attempt to encourage students to become involved in activities on campus, the weekly course schedule was adapted to allow for no classes from 1:00-2:15 on Tuesday and Thursday. This time is set aside for student activities. The focus of this initiative is to provide a common time for student activities that will facilitate increased student involvement in college activities and as a result increase student retention.

Lastly, the challenges for capturing accurate data within the LCTCS shared BANNER environment has been rectified. BRCC has hired a Registrar with the responsibility of accurate data input and the college has added personnel within the Office of Institutional Research and Accountability with the expertise necessary to move the college forward with accurate data reporting.

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual
Fall to Fall Retention Rate	47.8%	49.0%	48.2%	50.0%	47.5%	51.0%	53.8%	52.0%	44.4%
# in Fall Cohort	1,224		1,248		1,331		1,310		1,125
# Retained	585		602		632		705		499

**Measure 1.a.( ii.) and 1.a.( iii.)** *Not applicable to Baton Rouge Community College*

**Measure 1.a. (iv.) Same institution graduation rate**

BRCC’s reported rate for Year 4 was 3%. Since reporting the number of completers to IPEDS, however, BRCC has updated its methodology for identifying program completers (the update was necessitated by the implementation of Banner), and identified an additional 122 graduates in year 4, for a revised

achieved rate of 12.5%. BRCC will update its IPEDS reports to reflect this achievement during the next reporting cycle. The following chart outlines data relating to graduation rate.

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual
Graduation Rate	2.9%	3.4%	3.3%	3.9%	5.1%	4.4%	4.6%	4.9%	3.0%
# in Fall Cohort	889		950		1,101		1,226		1,250
# Completers <= 150% of time	26		31		56		57		34

**Measure 1.a.(v.) – 1.a.(ix)** Not applicable to Baton Rouge Community College

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

While BRCC has had a previous policy regarding prior learning assessment, the policy has been updated and expanded to recognize and give credit for learning that takes place in a variety of situations. Because students have demonstrable learning experiences outside the traditional academic environment, this expansion will allow for greater recognition and awarding of credit. This policy will aid in retention and will expedite credential completion in many instances.

**Measure 1.b.(i.) Percent change in completers**

BRCC has shown growth in the “Completers in All Awards” category since year one as indicated in the chart below. When comparing to the baseline in this category, BRCC has achieved a 58% growth in year one, an 85% growth in year two, 96% growth in year three, and a 142.0% growth in year four. Under this alternate scoring of progress in total number of completers, BRCC has attained its target for this measure.

Measure	Baseline Fall 08	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual
Certificate-1 yr		15.7%	1566.7%	4.4%	1988.9%	6.6%	2111.1%	8.8%	3711.1%
# Awarded	9	150	150	9	188	10	199	10	343
Associate-2 yr		10.4%	9.4%	36.7%	25.0%	55.0%	32.6%	73.3%	30.5%
# Awarded	288	318	318	394	360	446	382	499	376
Collapsed/ Combined # Awarded	297	468	468	403	548	456	581	509	719

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

BRCC continues to offer dual enrollment in high schools, but has expanded offerings by including online instruction and classes offered to students on the BRCC campus. Many students coming to the BRCC campus are taking nine to fifteen credits per semester. BRCC has also worked extensively with the Iberville School District to lay the foundation for a middle college partnership on the BRCC campus. Homeschool students and private schools are expressing an increased interest in dual enrollment, and BRCC has worked to foster these relationships to increase enrollment from this population. In addition, BRCC has credentialed over thirty qualified high school faculty to teach dual enrollment and has offered a two-day NCCER Core Craft training for area high school faculty to qualify them to teach NCCER Core



classes. Another College and Career Transition Coordinator has been added to the BRCC team to work with area high school students to assist with college and FAFSA applications along with career planning.

**Measure 1.c.( i.) Number of high school students enrolled**

**Measure 1.c.( ii.) Number of semester credit hours in which high school students enroll**

**Measure 1.c.( iii.) Number of semester credit hours completed by high school students**

While the number of students enrolled in dual enrollment decreased for 2012 -2013, the college has seen a steady increase in the percentage of dual enrollment students that are completing the courses in which they are enrolled. This percentage of completion for year two reporting was 91.9%, with an increase to 93.6% for year three reporting, and 99.4% for year four reporting. BRCC is confident that the success of these students will continue and that the initiatives in place will result in increased enrollment.

Measure	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Number of high school Students Enrolled	263	298	381	338	218	234
Semester Credit Hours in which high school students Enrolled	822	969	1333	1099	740	783
Semester Credit Hours Completed by high school students	779	867	1224	1053	740	774

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

*Appendix A* contains the required Attachment B reporting form for Licensure and Certifications, which outlines the number of students taking exams and their passage rates.

**Measure 1.d.( i.a.) Passage Rates on Licensure/Certification Exams**

BRCC students took licensure/certification exams in Diagnostic Medical Sonography for year four reporting. Eight students attempted the exam with 7 passing for a passage rate of 87.5%.

**Measure 1.d.(i.b.) and 1.d.(i.c.)** *Not applicable to Baton Rouge Community College*

**Measure 1.d.( i.d.) Passage Rates on Licensure Exam in NURSING (RN)**

BRCC increased its passage rate by 3% from 2011 to 2012 on the nursing licensure exam. During 2011, BRCC had 33 students to take the licensure exam with a 97% passage rate. For year four, BRCC exceeded its benchmark passage rate of 90.7% with an actual passage rate of 100%. For 2012, BRCC had 46 nursing candidates to take the nursing exam with all 46 students passing the exam on the first try.

