



**GRAD Act**

**First Annual Report to the Legislature**

**Bossier Parish Community College**

**May 1, 2011**

Bossier Parish Community College (BPCC) is a two-year public institution currently serving 6,619 traditional and non-traditional students. In its ongoing commitment to remain responsive to local constituents, the College offers 28 associate degrees, 14 certificates/technical diplomas, and 31 technical competency area programs. Over 100 online courses are available each semester and four associate degrees can be completed entirely online. In addition to degree programs, Bossier Parish Community College promotes workforce training, continuing education, and pre-GED preparation. The College's initiatives toward student success, retention, and graduation are described in the following report:

## 1. STUDENT SUCCESS

### **Performance Objective (1): Student Success**

*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. Measure i: 1<sup>st</sup> to 2<sup>nd</sup> year retention rate. See appended data.*

BPCC operates under the governance of the Louisiana Community and Technical College System (LCTCS). For all technical and community colleges in Louisiana, policy set by LCTCS gives authority for the overall operation of the College to the Chancellor, who serves as its chief executive. At BPCC, the Chancellor delegates authority through his Executive Council, which comprises the Vice Chancellors, his Executive Assistant, and the Director of Public Relations. The members of this Council implement policy in their areas of responsibility. The Executive Council, with input from the Student Government Association (SGA), regularly reviews, revises, and formally approves policies and procedures that impact both first year and transfer students, as does the Academic Affairs & Administrative Policies Committee. Additionally, the Public Relations Director at BPCC meets with the LCTCS Director of Public Information on a quarterly basis to discuss system-wide policies. The Director implements those policy changes in the College Public Relations Office.

LCTCS leadership has proposed a two-year College Student Success Measure framework. This framework will allow two-year colleges to utilize student success measures that are more relevant to the goal, missions, and student enrolled in two-year colleges. While the proposed framework will adequately measure the college student success, it will also emphasize institutional performance and accountability. This framework is scheduled to be presented to the LCTCS Board of Supervisors at the April, 2011 meeting. Other policies already in place that the College implements to achieve cohort graduation and graduation productivity goals include the following:

- 1.002 – *Delegation of Authority to Chancellors to Sign and Distribute Degrees, Diplomas and Certificates. Effective : May 10, 2000*
- 1.006 – *Academic Amnesty Effective : October 10, 2002*
- 1.010 – *Program Assessment Effective : March 14, 2001*
- 1.014 – *Assessment Effective : November 14, 2001*
- 1.016 – *LCTCS Cross-Enrollment Policy Effective : November 14, 2001*
- 1.020 – *Academic Status Effective : Fall 2003*
- 1.023 – *LCTCS Policy on Non-Traditional Credit Effective : December 12, 2001*

- 1.025 – *Articulation Effective* : December 12, 2001
- 1.028 – *Academic Renewal Effective* : February 14, 2002
- 1.029 – *Disclosure of Degree Program Transferability Effective* : August 14, 2002
- 1.036 – *Cross Enrollment Agreement between System Institutions Effective* : July 9, 2003
- 5.025 – *Tuition Discounts and Waivers Effective* : August 10, 2005

*Source: Louisiana Community and Technical College System*

BPCC achieves cohort graduation rate and graduation productivity goals by examining the impact of policies adopted by the LCTCS management board on the local campus. The policies are adopted at the local campus with special attention to how they impact students' ability to persist and succeed. Policies are implemented at the earliest semester in which the personnel and resources are adequately available and in place to enact positive change for students and the institution. Recent policy reviews have related to students on probation, suspension, and those owing fines or repayment of funds.

The College's retention rate of 48.3% for academic year 09-10 meets the projected target for Year One, but is down slightly from the previous year because previous College policy tabulated failing grades as successful completers. This is no longer done, so that the retention rate, although slight decreased, is now a more accurate reflection of course success.

It is expected that the retention rate for AY 10-11 will be improved as efforts are begun to reclaim students who are suspended or on academic probation. Retention practices focus on students who stop attending class to determine the cause and develop possible solutions to help them overcome whatever challenge has arisen. In addition to "early warning" mechanisms, other avenues to improve retention include recent overhauls of the developmental math curriculum and intentional, intensive student support in selected gatekeeper courses.

Although the graduation rate for BPCC stands at 10%, the College recognizes that the graduation rate - with its current definition - reveals only a small part of the whole story of all students who attend and complete a program of study at BPCC. Many students attend sporadically as full-time or part-time students over a period of years while balancing the demands of family and multiple jobs. Their stories and the College's rate of success are not captured in a first-time, full-time, degree-seeking frame of reference.

Other aspects that should be considered include time-to-completion, but not only within the 150% or 200% time frame measured by IPEDS. Anecdotal observations indicate an increasing number of BPCC students are arriving on campus less prepared academically, socially, emotionally, and financially than students in previous years. These students demonstrate less proficiency study skills and personal skill sets necessary to achieve academic success. Data from the 2009 administration of the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) indicate that an increasing number of students have more than one extra job, and report they are challenged by juggling the demands of family, work, and school. With these challenges in mind, the College is committed to student accountability and rigorous academic work loads.

## **Performance Objective (1): Student Success**

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

*Measure i: Percent change in program completers See appended data.*

BPCC experienced increases in all levels of completions in AY 2009-10. These increases are the result of intentional effort by the administration, faculty, and staff to ensure that every student receives the highest quality education possible. The 188.6% increase in one year certificate completers (119 awards) from the baseline year to AY 2009-10 can be attributed to the fact that during that year the College began to award the Certificate of General Studies as an early exit point. The certificate was previously embedded in the Associate of General Studies. The 62.5% increase in post-associate awards reflects the completion of the last group of post-associate Respiratory Technician Certificates. That credential is no longer offered at the post-associate level. It has been folded back into the two-year Associate of Applied Science in Respiratory Therapy since the accrediting agency mandated that the students had to be registry-eligible before graduation from the College. Although Technical Competency Area completers are not officially recognized as a measure of success by the Louisiana Board of Regents, the inclusion of those awards explains the College's dramatic increase in the number of successful certificate completers. Sixty-five students completed a Technical Competency Area (TCA) in 2008-09, and 114 completed a TCA in 2009-10.

It is expected that the overall percentage of associate degree program completers and individual levels of completers will increase next year due to BPCC's new programs in Nursing, Oil and Gas Technology, and Occupational Therapy Assistant. A new 2+2 partnership linking Louisiana Tech's Bachelor of Science in Engineering with BPCC's new Associate of Science in Engineering will likely generate additional completers. The College also observes success in the second year of BPCC's five-year Title III grant, which is developing an academic bridge and support services for BPCC nursing students transferring to Northwestern State University's nursing program. The project also provides students unable to enter the baccalaureate program options in associate degree programs, certificates, and diplomas. In 2009 and 2010, BPCC developed a total of 12 articulation agreements with four-year universities to increase the likelihood that students will progress beyond completion at the two-year institution to the baccalaureate level.

## **Performance Objective (1): Student Success**

*Element c: Develop partnerships with high schools to prepare students for postsecondary education. Measure i: Number of high school students enrolled.*

*1.c.i. , 1.c.ii., 1.c.iii. See appended data.*

Dual Enrollment at Bossier Parish Community College (BPCC) included three academic initiatives from summer 2009 through spring 2010: Activating Inquisitive Minds Academically Gifted Program (AIM), Exploring College Electives (EXCEL) and Early Start. These three programs allow qualified high school students to enroll in college classes prior to obtaining a high school diploma. In academic year 2009-10, 1,018 area high school students were dually enrolled at BPCC in 4,362 student credit hours. Of those student credit hours attempted, 90% or 3,927 credit hours were completed.

The AIM initiative for Bossier Parish Schools is designed to assist students in the Gifted and Talented program. These students can seek college credit upon entering the ninth grade. These students attend classes on the BPCC campus and enroll in the classes of their choice. This initiative is designed primarily for enrichment, but the student is allowed to seek credit to apply to an associate degree or to transfer to a four-year institution.

EXCEL is an initiative designed for high school students who will be entering their junior or senior years. These students are encouraged to participate in classes on the BPCC campus that will help prepare them for an industry based credit or a subject required for a degree. These students must meet entrance requirements. This initiative is available for qualified high school students.

The Early Start program is for the fall and spring semesters only. Junior and senior students are encouraged on a school-by-school basis to participate in college courses offered on either the BPCC campus or on the high school campus. Classes offered on the high school campuses are taught by instructors credentialed by BPCC. BPCC has a solid relationship with two area technical high schools that offer several dual enrollment courses identified as work skills. These courses result or lead to an industry-based certificate. BPCC instructors work closely with the instructors on these campuses in the alignment of curriculum. In addition, in some cases such as pharmacy technician, special BPCC laboratories are used by the high school classes.

BPCC employs a Dual Enrollment Coordinator, whose primary job is to create new avenues of dual enrollment within each local parish. This person continually visits with local high school personnel in order to promote dual enrollment to teachers and students. In addition, BPCC utilizes the efforts of the local College and Career Transition Coordinator to promote partnerships within the region.

BPCC provides feedback at the end of each semester by transmitting an official copy of the transcript to the student's school. Courses taught on the high school campuses are monitored on a regular basis by the Office of Dual Enrollment. The college teacher at the high school verifies student rosters more than once and supplies the college campus with both mid-term and final grades.

## **Performance Objective (1): Student Success**

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

*Measure i: Passage rates on licensure/certification exams*

**1.d.i. Passage rates on licensure/certification exams.** *See data in Appendix #2 to Attachment B Licensure/Certifications*

**Education--Teaching (AST):** This program at BPCC is specifically designed to produce teacher candidates for university Colleges of Education. Passing scores must be earned on Praxis I and Section 0014 of Praxis II prior to graduation. Since the program began fall 2008, 18 of 18 BPCC students have passed both portions of the Praxis, for a passage rate of 100%.