**Measure 1.d.(i.i.) Number of students receiving certifications**

For 2013, 43 students received the OSHA 30 construction industry certification, 25 received the OSHA general industry certification, and 9 students received the OSHA 10 general industry certification.

**Measure 1.d.( i.i.i.) Number of students assessed and receiving WorkKeys certificates**

BRCC does not administer Work Keys

**Measure 1.d.( i.v. ) Other assessments and measures for workforce foundational skills**

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

## 2. Performance Objective – Articulation and Transfer

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

### Policies Continued/Implemented

As an open admission college, BRCC serves all students, regardless of their level of academic preparation. Graduates of state-approved high schools, home-schooled students and individuals who have obtained a high school equivalency are eligible for admission. The following BRCC policies with the corresponding LCTCS policy are in place to support articulation and transfer.

#### **LCTCS Policy**

1.025 Articulation and Transfer  
1.017 Institutional Agreements  
1.029 Disclosure of Degree Transferability  
*No Corresponding System Policy*  
1.028 Academic Renewal  
*No Corresponding System Policy*  
1.004 General Admission Policy  
1.036 Cross Enrollment Agreement

#### **BRCC Policy**

415 Articulation Agreements  
442 Transfer Courses and GPA Calculation  
429 Disclosure of Degree Program Transferability  
446 Reverse Transfer of Credit  
458 Academic Amnesty  
416 Credit for Prior Learning  
423 General Admission Policy Statement  
425 Cross Enrollment

### Programs Continued/Implemented

The Tiger Bridge Program implemented last year has *continued* to grow in popularity. LSU and BRCC have agreed to increase the number of students accepted into the program for the upcoming academic year. The two institutions have worked collaboratively to ensure the success of the program and have identified processes that will facilitate the reverse transfer of credit to BRCC as students move into the second year of the program. BRCC has dedicated, as part of its Tiger Bridge Program, an office space on the BRCC campus that enables an LSU transfer representative to have a presence on the BRCC campus. This representative is available on the BRCC campus at set times to answer questions that students may have regarding transfer.

In addition, BRCC continues to work with four-year transfer institutions to expand articulation agreements that will provide for a seamless transfer for students and that helps to ensure maximum transferability of credits within specific degree programs. BRCC reported a total of 22 articulation agreements in last year's GRAD ACT report. BRCC has *implemented* new articulation agreements this year, with the total number in place this year increasing to 26, with 6 additional agreements presently being negotiated. See **Appendix B** for a chart of articulation agreements with four year institutions.

### Initiatives Continued/Implemented

BRCC continues to work with transfer institutions to identify initiatives that will ease the transfer of students to the four year universities. The following initiatives have been *implemented* this year to strengthen these ties. MOUs have been established and advising pathways have been developed for students seeking the ASLT and desiring to transfer to LSU or SU to major in Computer Science as well as the AALT for students transferring to Southern majoring in Psychology, Sociology, and Political Science. An agreement was also established with the LSU Theatre Department to make available several ETEC and FILM courses for LSU Theatre students majoring in the Film and Television concentration. LSU has added this information to the catalog and promotes the program on the Theatre Department website. BRCC has *continued* the National Science Foundation S-STEM Pathway Scholars Scholarship to students graduating with an AS in Pre-Engineering and transferring to LSU College of Engineering.

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

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

**Element 2. A. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates**

BRCC continues to enhance its relationship with four year institutions. Although BRCC has an open admissions policy, we recognize that admission standards have increased at four year universities and more students will be attending the community college needing development education offerings. BRCC has responded to student demand by adding sections of developmental courses, redesigned developmental math to consolidate 3 courses into 2, and a offers a computerized math that enables students to complete 2 developmental courses in one semester at their on their pace. In addition, the college has worked with high schools in their service region to offer developmental math to students while in high school, that will assist students in preparing for the rigor of college course work.

**Measure 2.a.(i) to 2.a.(iii)** *Not applicable to Baton Rouge Community College*

**Element 2. B. Provide feedback to community colleges and technical colleges campuses on the performance of associate degree recipients enrolled into the institution.**

As a component of articulation agreements signed with four year institutions, departmental representatives of both institutions convene on an annual basis to discuss student preparedness upon transfer. Dialog this academic year has led to course modifications at BRCC in some of the Engineering, Mathematics, and Construction Management classes to better align content of courses accepted for transfer. In addition, BRCC continues to utilize transfer reports from four year institutions that indicate data such as number of transfers with and without an associate's degree, grade distribution in specific course, selected major, and cumulative grade point average. This data is utilized to gauge the preparation level of students that transfer and allows BRCC to identify areas requiring intervention that can better prepare students for success as they matriculate to a four-year setting. BRCC has received feedback reports from Southeastern Louisiana University, and Northwestern State University. The introductory summary pages from these reports are included in **Appendix C**. Other four year transfer institutions will be contacted to acquire feedback reports for upcoming academic years. This information is extremely valuable as the college addresses changes needed to courses to better prepare them for the challenges of the workplace or for transfer to four year institutions.

**Measure 2.b.(i) to 2.b.(ii)** *Not applicable to Baton Rouge Community College*

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

BRCC is coming to the end of its first year of the Tiger Bridge Program with LSU. The agreement allows LSU to redirect students who do not qualify for admission into the university to enroll in BRCC for the first year of college while living on the LSU Baton Rouge campus and utilizing the benefits of the on-campus college environment that LSU has to offer. The program has proven to be beneficial to students served by LSU and BRCC and plans are underway to expand the cohort by 17% for the 2014 – 2015 academic year to include 200 students.

BRCC continues to collaborate with Capital Area Technical College (CATC) to provide general education classes to students that are pursuing Associate Degrees at the Technical College. Although BRCC and CATC have merged for the 2013-2014 academic year, the offerings of the former technical college do not include general education courses. From Fall 2012 to Fall 2103, BRCC has provided classes for 56 CATC students.

**Measure 2.c. (i.)** *Not applicable to Baton Rouge Community College*

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

During 2013-14, 171 students were enrolled in the Tiger Bridge program. For Fall 2012 to Fall 2013, a total of 56 CATC students were enrolled in general education courses provided by BRCC.

**Element 2. D. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169:**

BRCC offers various AS degrees which are designed for transfer to four year institutions. Among these offerings are the Louisiana Transfer degrees. BRCC has developed advising worksheets which provide guidance to students as they select courses applicable to the Louisiana Transfer Degree. In addition, the college has a web page that provides additional information to students about these transfer degrees, a link to the Board of Regents Articulation Matrix, and recommended pathways for common majors of students that transfer. BRCC has most recently collaborated with Louisiana State University and Southern University to develop pathways for students interested in pursuing a major in Computer Science as well as Psychology. BRCC has seen a marked increase in enrollment in the Louisiana Transfer Degrees from Fall 2011 to the 2012-2013 academic year as represented in the chart below. For 2012-2013, BRCC produced 10 graduates in the AALT, 5 graduates in the ASLT, and one graduate in the AST.

**Measure 2. d. (i.)** **Number of students enrolled in a transfer degree program**

BRCC exceeded the year four benchmark of 850 students enrolled with an actual enrollment of 991 as indicated in the chart below.

Louisiana Transfer Degree Enrollment		
Degree	2011-2012	2012-2013
Transfer Degree Enrollments	845	991
<i>Data Source: BoR Fall 2012, Spring 2013 SSPS</i>		

**Measure 2. d. (ii.)** **Number of students completing a transfer degree program**

For the 2012-2013 year, BRCC had 16 students complete Louisiana Transfer degree programs. With additional advising pathways developed with transfer institutions, BRCC expects to see an increased interest in these programs which will expand the pool of students working to complete the Louisiana Transfer degrees.

Louisiana Transfer Degree Completion			
Degree	2010 - 2011	2011-2012	2012-2013
AALT	0	6	10
ASLT	0	5	5
AST	7	14	1
<i>Data Source: BoR CRINCMPL</i>			

**Measure 2.d.( iii.) and 2.d. (iv.)** *Not applicable to Baton Rouge Community College*

### **3. Performance Objective – Workforce and Economic Development**

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

Year four is the second year in which BRCC has had a targeted measure for this objective. Measure 3.b.ii. requires two data points for reporting associated with the measure. BRCC had a year four benchmark of 199 for number of students enrolled in courses with 50% - 99% distance education. The year four actual for this portion of the measure was 45. The year four benchmark for students enrolled in courses with 100% distance education was 3,660 with an actual enrollment of 3,167 for the second portion of the measure. The charts associated with Measure 3.b.(ii.) below depict this distance education enrollment.

BRCC is committed to providing quality education that is delivered in a manner that is most conducive to learning. During the reporting year, the college made the decision to have an increased focus on the quality of instruction provided through online learning and not just a focus on an increased number of offerings. The college felt that a temporary reduction in number of online courses with an increased focus on developing quality online learning would best serve our students. All faculty teaching online courses were required to participate in an E-Learning Institute whereby best practices for online delivery were incorporated into online courses. Courses underwent peer reviews and required proctoring and other standards were added for eLearning courses. The College has adopted Quality Matters-like benchmarks as review standards for all online courses offered through BRCC. While the decision to focus on quality in online instruction had a negative impact on one data point of this measure, BRCC is confident that it is now poised to move forward with online learning that is of utmost quality. The momentum in increasing online offerings is in place, with a sound structure for online learning delivery going forward. The table below shows enrollment relative to distance learning for year two, three, and four reporting. From year 2 to year three reporting, the enrollment increased in each of these categories, and also increased to year four for courses offered 100% online.

ii. Number of students enrolled in courses with 50% and 100% instruction through distance education	Year		
	2011-2012	2012-2013	2013-2014
# students enrolled in sections offered 50% to 99% online	45	380	45
# students enrolled in sections offered 100% online	2456	3076	3167

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

This year BRCC embarked on a revised schedule that calls for program review on an annual basis. The goal of this annual review is to identify areas of weakness in programs and to capitalize on areas of success in each academic program. In addition, the college continues to utilize feedback from programmatic advisory boards as to the relevance of the curriculum and concepts being taught. This enables the applied science programs to be informed of the needs of industry and to ensure that curriculum is relevant to industry needs of graduates. As a result of feedback from industry, the Construction Management program has modified course content for some courses to ensure that concepts being taught are aligned with industry needs. In addition, BRCC utilizes the Board of Regents low completer report to determine if identified programs should be recommended for elimination or modification.