**EMT:** BPCC's EMT Basic, EMT Paramedic, and Associate of Applied Science in EMT Paramedic programs prepare paramedics to meet state and national expectations within the profession. BPCC's EMT Paramedic program is accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP) Commission for Accreditation of Allied Health Education Programs (CAAHEP). By cohort analysis, 34 of 52 BPCC candidates passed the exam in 2009-2010 resulting in a passage rate of 65%. By semester analysis, 28 students received the EMT Basic certification and 16 students received the EMT Paramedic certification in AY 2009-10.

**Nursing:** The Associate of Science in Nursing began in fall 2010 with 30 students. The first graduating class will be fall 2011, and the first pass rates will be available spring 2012.

**Occupational Therapy Assistant:** The Occupational Therapy Assistant program at BPCC has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Once accreditation of the program has been attained, its graduates will be eligible to sit for the national certification examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT).

**Pharmacy Technician:** Pharmacy Technician candidates graduating from BPCC have 18 months from receiving the Louisiana Board of Pharmacy Candidate Certificate to complete clinical training hours in a Louisiana licensed pharmacy. Students receive 400 hours of required internship class hours while a student at BPCC. Students must earn a total of 600 hours before applying for the final "pharmacy technician" certification from the Louisiana Board of Pharmacy (LABP). Students are normally eligible up to 13 months (or longer) after graduation to earn the remaining 200 hours to take the Pharmacy Technician Certification Board Exam (PTCB). In 2009-2010, 18 of 18 BPCC students passed the exam, resulting in a 100% passage rate. Three 2009-2010 graduates remain eligible to complete training and take the PTCB Exam. These students can work in the industry until the Candidate Certificate expires. Each graduating student has a different, unique date on which his or her Candidate Certificate expires. The BPCC Pharmacy Technician program graduates AAS and Certificate level students in fall and spring each year.

**Phlebotomy:** The BPCC Phlebotomy program consists of a pre-clinical component and a clinical component. To be employed as a phlebotomist, BPCC students must take the certification exam offered through the American Society for Clinical Laboratory Science (ASCP). In AY 2009-2010, 17 of 17 students passed the exam, resulting in a 100% passage rate.

**Physical Therapist Assistant:** Physical Therapist Assistants (PTA) must complete a two-year associate degree and are recognized as licensed health care providers. A PTA cannot be employed in the state of Louisiana without a license, and they cannot apply for a license if they do not pass the National Physical Therapy Examination. In 2009-2010, 20 of 20 BPCC students passed the exam, resulting in a 100% passage rate.

**Respiratory Therapist:** The objective of the Respiratory Therapist (RT) program is to train competent individuals in respiratory care skills sufficient for the delivery of safe clinical therapy and adequate to meet qualification for the National Board of Respiratory Care (NBRC). The RT students rotate through three clinical facilities prior to graduation. Students are eligible to sit for the certification exam and advance registry exam after four semesters of clinicals. In 2009-2010, 23 of 27 BPCC students passed the exam, resulting in an 85.1% passage rate.

**1.d.ii. Number of students receiving certifications** *which may or may not be required for employment. See data in Appendix #2 to Attachment B Licensure/Certifications.*

**Care and Development of Young Children (CDYC):** This program at BPCC is approved to offer the Associate of Applied Science in Care and Development of Young Children (formerly titled Early Childhood or Early Childhood Education) with the emphasis in the development of infants, toddlers, and young children. The CDYC program meets the educational standards set by state and federal governments for early childhood programs and satisfies the highest level of requirements in the Louisiana Quality Rating System (QRS) for providers of child care.

Although attainment of the Child Development Associate Credential (CDA) is not required for graduation, the first three courses of this curriculum are aligned with the CDA certification so that recipients of the BPCC's AAS in CDYC will be prepared to take the exam independently.

**Computing Technology Industry Association (CompTIA):** These certifications are the industry-recognized certification for all Cyber Information Technology degree programs at BPCC. CompTIA is considered to be the indicator of qualified and competent professionals in the IT industry. For BPCC students, attaining certifications means increased job security, additional career opportunities, and increased credibility in the workplace. The industry and employer partners on the College's CIT Advisory Committee confirm that hiring certified workers means higher customer satisfaction, increased productivity, and lower employee turnover. Eighty-one BPCC students achieved CompTIA certification in the 2009-10 AY.

**Medicolegal Death Investigation:** This concentration in the Criminal Justice program prepares students for employment in the field of Medicolegal Death Investigation or within the investigation branch of a law enforcement agency. At this time, BPCC is one of three colleges in the United States offering the Medicolegal Death Investigation class and concentration. In order to qualify to take the American Board of Medicolegal Death Investigator (ABMDI) registry and certification tests, one must already be employed by an agency. Each state's ME/Coroner office maintains their own standards as to the number of hours an investigator or autopsy technician must work before becoming eligible to take the certification tests. Because BPCC is not yet a part of the clinical/standards requirements of ABMDI, and the exams are conducted separate and apart the training program, the College is not able to track passage rates for this licensure.

**Occupational Safety and Health Administration (OSHA) 30 hour:** This certification was earned by 36 BPCC students in 2009-10. This certification concentrates on safety and health training for general, construction, and maritime industries. Topics in OSHA 30 training courses include introduction to OSHA, fall protection, electrical hazards, falling object safety, and

caught-in-or-between safety. Other topics include personal protective and lifesaving equipment, general health hazards, and safety for stairways and ladders. Upon successful completion, students receive a five-year training certificate, which is reported to OSHA.

**SafeLand / SafeGulf:** This certification was designed to take the place of multiple operator orientations and to give each student in BPCC's Oil and Gas Technology program a general idea of life and safety issues in the oil and gas industry, upstream, downstream, onshore, or offshore. This program meets industry requirements and provides a basic understanding at an awareness level of certain general safety information that employees should know before entering a company facility and while performing their assigned work duties. Over 25 of the leading oil and gas operators accept this orientation as meeting their requirements. Upon successful completion of the course, each BPCC student is issued a picture ID with a unique barcode. The student information is then stored in an online database. Spring 2012 will be the first semester BPCC students will be required to take the examination.

**Medical Office Specialist:** The graduates from the Medical Office Specialist (MOS) program at BPCC are not required to take and pass a certification exam to work in the field of coding/billing or transcription. However, a survey is sent out to all BPCC MOS graduates approximately six months after graduation to determine whether they voluntarily took and passed a certification exam. To better prepare MOS graduates and encourage the students to take the certification exam, BPCC began administering a practice certification exam for the coding/billing students with the 2009 graduating class.

**Medical Assistant (MA):** Although Louisiana physicians can hire medical assistants who have not taken and/or not passed the American Association of Medical Assistants Certified Medical Assistant Exam (CMAE), the accrediting board for BPCC's MA program requires students to take and pass the exam. Beginning with the 2011-12 academic year, medical assistant students will be required to take the CMAE prior to graduation from BPCC and pass with at least a 70%.

**Surgical Technician:** In 2011, BPCC students will be able to take the Certification for Surgical Technicians (CST) for the first time. Effective August 2011, the certification has been established as a program requirement by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA), requiring a passing threshold of 70%. Currently, Louisiana does not require a surgical tech to be certified. However, there are several states (Texas, for instance) that have legislative action that requires certification to be employed as a surgical tech; therefore, the certification is expected to be a requirement in all states. Most of the hospitals locally do not require certification. Some have made it a requirement within the first year of employment, and some employers offer a per hour wage increase for employees who gain the certification.

**The Culinary Arts:** This program at BPCC includes the SERVSAFE certificate from the National Restaurant Association in its credit certificate program, but the certificate is also offered in a non-credit format for individuals in the food service community. In AY 2009-10 32 students received the certificate through the academic credit course program, and 37 individuals received the certificate through Workforce Development and Continuing Education.

**1.d.iii. Number of students assessed and earning WorkKeys certifications in each of award levels. Report highest level earned.** *See appendix #2 to Attachment B of Industry-Based Certifications.*

The Workforce Development Division of BPCC reports that there is no demonstrated employer demand for the WorkKeys certification in northwest Louisiana. Because there is no demand, no WorkKeys exams were requested and no certifications were awarded at BPCC in 2009-10.

**1.d.iv. Other assessments and outcome measure to be determined.**

*See appendix #2 to Attachment B of Industry-Based Certifications.*

## 2. ARTICULATION AND TRANSFER

### **Performance Objective (2): Articulation and Transfer**

*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.

Bossier Parish Community College is an open admissions college, offering flexible programs that respond to the expressed needs of the workforce employers in the region. The implementation of programs in Cyber Information Technology, Nursing, Oil and Gas Production Technology, Construction Technology/Management, and Occupational Therapy Assistant have attracted new students to the College, increasing enrollment from 5,430 in fall 2009 to 6,619 in spring 2011.

Selective admission standards at Louisiana's four-year institutions have funneled more underprepared students to the community colleges. This increase in underprepared students has made it more challenging to retain and graduate students. While BPCC enrollment has increased by 19%, the FTE of instructional faculty has increased only by 2%. The average number of students per class has grown from 32 to 35. In previous years, no class had 50 students, but in fall 2010, BPCC had numerous classes with 40-50 students.

An increase in underprepared students has resulted in a decrease in retention. Bossier Parish Community College has undertaken several efforts to increase retention and graduation rates. As part of the SACS reaffirmation process in 2008, BPCC established three new delivery modes for preparatory mathematics and initiated a new policy requiring that all students without certain ACT scores take COMPASS placement tests to determine their correct placement in mathematics. The students are then required to take the appropriate math and to continue in math classes until they have completed all math in their degree programs.

BPCC offers Education 099, College Success Skills, which is required of all students who place into two or more preparatory courses. This course has been revamped over the last three years as a part of the BPCC 1<sup>st</sup> – Lumina project. The course is designed to help incoming students become familiar with all college resources that are available to help them succeed.

During 2010-2011, BPCC is undergoing two Foundations of Excellence self-studies. One looks at the First-Year Experience of students and seeks to identify policies and procedures that help or hinder success. The second examines policies and procedures related to the Transfer Student. Upon completion of these self-studies, the College will select actions plans that can be implemented to increase student success.\

- **Policy/Policies adopted by the management board**

Policy 1.025 on Articulation was originally adopted by the Louisiana Community and Technical College System on December 12, 2001 and was revised on May 11, 2011. The original agreement encouraged LCTCS institutions “to establish transfer agreements with other institutions that provide maximum consideration for the individual student...” The policy also stated that “LCTCS institutions shall honor the matrix of transferable coursework as outlined with the Board of Regents Higher Education Transfer Matrix....” The revision in 2011 added that the “LCTCS Board of Supervisors strongly encourages institutions to create a transfer

environment among LCTCS institutions that is student-friendly and supports the workforce needs of the state.”

BPCC follows all policies of the LCTCS applicable to enhance student retention and improve graduation. Examples of such policies include the following:

- ✓ 1.002 – *Delegation of Authority to Chancellors to Sign and Distribute Degrees, Diplomas and Certificates*. Effective Date: May 10, 2000
- ✓ 1.006 – *Academic Amnesty* Effective Date: October 10, 2002
- ✓ 1.010 – *Program Assessment* Effective Date: March 14, 2001
- ✓ 1.014 – *Assessment* Effective Date: November 14, 2001
- ✓ 1.016 – *LCTCS Cross-Enrollment Policy* Effective Date: November 14, 2001
- ✓ 1.020 – *Academic Status* Effective Date: Fall 2003
- ✓ 1.023 – *LCTCS Policy on Non-Traditional Credit* Effective Date: December 12, 2001
- ✓ 1.025 – *Articulation* Effective Date: December 12, 2001
- ✓ 1.028 – *Academic Renewal* Effective Date: February 14, 2002
- ✓ 1.029 – *Disclosure of Degree Program Transferability* Effective Date: August 14, 2002
- ✓ 1.036 – *Cross Enrollment Agreement between System Institutions* Effective Date: July 9, 2003
- ✓ 5.025 – *Tuition Discounts and Waivers* Effective Date: August 10, 2005

- **Subsequent policy/policies adopted by the institution**

During 2010-2011, Bossier Parish Community College has examined its policies and procedures regarding both the First-Year Experience and the Transfer Experience utilizing the protocol provided by the Foundations of Excellence. The Steering Committee for the Foundations of Excellence study will meet during the summer of 2011 to determine what changes to current policies and procedures need to be implemented to improve the First-Year Experience and the Transfer Experience.

The Louisiana Board of Regents policy 2.18: *Minimum Requirements for Placement into Entry-Level, College Mathematics and English* has been adopted by Bossier Parish Community College. Further refinements and validation of the ACT cutoff scores, combined with COMPASS placement scores, and validated by the institution, helps ensure students’ placement into the proper mathematics and English levels. This placement maximizes student retention.

Previously, Bossier Parish Community College adopted the following policies which promote student retention and help increase graduation rates.

Policy Name	
Class Attendance	Mandates that attendance expectations be included in the Student Information Sheet; explains excused and unexcused absences; and outlines the appeal process.
General Admission Requirements	Deleted requirement to take ACT before admission. Required students without ACT/SAT scores to take placement tests to determine appropriate placement in

	English, Math, and Reading courses.
ED 099 College Success Skills	Requires course be taken by all first-time freshmen who place in more than one developmental course.

Bossier Parish Community College utilizes the following methods to transcript academic credit resulting from prior learning experiences. The BPCC policy fosters the earlier completion of degrees and certificates at BPCC.

Policy Name	
Awarding Credit By Non-Traditional Means	Outlines policies and procedures for receiving academic credit by taking BPCC challenge exams, CLEP, AP, DAN TES, and licensure and certification exams. These are found in the BPCC catalog.
Academic Credit for Paramedic Courses	Allows for the transfer of 36 hours of academic credit from the Northwest Louisiana Technical College to the BPCC AAS in Paramedic
Awarding Credit Based on ACT Scores	Establishes ACT scores for which English and Math credit will be awarded.
Portfolio	Students may be awarded credit based on prior learning resulting from work experience documented via portfolio evaluation.

- **Timeline for implementing the policy/policies**

Policy Name	Implementation Date
Credit by Examination	1980, revised March 2001
Class Attendance	April 2001
Academic Credit for Paramedic Courses	July 2001
ED 099 College Success Skills	Revised January 2010
General Admission Requirements	Fall 2005
Awarding Credit Based on ACT Scores	October 2008
New Policies and Procedures resulting from Foundations of Excellence Studies	September 2011 – July 2012

- **Performance of entering transfer students admitted by exception (4-year universities)**

BPCC’s open admissions policy admits students to Bossier Parish Community College if they have obtained a high school diploma from a school accredited by a regionally accredited agency; have obtained a General Education Development diploma (GED); or, pass the BPCC Ability to Benefit test and are above the age of compulsory school attendance.

**Performance Objective (2): Articulation and Transfer**

*Element b: Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.*

- **Examples of new or strengthened feedback reports to the college(s)**

BPCC communicates with area four-year institutions to which its students transfer. Anecdotal information is exchanged between BPCC faculty and deans and their counterparts from Louisiana State University in Shreveport, Northwestern State University, University of Louisiana at Monroe, Grambling State University, and Louisiana Tech University. While informal, these conversations are invaluable to help foster institutional communication, which provides important feedback to BPCC regarding possible improvements in BPCC's courses and degree programs. Moreover, the numerous bilateral articulation agreements between BPCC and its four-year partners reflect ongoing collaboration beneficial to increasing the performance level of BPCC's transfer students at four-year institutions.

Section 2.c. of this narrative details articulation and transfer agreements BPCC has developed with four-year institutions in Louisiana. In the fall of 2005, BPCC established BPCC @ NSU, a program in which students not meeting admissions requirements into NSU are referred to BPCC. Since the inception of the program, approximately 1,500 students have progressed through the program, with approximately 450 completing the required hours and approximately 50 having graduated with bachelor's degrees from NSU.

In the spring of 2011, BPCC established BPCC @ GSU, a referral process similar to BPCC @ NSU, which offers freshmen-level courses on the Grambling State University campus. One-hundred twenty-six students began BPCC courses in the spring of 2011 with 71 completing the necessary hours to transfer to GSU in the fall 2011.

- **Processes in place to identify and remedy student transfer issues**

The College realizes that students planning to transfer to another institution represent unique needs. Therefore, College Transfer Days are hosted in November and March to link transfer-bound students with four-year schools in the region, provide financial aid and academic advising services, and facilitate a smooth transition to the receiving institution. Information provided by the receiving institutions includes academic expectations, entry requirements for specific academic majors, student activities, and residential and employment opportunities. This past year 16 colleges and universities sent faculty and staff to work with BPCC students to facilitate transfer to their institutions including Centenary College, Dillard University, Grambling State University, Grambling State University – School of Social Work, Louisiana State University, Louisiana State University-Shreveport, Louisiana Tech University, Northwestern-School of Nursing, Northwestern State University, Southern Arkansas University, Southern University at New Orleans, University of Central Arkansas, University of Louisiana – Monroe, University of Maryland University College, University of New Orleans, and the University of Texas at Tyler. Representatives from LSUS, University of Maryland University College, and UT-Tyler visit the campus on a regular basis to visit with students regarding transfer options. The campus also hosted ULM and NSU for a Transfer Fun Day for the sole purpose of working with students interested in transferring to those institutions. Because the advising needs of transfer students are complex, several faculty members have been specifically dedicated and trained to advise those students in any program of study offered by BPCC.

During 2010-2011, BPCC is undergoing a Foundations of Excellence self-study with the John Gardner Institute, examining policies and procedures related specifically to the Transfer Student experience. Nine work study groups of more than 80 faculty and staff members have collaborated since September 2010 to examine issues and policies that impact transfer students. Those conversations have been compiled into an itemized Action Plan to articulate and implement an institution-wide policy that responds to the transfer student experience and highlights transfer information on the College website. Upon completion of the self-study, the finalized Action Plan will be implemented to make the transfer process more seamless, and will become a part of the continuous improvement cycle at the College.

In AY 2009-10, 5,053 students were enrolled in one a several transfer degree programs at BPCC. The number of students completing a degree in one of those programs in AY 2009-10 totaled 396. Details on enrollment disaggregated by degree plan are as follows:

*All programs from which students transferred out AY 2009-10:*

	<b># Enrolled</b>	<b># Completing in 09-10</b>
Business Administration	766	71
Computer Information Systems	266	23
Criminal Justice	401	40
General Science	933	42
General Studies	1909	142
Industrial Control Systems	60	14
Information Network Security Specialist	37	3
Information Network Specialist	32	2
Information Programmer Analyst	12	0
Information Systems Admin Specialist	13	0
Music	41	4
Teaching	140	5
Telecommunications	369	39
Theatre	48	5
Web Analyst Programmer	4	0
Web Development and Design	22	6
	<b>5,053</b>	<b>396</b>

As four-year institutions in northwest Louisiana eliminate developmental education and two-year institutions assume a larger role in that effort, it is expected that the number of developmental education students at the College will increase. BPCC had 2,204 students enrolled in spring 2009 in English, Math, Reading or other development courses, but the College anticipates more students and more conversations with and referrals from four-year institutions regarding students who transfer to BPCC for developmental coursework.

Over the past year, BPCC has worked with Louisiana State University at Shreveport (LSUS), Louisiana Tech, Northwestern State University (NSU), and University of Louisiana at Monroe (ULM) to establish transfer policies and articulation agreements that help students. BPCC and NSU have a joint Title III grant for Allied Health and are working together to build a BPCC/NSU Degree Program Ladder that not only helps students move from an associate degree to a baccalaureate degree but also gives students who are unsuccessful getting into a baccalaureate program associate, technical diploma, and certificate options. Louisiana Tech and BPCC established engineering collaborative, which will start in fall 2011. The Program Director for BPCC's AST program works closely with LSUS and Louisiana Tech to assure that students can move seamlessly from the BPCC AST program into a four-year education program. BPCC

has numerous articulation agreements in place to make sure that students have the best possible transfer experience.