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

During the reporting year, BRCC has implemented the following certificate and degree programs associated with the Aviation and Healthcare industry that all lead to 4 star jobs. A Certificate of Technical Studies in Avionics, Private Pilot Helicopter Operations, Instrument Pilot Helicopter Operations, Flight Instructor Pilot Helicopter Operations, Commercial Pilot Helicopter

Operations, and Emergency Medical Technician was added. An Associate of Applied Science program was also added for Helicopter Pilot Operations and Paramedic.

BRCC has submitted an application to the Federal Aviation Administration (FAA) seeking a Federal Aviation Regulation 147 certificate to offer a Certificate of Technical Studies in Aircraft Mechanic Airframe and a Certificate of Technical Studies in Aircraft Mechanic Powerplant. Jobs associated with these certificates also lead to 4 star jobs in the state. This training is expected to begin Fall 2014.

**Element 3.A. Eliminate academic program offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**

As indicated in the chart below, no BRCC programs were eliminated for low completer rates. BRCC offers a total of 26 programs with unique CIP Codes. Of these 26 programs, 18 /26, or 69.2 %, align with four and five star jobs that lead to high wage, high demand needs of the local area. Of the remaining, 8/26 programs, 4 are degree programs designed for transfer. There is a local demand for the remaining 4 programs, but these are aligned to three star jobs at the current time.

**Measure 3.a.(i.) Number of Programs Eliminated**

**Measure 3.a.(ii.) Number of Programs modified or added**

**Measure 3.a. (iii.) Number of Programs aligned with workforce and economic development needs**

Measures	June, 2013-April, 2014
<b>i. Number of programs eliminated</b>	0
<b>ii. Number of programs modified or added</b>	2
Programs offered	26
Programs aligned with workforce and economic needs	18
# aligned with 4 & 5 star jobs	18 out of 26
# aligned with 3 star jobs	4 out of 26
# designed for transfer	4 out of 26
<b>iii. % programs aligned with workforce needs</b>	69.2 %

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

BRCC has place an increased emphasis on increasing the use of technology to expand distance learning and on enhancing the quality of courses offered online through the following initiatives.

**Hybrid Courses:** In an effort to meet the needs of our students, hybrid/blended courses have been a subject of study by the college. During Fall 2013, a Faculty Learning Community was established to examine best practices in Hybrid/Blended course design and delivery. Two hybrid courses were offered in the Spring 2014 semester, with additional hybrid courses developed for offering in Fall 2014.

**Faculty Certification:** An eLearning Faculty Certification institute is offered each semester for qualified faculty. Faculty must be recommended by their Department Chair and Dean. The 7 week course is broken into a 2 week self-paced course in the use of Blackboard, followed by a 5 week course in online pedagogy. By the end of the 2013-2014 academic year, over 30 faculty will have been added to the ranks of eLearning faculty at BRCC. Faculty certifications will expire every four years, requiring eLearning faculty to maintain current professional development related to eLearning and to exhibit best practices in their eLearning classes

**Orientation Program for Online Students:** A full-time manager for the e-Learning program was hired in January 2013. One of the first initiatives of the program was the creation and implementation of an orientation for eLearning students. During 2013-2014, one daytime and one evening orientation session was held at the Mid-City Campus prior to the start of each semester, with over 1000 enrollments served

during the period. In each session, students were provided with general information regarding online classes, common myths about online learning, technology resources needed to be successful, and the importance of time management. Students also had an opportunity to meet their eLearning faculty member(s). Plans for the upcoming academic year include the creation of an online version of the orientation.

**Online Learning for Dual Enrollment:** Dual Enrollment courses offered via eLearning have also expanded during 2013-2014. The Manager of eLearning Programs will continue to work with eLearning faculty, academic departments, and the Director of Dual Enrollment to ensure quality within dual enrollment courses and meet the needs of area high school students.

**Measure 3.b.(i.) Number of course sections with 50% - 99% and 100% distance education.**

i. Number of course sections with 50% and with 100% instruction through distance education	Year		
	2011-2012	2012-2013	2013-2014
Course sections offered 50% to 99%	2	17	2
Course sections offered 100%	125	167	127

**Measure 3.b.(ii.) Number enrolled in courses with 50% 99% and 100% distance education**

ii. Number of students enrolled in courses with 50% and 100% instruction through distance education	Year		
	2011-2012	2012-2013	2013-2014
# students enrolled in sections offered 50% to 99% online	45	380	45
# students enrolled in sections offered 100% online	2456	3076	3167

As explained in the introduction to Section 3, BRCC fell short of the targeted enrollment for students enrolled in courses offered 50% -99% online, and 100% online. With the faculty training to improve the quality of instruction that has occurred this year, the development of courses consistent with Quality Matters standards, and the additional 30 faculty that have been certified to teach online, BRCC feels that it is poised to offer increased sections of hybrid and 100% online courses that will significantly increase online enrollment. There are several programs that are available for 100% online offering for Fall 2014. Not only does the college have the infrastructure in place to offer increased online courses, it is poised to offer online training that is of utmost quality that supports student learning and success.

**Measure 3.b.(iii.) Number of programs offered through 100% distance education**

BRCC presently offers no programs that are offered through 100% distance education.

**Element 3. C.** Does not apply to Baton Rouge Community College

**Element 3. D. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree**

BRCC has increased its overall placement rate by 5.2 % from year three to year four reporting. The placement rate for year three reporting was 68.7 % and increased to 73.6 % for year four reporting.