Several 2+2 and articulation agreements have been formalized between Bossier Parish Community College and LSU-S, NSU, Grambling, LaTech, and ULM to ensure that students' credit transfer seamlessly, eliminating unnecessary duplication of coursework at the receiving university. Examples of collaboration in implementing all aspects of formal transfer degree programs include:

Area of Articulation	Updated
BPCC AA in General Studies to LSUS Bac. in General Studies	2006
BPCC AST {Grades 1-5} to all four-year Colleges of Education	2007
BPCC AAS in Criminal Justice to NSU-Bac. of Criminal Justice <b>2+2</b>	2008
BPCC AAS EMT: Paramedic to NSU-Bac. Unified Public Safety Administration concentration <b>2+2</b>	2008
BPCC AAS in Film Studies to LSUS Bac. in Film Studies	2008
BPCC AAS in Telecommunications to LSUS Bac. in Telecommunications	2008
BPCC AGS to LSUS Bachelor in Business Administration. BPCC AAS in Business Administration to LSUS Bac. in Business Administration <b>2+2</b>	2008
BPCC AAS in Telecommunications to Grambling Bac. in Film Studies <b>2+2</b>	2008
BPCC AAS in Business Administration to NSU Bac. in Business Administration <b>2+2</b>	2009
BPCC AAS in Telecommunications to NSU Bac. in Journalism <b>2+2</b>	2009
BPCC AA in Music to NSU Bac. in Music	2009
BPCC AA in Theatre to NSU Bac. in Theatre	2009
BPCC AGS (Art Concentration) to NSU Bac. in Fine Arts	2009
BPCC AAS in Healthcare Management to ULM Bachelor of Science in Health Studies (Healthcare Management/Marketing Option) <b>2+2</b>	2010
BPCC AAS in Business Administration to University of Phoenix BS in Business: Admin.Concentration; BPCC AAS in Criminal Justice-Legal Systems Concentration to U of Phoenix BS in Criminal Justice Admin.	2010
BPCC AAS Medical Asst. to University of Phoenix BS in Management; BPCC AAS in CIS with a Concentration in Computer Programming to University of Phoenix BS in Information Technology Software Engineering;	2010
BPCC AAS in Criminal Justice-Legal Systems Concentration to University of Phoenix BS in Criminal Justice Administration - Management Concentration	2010
AALT and ASLT to all four-year colleges	2010
BPCC AAS degrees in BADM, CIS, & CIT to University of Maryland University College	2010
BPCC AALT Social Sciences Track to NSU Bachelor's of Social Work <b>2+2</b>	2010
BPCC AAS Industrial Technology to NSU Bachelor's of Science in EET or IET <b>2+2</b>	2011
BPCC AAS Engineering to Louisiana Tech's B.S. Engineering	2011

- **Examples of utilization of feedback reports (2-year colleges and technical colleges)**

BPCC regularly meets with the deans and faculty at LSU-S to exchange information on optimal alignment of courses that students take before transferring to the four-year school. The groups alternate meeting at one or the other campuses each year. Recently, the Dean of Cyber Information Technology utilized feedback from meetings with LSU-S Department Chair of Computer Science that resulted in the addition of two upper level programming classes that did not previously exist to a Cyber degree. LSU-S identified a gap between curricular content at the

two schools and provided industry knowledge that enabled BPCC to enhance its course curriculum leading to that degree. Now the BPCC Dean and the LSU-S Department Chair sit on one another's advisory boards, have spoken to each other's departmental students, and conduct shared meetings in which LSU-S Computer Science students present their senior seminar projects.

BPCC utilized feedback from Northwestern State University in spring 2011 to modify student experiences in the Oil and Gas program that would better prepare them to transfer into the Industrial Engineering program at NSU. Deans and faculty from both schools convened in spring 2011 to meet their counterparts and address a gap in student preparedness. Employers had expressed to BPCC that for some positions, they would prefer to hire a student with a four-year degree as opposed to a two-year degree. BPCC and NSU aligned curricula and built additional course material into the curricula to satisfy the employer workforce demand, encourage students to transfer to NSU for the four-year program, and better equip students in the two-year program.

Southern Arkansas University, NSU, and Louisiana Tech provide regular feedback to BPCC on the performance of General Science and Nursing students at their schools. NSU shares statistical reports that indicate students who receive core science course preparation at BPCC (anatomy, physiology, chemistry, etc) perform as well as or better than students who receive those courses from NSU, and perform at higher proficiency levels than students who receive their core science course preparation from other two year schools in the region. BPCC utilizes that feedback when it introduces new courses or considers curricular changes to existing courses. It utilizes that feedback to maintain and strengthen the practice of intentionally offering nursing, science, and allied health students multiple sections of those core courses at times convenient to traditional and nontraditional students. Using the feedback from SAU, NSU, and LaTech, BPCC ensures that students can take those courses in timely sequences so they are prepared to transfer and succeed at the four-year school.

These types of information exchange are valuable feedback as to the success of BPCC students at four-year campuses. Currently the feedback is captured in minutes of the campuses' meetings and in BPCC's departmental planning documents. However, in the future, BPCC is committed to capturing this feedback in formal, written reports which will include numbers of transfer students, grade point averages, hours attempted and earned, and numbers of students in good standing. These data will provide an important feedback report to enable BPCC to draw conclusions on the progress and quality of its associate degree recipients at the institutions to which they transfer.

## **Performance Objective (2): Articulation and Transfer**

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

- **Examples of the agreements with Louisiana institutions**

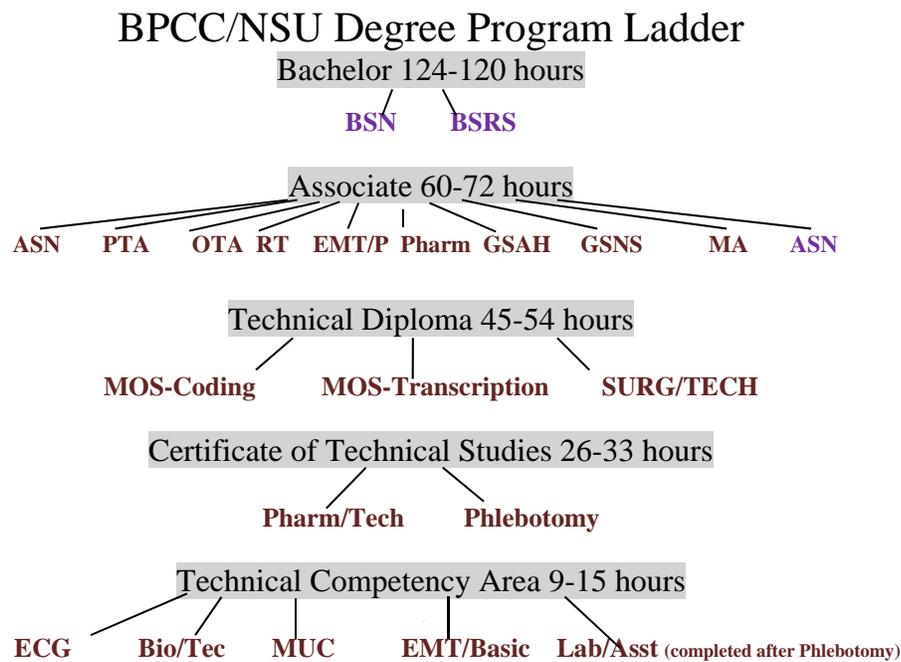
In the fall of 2005, BPCC established BPCC @ NSU, a program in which students not meeting admissions requirements into NSU are referred to BPCC. The BPCC @ NSU is housed on the NSU campus. Students are enrolled in necessary developmental courses and are required to complete twelve semester hours applicable to a bachelor's degree at NSU. The BPCC students

then transfer to NSU to pursue bachelor's degrees. Since the inception of the program, approximately 1,500 students have progressed through the program, with approximately 450 completing the required hours and approximately 50 having graduated with bachelor's degrees from NSU.

In the spring of 2011, BPCC established BPCC @ GSU, a referral process similar to BPCC @ NSU). One-hundred twenty-six students began BPCC courses in the spring of 2011 with 71 completing the necessary hours to transfer to GSU in the fall 2011.

A third referral agreement, BPCC @ LSU-S is scheduled to begin fall 2011 and will extend to that campus the same successful transfer model employed at NSU and Grambling.

BPCC and Northwestern State University, their nursing faculty, and student success coordinators have built a BPCC/NSU Degree Program Ladder through their Title III Cooperative Grant Initiative for Allied Health. This initiative is aimed at that helping students move from an associate degree to a bachelor's degree or providing reverse articulation academic options at BPCC for an associate degree, technical diploma, or certificate. The Degree Program Ladder is below:



Provided below are three referral agreements with Louisiana State University – Shreveport, Grambling State University, and Northwestern State University:

MEMORANDUM OF AGREEMENT  
Fall 2011 – Spring 2012 – Summer 2012

Bossier Parish Community College (BPCC) and Northwestern State University (University) do hereby and hereto agree to the following terms and conditions.

BPCC does hereby and hereto agree to:

1. Admit students to BPCC at the Natchitoches and Our Lady of the Lake locations.
2. Employ and provide qualified faculty members to teach a designated number of sections of developmental mathematics, developmental English courses, and a mutually agreed upon set of core or other courses at the Natchitoches location. The remainder of the core or other courses required for completion of associate certificate will be taught via internet and/or at the Bossier City location.
3. Provide the University with an opportunity to review material, publications or media releases related to the subject of this agreement prior to any release of information.
4. Assess BPCC tuition and fees in accordance with published fee schedules.
5. Assess and collect select University fees so that the University may provide quality services for students at the University and to remit said fees to the University in a timely fashion. A schedule of University service fees is to be developed and reviewed for each semester.
6. Require BPCC students to resolve all NSU account balances prior to registration for the next semester at BPCC/LSUS.
7. Remit facility usage fees to the University in accordance with a mutually agreed upon rate.
8. Develop processes that are in the best interest of the student, BPCC and the University.
9. When necessary for BPCC to employ an adjunct instructor covered by NSU for this program the rate of salary shall not exceed \$2,000 per course (excluding benefits).

The University does hereby and hereto agree to:

1. Work closely with BPCC to schedule the courses and register students for the specific sections at the University campus.
2. Provide classroom space as well as office space for counseling with students for the conduct of the specified courses. The University will not provide housing options (either University-owned or privatized) for BPCC/NSU students.
3. Provide access to open computer labs to the students enrolled in the sections to allow for the use of supplemental learning resources via the Internet.
4. Provide BPCC with an opportunity to review any materials, publications, or media releases related to the subject of this agreement prior to the release of any information.
5. Provide BPCC with a monthly report identifying BPCC students having an outstanding account balance with NSU.
6. Develop processes that are in the best interest of the student, BPCC and the University.

The above terms are subject to modification upon agreement of both parties.


  
 Jim Henderson, Chancellor, Bossier Parish Community College  
 Vincent J. Masala, President, Northwestern State University

MEMORANDUM OF AGREEMENT  
Fall 2011 – Spring 2013 – Summer 2013

Bossier Parish Community College (BPCC) and LSU, Shreveport (University) do hereby and hereto agree to the following terms and conditions.

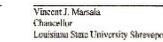
BPCC does hereby and hereto agree to:

1. Admit students to BPCC at the LSUS campus.
2. Employ and provide qualified faculty members to teach a designated number of sections of developmental mathematics, developmental English courses, and a mutually agreed upon set of core or other courses at the LSUS campus. Additional courses may be taught by BPCC for completion of associate degree according to an appropriate timeline developed by the University and BPCC.
3. Provide the University with an opportunity to review material, publications or media releases related to the subject of this agreement prior to any release of information.
4. Assess BPCC tuition and University fees in accordance with published tuition and fee schedules.
5. Assess and collect select University fees so that the University may provide quality services for students at the University and to remit said fees to the University in a timely fashion. A schedule of University service fees is to be developed and reviewed for each semester.
6. Require BPCC students to resolve all LSUS account balances prior to registration for the next semester at BPCC/LSUS.
7. Remit facility usage fees to the University in accordance with a mutually agreed upon rate.
8. Develop processes that are in the best interest of the student, BPCC, and the University.
9. When necessary for BPCC to employ an adjunct instructor covered by LSUS for this program the rate of salary shall not exceed \$2,000.00 per three-hour course (excluding benefits).

The University does hereby and hereto agree to:

1. Work closely with BPCC to schedule the courses and register students for the specific sections at the University campus.
2. Provide classroom space as well as office space for counseling with students for the conduct of the specified courses.
3. Provide access to open computer labs to the students enrolled in the sections to allow for the use of supplemental learning resources via the Internet.
4. Provide BPCC with an opportunity to review any materials, publications, or media releases related to the subject of this agreement prior to the release of any information.
5. Provide BPCC with a monthly report identifying BPCC students having an outstanding account balance with LSUS.
6. Develop processes that are in the best interest of the student, BPCC and the University.

The above terms are subject to modification upon agreement of both parties.


  
 Jim Henderson, Chancellor, Bossier Parish Community College  
 Vincent J. Masala, Chancellor, Louisiana State University Shreveport


  
 MEMORANDUM OF AGREEMENT  
 Fall 2010 – Spring 2011 – Summer 2011

Bossier Parish Community College (BPCC) and Grambling State University (University) do hereby and hereto agree to the following terms and conditions.

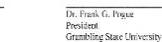
BPCC does hereby and hereto agree to:

1. Admit students to BPCC at Grambling State University.
2. Employ and provide qualified faculty members to teach a designated number of sections of developmental mathematics, developmental English courses, and a mutually agreed upon set of core or other courses at Grambling State University. The remainder of the core or other courses required for completion of associate certificate will be taught via internet and/or at the Bossier City location.
3. Provide the University with an opportunity to review material, publications or media releases related to the subject of this agreement prior to any release of information.
4. Assess BPCC tuition and fees in accordance with published fee schedules.
5. Assess and collect select University fees so that the University may provide quality services for students at the University and to remit said fees to the University in a timely fashion. A schedule of University service fees is to be developed and reviewed for each semester.
6. Require BPCC students to resolve all GSU account balances prior to registration for the next semester at BPCC/GSU.
7. Remit facility usage fees to the University in accordance with a mutually agreed upon rate.
8. Develop processes that are in the best interest of the student, BPCC and the University.
9. When necessary for BPCC to employ an adjunct instructor covered by GSU for this program the rate of salary shall not exceed \$2,000.00 per course (excluding benefits).

The University does hereby and hereto agree to:

1. Work closely with BPCC to schedule the courses and register students for the specific sections at the University campus.
2. Provide classroom space as well as office space for counseling with students for the conduct of the specified courses. The University will provide housing options (either University-owned or privatized) for BPCC/GSU students.
3. Provide access to open computer labs to the students enrolled in the sections to allow for the use of supplemental learning resources via the Internet.
4. Provide BPCC with an opportunity to review any materials, publications, or media releases related to the subject of this agreement prior to the release of any information.
5. Provide BPCC with a monthly report identifying BPCC students having an outstanding account balance with GSU.
6. Develop processes that are in the best interest of the student, BPCC and the University.

The above terms are subject to modification upon agreement of both parties.


  
 Jim Henderson, Chancellor, Bossier Parish Community College  
 Dr. Frank G. Pique, President, Grambling State University

- **Processes in place to identify and refer these students**

BPCC faculty and academic deans meet with their counterparts from Louisiana Tech, NSU, Grambling, ULM, and LSU-S to develop bilateral transfer agreements and for collaboration on updates regarding transfer curricular matters including updating transfer course equivalencies. Because of BPCC’s proximity to area senior institutions, students not meeting selective admissions requirements at those schools are made aware of educational opportunities at BPCC . This awareness enables BPCC’s four-year partners to collaborate and to foster seamless transfer between junior and senior institutions. Academic advisors at BPCC work with students to select equivalent transfer courses satisfying bachelor’s degree requirements at BPCC’s proximate institutions in accordance with students’ preferred program and institution. Faculty at BPCC are provided with in-service and professional development regarding academic advising of all students including transfer students. BPCC faculty are also provided with timely updates of course and program transfer agreements relating the receiving institutions.

Within the existing student information system there is no way for BPCC to determine at the individual student level when a particular student has transferred and/or enrolled at another institution. Board of Regents data does provide some transfer and retention data, but only to in-state institutions. The College has queried the National Student Clearinghouse Database for information on out-of-state institutions with limited results.

A successful initiative that has provided opportunity to refer students is the joint Title III grant for Allied Health at BPCC and Northwestern State University. The two campuses, their nursing faculty, and student success coordinators are working together to build a BPCC/NSU Reverse Articulation Agreement Degree Program Ladder that not only helps students move from an associate degree to a baccalaureate degree but also gives students who are unsuccessful getting into a baccalaureate program associate, technical diploma, and certificate options.

Although this measure is not required for two-year institutions, BPCC has implemented a plan to collect this data effective fall 2011 for BPCC @ NSU, BPCC @ GSU, and BPCC @ LSU-S.I

*Measure i: Number of students referred:*

	Fall 2010	Spring 2011
BPCC @ NSU	340	295
BPCC @ Grambling	n/a	150

*Measure ii: Number of students enrolled:*

	Fall 2010	Spring 2011
BPCC @ NSU	306	260
BPCC @ Grambling	n/a	126

**Performance Objective (2): Articulation and Transfer**

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

***Measure i: # of students enrolled in a transfer degree program***

	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
ASLT	0	0	0	0	2
AALT	0	0	0	0	4
AST	91	92	45	141	144

***Measure ii: # of students completing a transfer degree***

	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
ASLT	0	0	0	0	0
AALT	0	0	0	0	0
AST	1	1	3	4	5

- **Examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT) and Associate of Science in Teaching (AST) programs**

A representative from Bossier Parish Community College served on the Statewide Articulation Transfer Council which drafted the AALT and the ASLT degrees. BPCC personnel worked with members from all the higher education systems in the state to compile a list of courses that would be accepted for general education credit in the AALT and ASLT degree programs.

At the Statewide Articulation Transfer Council Meetings, the following items were discussed:

- Creation of the information for the Statewide website for the Louisiana Transfer Degree Guarantee
- Statewide list of general education courses
- Degree requirements for the AALT and ASLT
- Curriculum planning for students
- Tips for advising students for the AALT and ASLT
- Creation of the Advisor's Guide for Louisiana Transfer Associate Degrees
- Statewide Transfer Curriculum Teams
- Discussion of data collection, transfer definitions, and transfer research
- Discussion of common course numbering

BPCC personnel participated in the following meetings:

Louisiana Transfer Advising Meeting	Baton Rouge, Louisiana	June 10, 2010
Statewide Articulation Transfer Council Meeting	Baton Rouge, Louisiana	September 16, 2010
Statewide Articulation Transfer Council Meeting	Baton Rouge, Louisiana	November 18, 2010
Louisiana Transfer Degree Statewide Mass Communication Meeting	Video Conference Baton Rouge, LA	December 10, 2010
Louisiana Transfer Degree Statewide Mass Communication Meeting	Video Conference Baton Rouge, LA	December 13, 2010
Louisiana Transfer Degree Statewide Mass Communication Meeting	Video Conference Baton Rouge, LA	January 25, 2011
Statewide Articulation Transfer Council Meeting	Baton Rouge, Louisiana	March 14, 2011
Louisiana Transfer Degree Statewide Mass Communication Meeting	Alexandria, Louisiana	March 16, 2011
Statewide Articulation Transfer Council Meeting	Baton Rouge, Louisiana	April 14, 2011

Seven representatives from Bossier Parish Community College attended a Louisiana Transfer Meeting in Baton Rouge. Two-year faculty and staff worked with four-year faculty and staff to design programs of study that would allow students to seamlessly transfer from a two-year college to a four-year university.