Degree Level	2009-2010	2010-2011	2011-2012
Associate	68.0 %	70.7 %	74.2 %
Certificate	72.1 %	60.0 %	71.6 %
<b>TOTAL</b>	<b>69.0 %</b>	<b>68.7%</b>	<b>73.6%</b>

## 4. Performance Objective: Institutional Efficiency and Accountability

### Element A and B.

These elements do not apply to colleges within the LCTCS System

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

In 2010, the LCTCS Board of Supervisor approved non-resident tuition and fee increases for the first year of a proposed six year plan. The plan increases non-resident tuition and fees to the average of SREB peer institutions over a six year period. The two year non-resident SREB average amount, taken from the SREB Fact Book of 2009 was \$7,444. This figure was used to establish the six year plan.

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

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

**Measure 4.c.(i).** The following table shows the scheduled increase in non-resident tuition over the six year period.

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

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

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



BRCC's Center of Excellence in Transportation Technology was approved and the college is making strides in the offering of programs and enrollment of students in associated programs. The Helicopter Pilot Program is nearing the completion of year one of offering with 43 students enrolled. Presently, the college has a waiting list for students interested in enrolling for the Fall 2014 semester. The college has developed additional curriculum that supports the aviation industry and these programs will be submitted to the LCTCS Board and Board of Regents for consideration for approval. In addition, the college anticipates receiving approval for its Air Frame and Power Plant Programs this semester with enrollment beginning in the Fall 2014 semester.

Curriculum related to the AAS in Automotive Technology has been developed and is presently being reviewed by the college's curriculum committee. Once approved, the curriculum will move forward to the LCTCS Board of Supervisors and the Board of Regents for consideration. A degree in Logistics is currently being developed and the college expects the curriculum to be finalized during the 2014-2015 academic year.

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

BRCC has 40% of its programs that are accredited with either a mandatory or recommended status. On the Board of Regents CRIN, BRCC has 10 programs that are either mandated or recommended for accreditation. Seven programs are mandated for accreditation and 3 are recommended for accreditation. Four of the 10 programs, or 40%, are accredited. BRCC received notification, that its AAS degree in Veterinary Technology was granted accreditation effective January 30, 2013. Of the remaining five programs, four have applied for accreditation and one is not eligible for accreditation at this time. The table below provides a more detailed explanation of the accreditation status of each of these programs.

DEGREE	ACCREDITATION MANDATORY/ RECOMMENDED	ACCREDITATION STATUS	NOTES
AAS Process Technology	Mandatory	<b>ACCREDITED</b>	
AAS Paralegal Studies	Recommended	Not Accredited	Program approved May, 2011. Program must be fully operational for two years and graduate students before it can apply for accreditation. The self-study process will begin in Fall 2014.
AAS Diagnostic Medical Technology	Mandatory	Not Accredited	The AAS degree was approved and the first class was admitted Spring 2013. Accreditation application was submitted Fall 2013. Awaiting notification for on-site visit.
AS Nursing	Mandatory	<b>ACCREDITED</b>	
AS Business	Mandatory	<b>ACCREDITED</b>	
AAS Business	Recommended	<b>ACCREDITED</b>	
AAS Construction Management	Recommended	Not Accredited	Application has been submitted for candidacy.
CTS Emergency Medical Technician	Mandatory	Not Accredited	Application has been submitted
AAS Paramedic	Mandatory	Not Accredited	Application has been submitted
<b>% Programs Accredited (CRIN Inventory)</b>		<b>4/10 = 40%</b>	
AAS Veterinary Technology	Mandatory	<b>ACCREDITED</b>	Program conducted its sight visit in January 2013 and has received notification that Accreditation has been granted effective January 30, 2013.
<b>% Programs Accredited (Including Vet Tech)</b>		<b>5/10 = 50%</b>	

## 5. Performance Objective – Reporting Requirements

### a. Number of students by classification

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

*Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD, Fall 2013*

Undergraduate headcount	7,874
Graduate headcount	0
Total headcount	7,874

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

*Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System, Board of Regents summary report SCHFTEP2K, AY 2012-2013*

Undergraduate FTE	5,377.7
Graduate FTE	0
Total FTE	5,377.7

### b. Number of instructional staff members

- **Number and FTE instructional faculty**

*Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2012. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

Total Headcount Faculty	328
FTE Faculty	197.8

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

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

*Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System*

Undergraduate headcount enrollment	25,457
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,032
Average undergraduate class size	24.7

**d. Average number of students per instructor**

- **Ratio of FTE students to FTE instructional faculty**

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

Total FTE enrollment	5,377
FTE instructional faculty	197.8
Ratio of FTE students to FTE faculty	27.2

**e. Number of non-instructional staff members in academic colleges and departments**

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

	Number of non-instructional staff	FTE non-instructional staff
Non-Instructional Staff in Academic Colleges and Departments	10	10

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

Dean of Students	Dean of Liberal Arts (VACANT)
Dean of Business and Social Sciences	Dean of Transportation Technology
Dean of STEM	Executive Dean for Academic Administration
Dean of Learning Resources	Dean of Innovative Learning and Academic Support
Dean of Nursing and Allied Health	Dean of Innovative Learning and Academic Support