Bossier Parish Community College has designed AALT degree programs with concentrations in Social Studies, Fine Arts, and Humanities. ASLT degree programs with concentrations in Biological Sciences and Physical Sciences have been developed. Information on the AALT and ASLT degrees is readily available on the College website with links to the

- ✓ Louisiana Transfer Degree Guarantee Advisor's Guide
- ✓ Bossier Parish Community College General Education Courses
- ✓ Louisiana Transfer Degree - A Clear Path to Success
- ✓ Incoming Transfer Equivalencies
- ✓ La. Board of Regents Master Course Articulation Matrix AY 2010 - 2011

- **Processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees**

A primary issue that arose from the Statewide Articulation Council was the alignment of general education courses. In response, Bossier Parish Community College implemented a process to revise its list of courses that are accepted to meet General Education requirements based on the list created by the Statewide Articulation Council.

BPCC personnel continue to represent BPCC and the LCTCS on the Statewide Articulation Council. They update BPCC on articulation and transfer issues and work with appropriate campus personnel to resolve any issues.

The Program Director of the AST program at BPCC is a member of the Louisiana Teacher Education Oversight Committee whose purpose is to promote discourse between the two year colleges offering the AST and the four year colleges into which the students can transfer. This committee meets on a regular basis to assure that any articulation and transfer issues are resolved. Articulation/transfer issues are also discussed during the annual meeting of the AST advisory board. The Program Director has also taken graduates to LSUS or Tech campus to introduce them to advisors and sit in on transcript analyses.

The Advisory Board for the BPCC AST program has representatives serving on the Board from both Louisiana Tech and Louisiana State University at Shreveport. The AST program director has met with representatives from Northwestern to assure that students will not experience any problems transferring from BPCC to NSU. Dr. Vickie Gentry from NSU has visited AST classes at BPCC to talk about innovative transfer options for students wishing to pursue a four-year degree. Louisiana and LSUS have requested to opportunities to visit with students in the AST program to inform them of their options to transfer. BPCC representatives consulted with administrators from LSUS, Tech, and NSU Colleges of Education during the writing of the proposal. There were also follow-up visits upon BPCC’s approval to offer the A.S.T. Currently, there are A.S.T. “points of contact” for each institution, and administrators from each institution have requested the opportunity to visit with A.S.T. students to discuss the students’ transfer options upon graduation.

**1. General Education Courses:**

Elective courses should be chosen from the list of general education courses.

	<b>English Composition</b>		<b>Social Sciences</b>
ENGL 101	Composition and Rhetoric I		<i>At least 3 hours at sophomore level</i>
ENGL 102	Composition and Rhetoric II	ANTH 201	Physical Anthropology
	<b>Fine Arts – 3 hours</b>	ANTH 202	Cultural Anthropology
ART 201	Art History I	BADM 201	Economic Principles I
ART 202	Art History II	BADM 202	Economic Principles II
ART 206	Introduction to Fine Arts	CJUS 101	Introduction to Criminal Justice
MUSC 120	Music Appreciation	GPHY 101	Physical Geography
TLCM 240	American Cinema	GPHY 102	Cultural Geography
THTR 101	Humanities of Theatre	POSC 201	National Government in the United States
THTR 131	Elements of Theatre	POSC 202	State and Local Government
	<b>Mathematics/Analytical Reasoning</b>	PSYC 201	Introduction to Psychology
MATH 102	College Algebra	PSYC 202	Practical Psychology for Health
MATH 111	Precalculus	PSYC 205	Child Psychology
MATH 112	Trigonometry	PSYC 206	Adolescent Psychology
MATH 114	Finite Math	PSYC 210	Educational Psychology
MATH 124	Mathematical Concepts	PSYC 215	Psychology of Religion
MATH 131	Elementary Applied Calculus	PSYC 220	Developmental Psychology
MATH 210	Basic Statistics	PSYC 225	Loss and Death
MATH 250	Calculus I	SLGY 201	Introduction to Sociology
MATH 251	Calculus II	SLGY 202	Social Problems

MATH 252

Calculus III

SLGY 203

Marriage and Family Living

SLGY 207

Race, Class and Ethnicity

**Humanities**

**Literature**

ENGL 201

Major British Writers

ENGL 202

Major American Writers

ENGL 255

Introduction to Fiction

ENGL 256

Introduction to Poetry and Drama

**History Sequences**

HIST 101 and 102

Western Civilization I and II

HIST 103 and 104

World Civilization I and II

HIST 201 and 202

American History I and II

**Foreign Language Sequences**

FREN 101 and 102

Elementary French I and II

SPAN 101 and 102

Elementary Spanish I and II

**Humanities\*\*\***

HMAN 201\*\*\*

Humanities I\*\*\*

HMAN 202\*\*\*

Humanities II\*\*\*

HMAN 203\*\*\*

Film and Culture\*\*\*

*\*\*\*may only be used for AAS degrees*

**Natural Sciences**

**Biological Sequences**

BLGY 101 and 102

General Biology I and II

BLGY 105\* 106\*

Elements of Biology I and II

BLGY 224 and 225

Human Anatomy and Human Physiology

**Physical Sequences**

CHEM 101 and 102

General Chemistry I and II

CHEM 107 and 108

Introductory Chemistry and Introductory Organic

PHSC 105\* and 106\*

Elemental Physics and Elemental Chemistry

PHYS 201 and 202

General Physics I and II

**Biological**

BLGY 101

General Biology I

BLGY 105\*

Elements of Biology I

BLGY 106\*

Elements of Biology II

BLGY 107\*

Environmental Science

BLGY 120

Introductory Human Anatomy and Physiology

BLGY 201

General Botany

**Other**

ENGL 201

Major British Writers

ENGL 202

Major American Writers

ENGL 255

Introduction to Fiction

ENGL 256

Introduction to Poetry and Drama

FREN 101

Elementary French I

FREN 102

Elementary French II

FREN 201

Intermediate French

HIST 101

Western Civilization I

HIST 102

Western Civilization II

HIST 103

World Civilization I

HIST 104

World Civilization II

HIST 201

American History I

HIST 202

American History II

HIST 203

Louisiana History

RLGN 201

New Testament Survey I: Interbiblical

RLGN 202

New Testament Survey II: Acts to

SPAN 101

Elementary Spanish I

SPAN 102

Elementary Spanish II

SPAN 201

Intermediate Spanish

SPCH 110\*\*

Principles of Speech

SPCH 115\*\*

Interpersonal Communication

*\*\*may not be sole humanities course*

**Physical**

BLGY 224

Human Anatomy

MICR 110

Survey of Microbiology

MICR 206

Principles of Microbiology

SCI 101\*

Foundation in Science

ZLGY 201

General Zoology

CHEM 101

General Chemistry I

CHEM 107

Introductory Chemistry

PHSC 105\*

Elemental Physics

PHSC 106\*

Elemental Chemistry

PHSC 107\*

Environmental Science

PHSC 110 \*

Astronomy

PHSC 111\*

Physical Geology

PHYS 201

General Physics I

SCI 101\*

Foundation in Science

*\*recommended for non-science majors*

### 3. WORKFORCE AND ECONOMIC DEVELOPMENT

#### **Performance Objective (3): Workforce and Economic Development**

*Element a: Eliminate academic programs offerings that have low completion rates.*

*Measure i: # of programs eliminated (Baseline 2009-10)*

*Measure ii: # of programs modified or added (Baseline 2009-10)*

*Measure iii: % of programs aligned with workforce and economic development needs*

BPCC eliminated two programs from its inventory during the 2009-10 academic year: (1) *Certificate of Technical Studies in Respiratory Therapy* – because the accrediting agency mandated that graduates be registry-eligible upon completion of the associate degree, thus making the certificate of no value for credentialing; and (2) *Associate of Science in Industrial Control Systems* – because of low successful completers. One TCA in Dietary Management and one TCA in the Business of Makeup were also deleted.

Nine programs were added during the 2009-10 academic year: Associate of Applied Science in Healthcare Management, Associate of Applied Science in Construction Technology and Management, Associate of Applied Science in Oil and Gas Production Technology, Certificate of Technical Studies in Oil and Gas Production Technology, Certificate of Technical Studies in Music, Associate of Science in Nursing, Associate of Applied Science in Occupational Therapy Technology, Certificate of Technical Studies in Industrial Control Systems, Associate of Science – Louisiana Transfer, Associate of Arts – Louisiana Transfer. Four TCAs were added in Respiratory Therapy, Computer Drafting and Design, Manufacturing Technology, and Medical Transcription.

In 2009-10, BPCC offered 28 associate degrees, 12 one-year academic certificates and 2 technical diplomas comprising coursework of more than one year. The College served a three-semester total enrollment of 13,489 students. Those programs included Acting/Theatre, Biotechnology, Bookkeeping, Broadcasting, Business Administration and Management, Business Communications, Business of Music, Care and Development of Young Children, Computer Animation, Computer Programming, Construction Technology, Costume Design, Culinary Arts, EEG/Telemetry Technician, EMT Basic, EMT Paramedic, Film, General Science, General Studies, Graphic Design, Help Desk Support, Industrial Control Systems, Information Network Security Specialist, Information Network Specialist, Information Programmer Analyst, Information Systems Administration Specialist, Laboratory Assistant, Law Enforcement, Legal Secretary, Lighting Design, Media for the Ministry, Medical Assistant, Medical Office Specialist, Medical Unit Coordinator, Medicolegal Death Investigation, Music, Pharmacy Technician, Phlebotomy, Photography, Physical Therapist Assistant, Radio, Respiratory Therapy, Software Applications, Sound Recording Technology, Surgical Technology, Teaching Grades 1-5, TV Production, Web Analyst Programmer, and Web Design.

Additionally, 447 short-term, non-credit continuing education workforce programs were offered in academic year 2009-2010, serving 2,633 students and members of the surrounding communities.