**f. Number and FTE of staff in administrative areas**

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

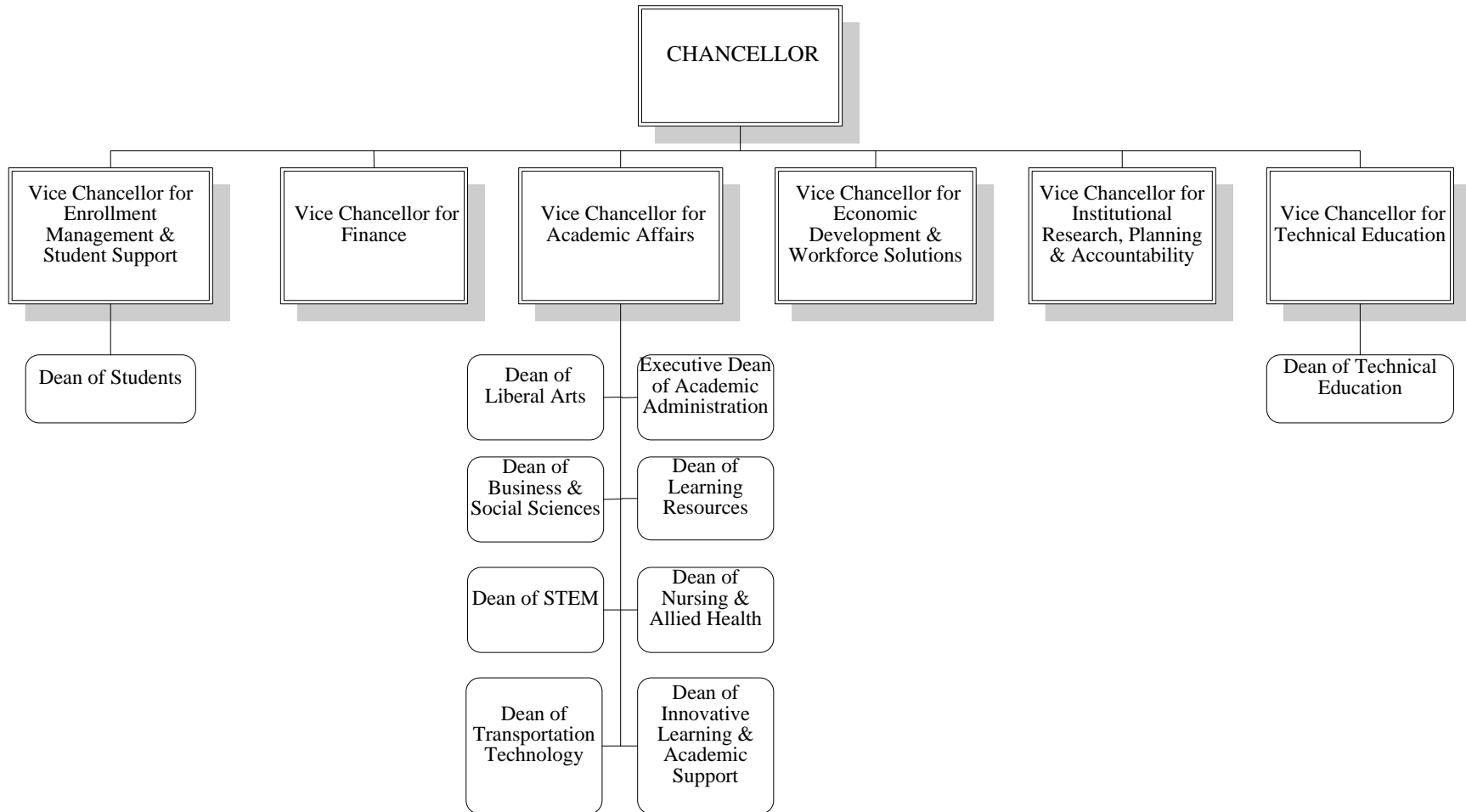
	Number of Staff-Administrative	FTE Staff-Administrative
Staff in Administrative Areas	6	6

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

- Vice Chancellor for Enrollment Management and Student Support
- Vice Chancellor for Finance
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Economic Development and Workforce Solutions
- Vice Chancellor for Planning, Assessment, and Accountability
- Vice Chancellor for Technical Education

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

**Baton Rouge Community College Organization Chart**



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

**Fall 2013 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2009.**

POSITION	TOTAL BASE SALARY Reported for Fall 2009	SALARY CHANGES SINCE 6/30/2008 Reported for Fall 2010	SALARY CHANGES Since 6/30/2010 Reported for Fall 2011	SALARY CHANGES Since 6/30/2011 Reported for Fall 2012	SALARY CHANGES Since 6/30/2012 Reported for Fall 2013
Chancellor		Merit Increase		Salary decreased February 2012-New Person appointed	Salary Increased- July, 2013
	<b>\$ 172,442</b>	<b>\$181,064</b>	<b>\$181,064</b>	<b>\$ 171,000</b>	<b>\$ 181,000</b>
V/C Academic Affairs		Merit Increase	Position Vacant	Salary Decreased July 2012-- New Person appointed	
	<b>\$ 121,100</b>	<b>\$125,944</b>	<b>\$0</b>	<b>\$114,795</b>	<b>\$114,795</b>
V/C Enrollment Management and Student Support		Merit Increase	Position Vacant	Salary Increase Interim Appointed	Salary Increase August, 2013 New Person Appointed
	<b>\$ 93,300</b>	<b>\$95,166</b>	<b>\$0</b>	<b>\$104,000</b>	<b>\$107,000</b>
V/C Economic Development and Workforce Solutions		Merit Increase			
	<b>\$ 102,921</b>	<b>\$104,979</b>	<b>\$104,979</b>	<b>\$104,979</b>	<b>\$104,979</b>
V/C Finance		New Person Appointed			Salary Decrease August, 2013 New Person appointed
	<b>\$ 120,812</b>	<b>\$115,000</b>	<b>\$115,000</b>	<b>\$115,000</b>	<b>\$110,000</b>
V/C Institutional Research, Planning, and Accountability				(New Position)	Position Vacant
				<b>\$106,570</b>	<b>\$ 0</b>

V/C Technical Education					(New Position) Due to Merger July, 2013 <b>\$101,069</b>
Dean of Technical Education					(New Position) Due to Merger July, 2013 <b>\$70,000</b>
Dean of Liberal Arts	\$ 82,156	Merit Increase; \$85,442	\$85,442	Salary Increased December 2012 New Person Appointed \$99,819	\$99,819
Dean of Business & Social Science	\$73,500	New Person Appointed \$78,000	Increase; Change in Rank \$78,600	Salary Decreased February 2012 Interim Dean Appointed \$75,000	Salary Increase August, 2013 New Person appointed \$85,000
Dean of STEM	\$ 80,000	New Person Appointed \$81,952	Increase; Change in Rank \$83,000	\$83,000	Salary Increase-Additional Duties September, 2013 \$88,000
Dean of Transportation Technology				(New Position) \$85,000	\$85,000
Dean of Innovative Learning and Academic Support					(New Position) August, 2013 \$85,000
Dean of Students				(New Position) \$93,000	\$93,000

Dean of Learning Resources	\$85,182	Merit Increase \$86,509	Salary Increase \$91,200	\$91,200	\$91,200
Dean of Nursing and Allied Health	\$85,170	Increase; New Person Appointed \$97,000	\$97,000	\$97,000	\$97,000
Executive Dean for Academic Administration					(New Position) August, 2013 \$107,000

### 5.i. Cost performance Analysis for FY12

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

	Baton Rouge Community College	
Expenditures by Function:	Amount	% of Total
Instruction	\$ 17,135,692	46.8%
Research	\$ -	0.0%
Public Service	\$ -	0.0%
Academic Support**	\$ 3,589,818	9.8%
Student Services	\$ 3,481,140	9.5%
Institutional Services	\$ 7,443,394	20.3%
Scholarships/Fellowships	\$ 250,410	0.7%
Plant Operations/Maintenance	\$ 3,721,813	10.2%
<b>Total E&amp;G Expenditures</b>	<b>\$ 35,622,267</b>	<b>97.2%</b>
Hospital	\$ -	0.0%
Transfers out of agency	\$ 1,022,248	2.8%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$ 36,644,515</b>	<b>100.0%</b>

#### 5.i.(ii.) Average yearly cost of attendance: as shown in College Navigator for Baton Rouge Community College

Retrieved from:

<http://nces.ed.gov/collegenavigator/?q=baton+rouge+community+college&s=all&id=437103>

⊖ TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

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

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2010-2011	2011-2012	2012-2013	2013-2014	% CHANGE 2012-2013 TO 2013-2014
<b>Tuition and fees</b>					
In-state	\$2,474	\$2,832	\$3,091	\$3,366	8.9%
Out-of-state	\$5,672	\$6,120	\$6,643	\$7,422	11.7%
Books and supplies	\$1,200	\$1,200	\$1,200	\$1,200	0.0%
<b>Living arrangement</b>					
<b>Off Campus</b>					
Room and board	\$8,236	\$8,326	\$7,459	\$7,459	0.0%
Other	\$3,398	\$3,435	\$4,484	\$4,484	0.0%
<b>Off Campus with Family</b>					
Other	\$3,398	\$3,435	\$4,464	\$4,464	0.0%
<b>TOTAL EXPENSES</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>% CHANGE 2012-2013 TO 2013-2014</b>
<b>In-state</b>					
Off Campus	\$15,308	\$15,793	\$16,234	\$16,509	1.7%
Off Campus with Family	\$7,072	\$7,467	\$8,755	\$9,030	3.1%
<b>Out-of-state</b>					
Off Campus	\$18,506	\$19,081	\$19,786	\$20,565	3.9%
Off Campus with Family	\$10,270	\$10,755	\$12,307	\$13,086	6.3%



MULTIYEAR TUITION CALCULATOR

← Estimate the total tuition and fee costs over the duration of a typical program.

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

Degree Earned	First-time Freshmen			Transfer			Total		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Associate	4.3	5.3	4.6	6.8	6.9	6.8	5.7	6.1	5.8
Certificate	5.0	6.3	5.1	6.4	4.9	6.0	5.8	5.0	5.7

Data Source: TDRPTBOR



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

a. State Dollars per FTE = \$3,029

**5.i.(v.) Average cost per non- completer in the most recent academic year**

a. State Dollars per FTE = \$3,029

**5.i.(vi.) All expenditures of the institution for the most recent academic year**

	<b>Total</b>
	<b>Expenditures</b>
Baton Rouge Community College	\$ 39,280,290



## APPENDIX A

### Attachment B for reporting Licensure and Certifications

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

**Institution: Baton Rouge Community College**

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/ CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	2013	8	7	87.5%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	46	46	100%

**Institution: Baton Rouge Community College**

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
OSHA 10 General Industry Certification	OSHA	Occupational Safety and Health Administration	2013	9
OSHA 30 General Industry Certification	OSHA	Occupational Safety and Health Administration	2013	25
OSHA 30 Hr. Construction Safety	OSHA	Occupational Safety and Health Administration	2013	43
Aviation*		Federal Aviation Administration		0*

\*Aviation is an IBC that is indicated for BRCC. The Helicopter Pilot program was first offered by BRCC in the FALL 2013 semester. Thus, there no students taking this exam for the 2012-2013, year four reporting for GRAD Act.