*Program Review Policy:* Bossier Parish Community College reviews all of its academic associate degrees and certificates on a regular basis and relies on current, relevant, robust data to ensure programs are aligned with workforce needs. The College seeks continuous feedback from the local/regional business and industry employer advisory committees in place for each

academic program area. The committees regularly communicate to the College where the jobs are, how our graduates are performing in the workplace, and when state and federal mandates might impact our existing curriculum. They contribute facilities for internships and assist in gaining donations of money and/or equipment to enhance labs at the College. Their recommendations plus traditional labor market for demand occupations are used to make revisions to the curriculum, to the practical field experiences the students enjoy, and to the ways the divisions help students gain employment after graduation.

Bossier Parish Community College's program review process includes the following elements:

1. A brief history of the program and how the program aligns with the mission of the College.
2. Review of the curriculum showing compliance with College general education and accreditation requirements.
3. Program learning outcomes assessment data with analyses showing how results are used to make improvements to the program.
4. An analysis of Graduation Exit Survey data focusing on strengths, weaknesses, and how information can be used to improve the program.
5. Enrollment, graduation, licensure, certification, and other relevant data with explanations for trends.
6. Division or program specific assessment measures designed to indicate effectiveness of program.
7. Data showing costs of the program and income derived from the program for the review period. Include information on grants awarded for the program.
8. How the program aligns with statewide and regional workforce needs and economic development priorities.
9. Review of advisory committee minutes and description of specific actions taken in response to recommendations of the advisory committee. Adequate explanations should be provided if no action has been taken or if the recommendation has been acted upon but not completed.
10. Faculty roster and credentials.
11. A summary of the program, strengths and weaknesses of the program, improvements made in the program based on statistics and previous strategies, and strategies for the future of the program.

BPCC's Workforce Development and Continuing Education collaborates with BPCC Academic Divisions to identify programs that are aligned with current or strategic workforce needs and initiates innovative training programs and course offerings, responding to local and regional industry demands, employer requests, and student feedback. The Workforce Division actively participates in the Louisiana Workforce Commission (LWC) Incumbent Worker Training Program (IWTP). The College continues to receive and manage multiple thousands of dollars annually in training grants that benefit employers and workers across Louisiana. BPCC maintains flexibility toward the training needs of the community and seeks additional workforce solutions that extend beyond the traditional processes with the LWC which have potential to limit participation by some area businesses. The College as a whole remains committed to aligning itself with the training needs of all employers and occupations in the region.

### **Performance Objective (3): Workforce and Economic Development**

*Element b: Increase use of technology for distance learning to expand educational offerings. See appended data.*

Bossier Parish Community College has demonstrated the potential for technology to improve upon student employment prospects, e-learning opportunities, student engagement, communication and collaboration, and research capabilities. In an effort to meet the educational needs and demands of BPCC students, the College continues to implement e-learning technologies that provides students with avenues to pursue their education that are flexible, scalable, and convenient to their busy lifestyles.

BPCC was pleased to be involved in the development and launch of LCTCS Online, an LCTCS initiative launched in January 2009 offering individuals online access to education and a one-stop choice of institutions, as well as access to course work through their cell phone. LCTCS Online provides a single website where students can register for and attend online courses offered by the state's community college campuses. Early in the process, BPCC's Educational Technology Division participated in recruiting faculty, coordinating applications, transcripts, and supervised coordination of faculty training. The Dean of Education Technology assisted in developing student online evaluations for courses. Currently, four instructors at BPCC teach five LCTCS Online courses. BPCC provides ongoing marketing of the LCTCS Online initiative, advertising the opportunity in its publications and on its website. LCTCS Online options are shared with students at all campus registration events.

In AY 2008-09, there were no course sections with 50-99% distance education features, but there were 360 sections that were delivered 100% through distance education. In AY 2009-10, the number of course sections containing 50-99% distance education features increased to 12. The number of course sections that were delivered 100% through distance education increased to 394 that year. BPCC has 12 associate degree programs approved for internet delivery from 50-99%. The College offers four associate degree programs that are approved for 100% internet delivery.

The Division of Educational Technology strives to provide faculty, staff, and students the technical support needed to utilize the various e-technologies employed at BPCC, as well as the training that is necessary to compete in a global society. In fall 2009, BPCC implemented training in the new Blackboard version 9.1. This new version of the Course Management System provides faculty and staff with additional features that add to the online learning and teaching environment. Software products such as SoftChalk and CAMTASIA allow faculty to create rich media for their online/hybrid and web-enhanced courses. The College has purchased a media server to handle the production of all of rich media. To provide online students with synchronous tools to be able to interact and collaborate with their peers, grants have been written to purchase synchronous software such as Symposium Live and WebEx that will allow for real time web conferencing. With an increase in the enrollment in online and hybrid courses, student orientations in the utilization of Blackboard increase each semester. Between 2008 and 2010, 2,648 students participated in online orientation.

Because of the increase in the number of Louisiana Technical College campuses BPCC serves through e-learning, the College has made upgrades to its compressed video suites in order to meet the demand for the delivery of general education courses at selected campuses in Region 7. BPCC's Respiratory program delivers core courses via compressed video technology to sites

in Alexandria and Monroe, LA. The College also shares in a collaborative program in Telecommunications with Loyola University in New Orleans and the delivery of courses via compressed video.

Between 2008 and 2010, the Division of Educational Technology offered 142 professional development training sessions for faculty, which are appended in the attached data. All webinars were delivered one time with an archived link for faculty to refer back to unless otherwise denoted.

### **Performance Objective (3): Workforce and Economic Development**

*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 degrees at the baccalaureate level or higher.*

**3.d.i .** See appended data.

Overall, 522 BPCC freshmen and transfer students completed either a certificate or an associate degree in 2008-2009. In 2009-2010, 672 freshmen and transfer students completed either a certificate or associate degree, a 28.7 % increase in overall completions. Among transfer students, an increase of 31.1% was seen from 279 transfers in 2008-09 to 366 in 2009-10.

BPCC continues—to the fullest extent possible--its tradition of tracking and placing students after graduation. The College has a Career Services Office to assist students in their search for employment while enrolled and for a year after graduation. This office maintains contact with local employers and posts a list of job opportunities on campus on the Job Opportunity board and on the Career Services website.

The Career Services Office has developed a procedure for tracking graduates. Surveys are sent to graduates three to six months after each of the graduations in May, August, and December. The survey is designed to update mailing addresses, e-mail addresses, and to gather information about employment or continuing education status. Graduates are asked whether they are employed in their field and by whom. The survey also requests permission to survey the employers to determine their satisfaction with our educational process. Internet and or e-mail surveys are being explored.

Not only does this office provide job postings, but it also conducts workshops in job-search skills and interview techniques. This office holds an annual job fair which is well attended by employers and student job-seekers. Throughout the year, this office sponsors on campus recruitment to bring employers and students together to explore part-time, full-time, and seasonal career opportunities.

Students in the Allied Health programs are frequently offered jobs from one of their clinical rotation sites. Local medical office employers contact the Allied Health program directors when positions become open at their offices. Graduates are encouraged to contact the program director if they know of job openings, and past graduates contact the program director when looking for a new position.

At this time, no information has been provided to the College on the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

## 4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

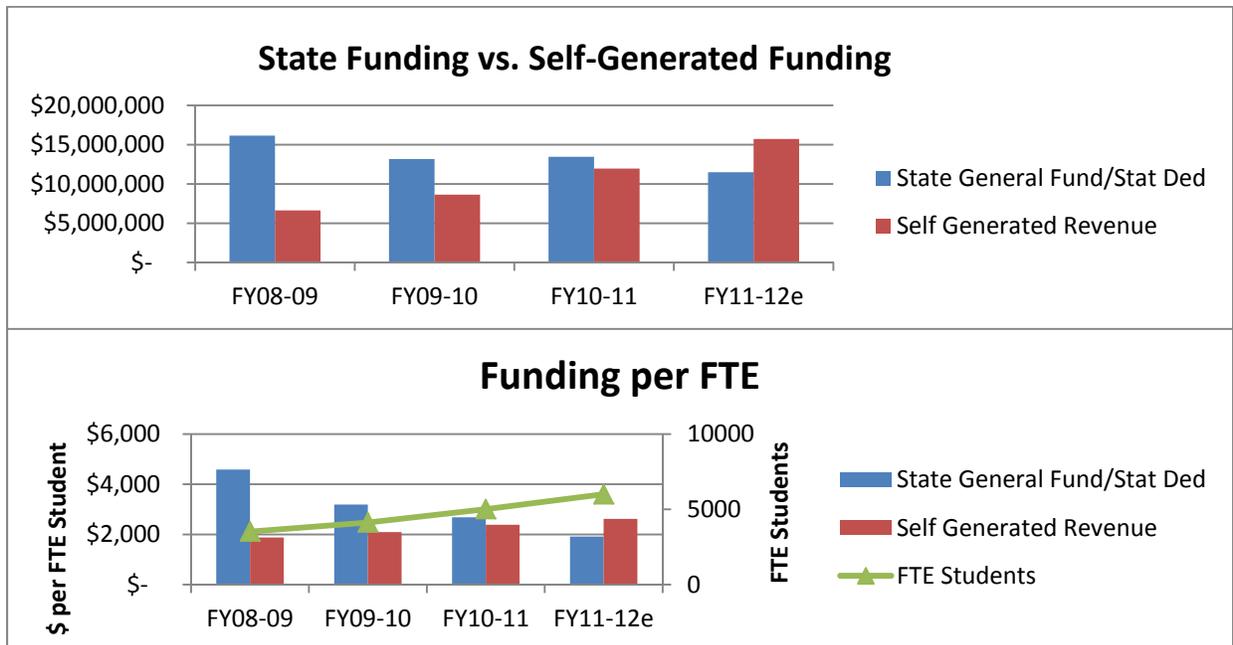
### Performance Objective (4): Institutional Efficiency and Accountability

*Element c: Adhere to a schedule established by the institution’s management board to increase nonresident tuition amounts....and monitor the impact of such increases on institution.*

**4.c.i. Total tuition and fees charged to non-resident students:** The GRAD Act allows for tuition and fee increases for non-resident students up to ten percent annually until reaching the average tuition and mandatory fee amounts of SREB peers. Bossier Parish Community College will raise the tuition and mandatory fee amount annually by 10% until such time as we reach the SREB peer average tuition and mandatory *fee* cap. Bossier Parish Community College can expect a positive outcome on its enrollment and revenue estimates because four year schools will no longer accept students that require remedial courses after FY10-11.