**ELEMENT 2—ARTICULATION AND TRANSFER APPENDICES**

**APPENDIX B  
Articulation Agreements**

<b>BRCC Articulation Agreements</b>	
<b>Associate Degree</b>	<b>Agreements with Transfer Institution</b>
Criminal Justice	Northwestern State University Southeastern Louisiana University Southern University Aspen University
Business	Louisiana State University Nicholls State University Southeastern Louisiana University Southern University Aspen University
Computer Science	Southern University Southeastern Louisiana University Louisiana State University
AS General Science: Landscape Management Coastal Environmental Science Environmental Management Systems Natural Resource Management Biomedical	Louisiana State University
Pre-Engineering	Louisiana State University Southern University University of Louisiana at Lafayette Louisiana Technical University
Nursing	Aspen University Northwestern State University Our Lady of Holy Cross Our Lady of the Lake College
Construction Management	Louisiana State University
Teaching	Aspen University Western Governor's University
Liberal Arts	Aspen University
AS General Science-Biomedical Concentration	Our Lady of the Lake College
<b>TOTAL SIGNED AGREEMENTS</b>	<b>26</b>
<b>BRCC Articulation Agreements Being Negotiated</b>	
<b>Associate Degree</b>	<b>Agreements with Transfer Institution</b>
Pre-Engineering	University of Louisiana at Lafayette Louisiana Tech University
Nursing	Southeastern Louisiana University McNeese State University Louisiana State University
AALT Social Sciences Concentration	Southern University
<b>TOTAL AGREEMENTS BEING NEGOTIATED</b>	<b>6</b>

**APPENDIX C**  
**Feedback Reports from Four Year Institutions**  
**Northwestern State University & Southeastern Louisiana University**



Northwestern State University of Louisiana  
 Provost and Vice President for Academic and Student Affairs  
 Caspari Hall, Room 219  
 Natchitoches, LA 71497  
 (318) 357-5361  
 vpaa@nsula.edu

**Fall 2013 Community College Feedback Report for Baton Rouge Community College**

Below you will see your institution's name followed by two additional columns. The first column shows the number of students enrolled at Northwestern State in the 2012 - 2013 academic year who have ever attended Baton Rouge Community College. The second column shows the number of students who transferred to Northwestern State in the last academic year who attended Baton Rouge Community College in the last three years. This column establishes your tracking cohort. If there are ten or more students in the tracking cohort or your institution has requested one, Northwestern State has attached a tracking report.

The summary report includes information on such variables as number of transfers with degrees, entry majors, demographics, grade point averages, transfer hours, earned hours, and current majors.

<u>Institution</u>	<u>Total # of Students</u>	<u>Total # of Students Who Transferred in During the Last Year Who Attended Your Institution Within the Last Three Years*</u>
Baton Rouge Community College	110	15

\*To be counted in this category, the students must have attended BRCC in 2011, 2012, or 2013. They will also be classified as a transfer student at NSU in Summer 2012, Fall 2012, or Spring 2013.

**Summary Report Section 1.**

This section contains information regarding all the students who attended BRCC in 2011, 2012, or 2013, and have entered NSU as a transfer student in Summer 2012, Fall 2012, or Spring 2013.

	<u>Transfer with Degree</u>	<u>Transfer without Degree</u>
Summer 2012	2	1
Fall 2012	4	8
Spring 2013	0	0
Grand Total	6	9

Degree refers to an associate degree awarded from Baton Rouge Community College.

## **Southeastern 2011-2012 Transfer Feedback Report**

### **Baton Rouge Community College**

#### **Baton Rouge, LA**

**1st to 2nd Year Retention at Southeastern (Fall 11 to Fall 12)** 77.8% (119)

**Average Semester GPA first semester at Southeastern** 2.600

**Cumulative GPA End of 2011-2012 Academic Year** 2.675

**Cumulative GPA End of 2012-2013 Academic Year** 2.699

**Total Baccalaureate Recipients Through Spring 2013** 9

BA English 1

BS Family Consumer Science 1

BS Finance 1

AGS General Studies 1

BA Management 1

BS Nursing 2

BS Supply Chain Management 1

BA Spanish 1

**Transfers with Associate of Arts/Louisiana Transfer Degree** 0

**Transfers with Associate of Science/Louisiana Transfer Degree** 0

**Total 2011-2012 Transfers with Associate Degree** 15

Summer 2011 1

Fall 2011 10

Spring 2012 4

**Total 2011-2012 Transfers** 153

Summer 2011 Transfers 10

Fall 2011 Transfers 98

Spring 2012 Transfers 45

**Admitted to Southeastern as an Exception** 5.2% (8)

**Grade in First Attempt at ENGL 101** 6

A 16.7% (1)

B 50.0% (3)

C 16.7% (1)

D 0.0% (0)

F 16.7% (1)

W 0.0% (0)

**Grade in First Attempt at ENGL 102** 16

A 25.0% (4)

B 18.8% (3)

C 0.0% (0)

D 12.5% (2)

F 25.0% (4)

W 18.8% (3)