Non-resident tuition/fee amount	\$4,776
Peer non-resident tuition/fee amounts	\$7,782
Calculated % difference from peer amounts	48%

On January 27, 2011, the LCTCS management board for BPCCC approved a plan for non-resident tuition increases for LCTCS colleges in accordance with provisions of Act 741. ***The LCTCS letter and table of proposed plan for increasing nonresident tuition are included in the appended data.*** BPCCC is experiencing a fundamental shift in its financial model due to reduction in state funding, increase in self-generated funding, and dramatic enrollment growth. The College has re-engineered its business model, allowing the College to continue to grow in response to the needs of the regional economy. The administration has significantly lowered personnel costs (an annualized reduction of \$612,529), and dramatically increased its productivity (a 32.7% reduction in labor per FTE student).



#### **Performance Objective (4): Institutional Efficiency and Accountability**

##### *Element d: Designate centers of excellence as defined by the BOR*

Although no centers of excellence have been defined yet by Board of Regents, BPCCC strives to create excellence in effective partnerships with area business and industry.. Special attention is given to the community industry advisory boards attached to each program.

**The Associate of Science in Nursing (ASN)** began in the fall of 2010 with 30 students. The first graduating class will be fall 2011 and first pass rates will be announced in early 2012. ASN Advisory Board members include representatives from Live Oak Nursing Center, Heritage Manor Nursing Center, Pilgrim Manor Nursing Center, Garden Court Nursing and Rehabilitation Center. **Medical Assistant** program students are considered for jobs during their practicum

experience by the physician offices and also through references by the practicum sites to other physician offices. In addition, physician offices contact the College when jobs are available (this includes offices that are not practicum sites.) Faculty members provide names and contact information of recent graduates. Information for available students is also provided to the BPCCC Job Placement Office as well. **EMT Program** Advisory Committee includes fire chiefs, EMS chief, emergency medicine physicians, training officers, program graduates, and current students.

**Medical Office Specialist (MOS) Program** Advisory Committee includes student representatives as well as clinical site preceptors from the community, Dubuis Hospital, Delta Pathology/Omega Diagnostics. Students are encouraged to attend local professional association meetings for the American Academy of Professional Coders and the American Health Information Management Association to network and hear about available job openings.

**Pharmacy Technician Program** Advisory Board members also include representatives from St. Mary Hospital, Sterling HealthCare Pharmacy, Louisiana Northwest State School Pharmacy, Cardinal Health Nuclear Pharmacy, and Brookshire's Pharmacies. **The Occupational**

**Therapy Assistant** program (OTA), started in July 2010, does not yet have graduates but does feature an active advisory board of members from the Veterans Administration Hospital, Life Care Hospitals, Little Works in Progress, Synergy Healthcare, Thompson Home Healthcare, and Gamble Guest Care. **The Associate of Applied Science in Construction Technology and**

**Management** two-year curriculum emphasizes skills and knowledge essential for employment leading to a management position in construction. The program includes strong foundations in math, physics, and English, a semester-long internship with a professional construction company, and a student chapter of the Association of General Contractors. The Business Advisory Committee for the Construction Technology program actively participates in the continuous improvement of the program and facilitation of internships. Committee members include representatives from area construction companies, the Association of Builders and Contractors, and the Association of General Contractors. **The Associate of Applied Science in**

**Oil and Gas Production Technology** is a 63-semester hour curriculum to prepare students for field operations careers in the oil and gas industry. The program is an industry-driven response to the oil and gas resource discoveries in Northwest Louisiana since 2008. BPCCC is pleased to host the first-ever student chapter of Louisiana Oil and Gas Association (LOGA), known as the Student Oil and Gas Organization (SOGO). The OGPT program provides graduates with the foundation for a successful career in the oil and gas industry through both knowledge and lab/field experiences. Business advisory committee members include representatives from area drilling and engineering firms, Chesapeake Energy, Encana Oil and Gas, Halliburton, Petro-Chem Operating, Schlumberger, and Shell Exploration and Production Company.

Beginning spring 2009, BPCCC launched its **Cyber Information Technology (CIT)** course curriculum. The Division of CIT now comprises six Associate of Applied Science programs (Computer Information Systems, Information Network Security Specialist, Information Network Specialist, Information Programmer Analyst, Information Systems Administration Specialist, Web Analyst Programmer); one Certificate of Technical Studies in Help Desk Support; and two Technical Competency Areas in Software Applications and Web Design. In spring 2011, the Division applied for two certifications from the Committee on National Security Systems (CNSS) – the NSTISSI-4011: National Training Standard for Information Systems Security (INFOSEC) Professional, and the CNSSI-4012: National Information Assurance Training Standard for Senior Systems Managers. Graduates from the Division of CIT consistently find high-skill, high-wage positions in the region because of the connections available through the business advisory committee. Committee members include representatives from Louisiana State University at Shreveport, LSU Health Sciences Center in Shreveport, Twin Engine Labs, Barksdale Air Force Base, Bossier Technical High School, Caddo Career Technical School, Praeses Software Developers, Centenary College, Caddo Parish Sheriff Office and the City of Bossier City. **The Division of Telecommunications** provides hands-on education in broadcasting, business of music, computer animation, digital media studies, film, fine art photography, graphic design, media for ministry, photography, radio, and television production. The Division provides live and taped television programming for its own cable channel KCAV-TV, a Public, Education, and Government (PEG) channel on Suddenlink on the local cable system. The Division can televise Bossier City Council meetings live from its council chambers, as well as live broadcasts from the College's gym and theatre via single-mode fiber or its mobile production van. The Electronic Field Production/Electronic Newsgathering (EFP/ENG) van is used for classroom and studio instruction and is fully equipped with a microwave transmitter and supporting equipment. Students also use a TV production lab classroom coupled with a full production television studio. All remote sites and labs are networked to the Telecommunications Master Control Center. Telecommunication business advisory members include representatives from local TV and radio stations, film production companies, and graphic arts companies. **The Culinary Arts** program provides classroom and laboratory instruction and experience to students for a career as a professional chef. Students demonstrate the following: knowledge and applied skills to practice effectively as a professional chef in an entry-level position in the food service industry; comprehension of the fundamental of mathematics as related to the culinary arts profession; application of food preparation principles, including the fundamentals of food preparation, sanitation, menu planning, and dining room service; ability to develop an in-depth personal nutrient analysis; knowledge of the hospitality industry; and knowledge of basic supervisory management skills. Dinner is served to the public each week to provide practical experiences in the skills necessary to earn the Certificate of Technical Studies in Culinary Arts. Both the **Music** program and the **Theatre** program at BPCCC feature many musical events and theatrical productions throughout the year which showcase students and offer entertainment to the public. All of these events are held in the Performing Arts Theatre. Scholarships are available to students in both the Music program and the Theatre program. **Industrial Control Systems** students obtain a broad understanding of basic electricity, DC and AC circuits, semiconductor electronics, digital electronics, microprocessors, electronic instruments, programmable logic controllers, DC and AC motor control, and pneumatics. This program provides strong foundations in these areas as well as in technical mathematics.

## **5. REPORTING REQUIREMENTS**

### **Performance Objective (5): Reporting Requirements**

**See three tabs on appended data document.**

# GRAD Act Report for Bossier Parish Community College - Appended Data

## 1. STUDENT SUCCESS

### 1.a.i. 1st to 2nd Year Retention Rate

# FTFTDS enrolled in Fall 2009	1,048
# retained (enrolled) Fall 2010	506
Calculated rate of retention	48.3%

### 1.a.iv. Same Institution Graduation Rate

# revised cohort (2008 GRS)	786
# total completers in 150% of time	78
Calculated graduation rate	10%

### 1.b.i. Percentage of Program Completers

# completers in 2008-09	
<i>Certificate 1yr</i>	89
<i>Diploma</i>	21
<i>Associate</i>	459
<i>Post-Associate</i>	<u>8</u>
<i>All Awards</i>	577
# completers in 2009-10	
<i>Certificate 1yr</i>	254
<i>Diploma</i>	24
<i>Associate</i>	469
<i>Post-Associate</i>	13
<i>All Awards</i>	760
Calculated % change	
<i>Certificate 1yr</i>	188.6%
<i>Diploma</i>	14.3%
<i>Associate</i>	2.8%
<i>Post-Associate</i>	62.5%
<i>All Awards</i>	31.7%

### 1.c.i. # high school students enrolled at postsecondary while in high school

fall 2009	393
spring 2010	625
	<b>1,018</b>

### 1.c.ii. # semester credit hours in which high school students enroll by semester/term

fall 2009	1,755
spring 2010	2,607
	<b>4,362</b>

### 1.c.iii. # semester credit hours completed by high school students with a grade of A, B, C, D, F, or P, by semester/term

fall 2009	1,517
spring 2010	2,410

**1.d.i. Passage rates on licensure/certifications exams**

See Appendix #2 to Attachment B for data.

**1.d.ii. # students receiving certifications**

See Appendix #2 to Attachment B for data.

**1.d.iii. # students assessed and receiving WorkKeys certificates**

See Appendix #2 to Attachment B for data.

**1.d.iv Other assessments and outcome measures for workforce foundational skills**

See appendix #2 to Attachment B of Industry-Based Certifications

**2. ARTICULATION AND TRANSFER****2.a. Phase in increased admission standards & necessary policies to increase student retention and graduation rates**

Narrative only

**2.b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution**

Narrative only

**2.c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for**

ii. # of students enrolled                      Unknown

**2.d. Demonstrate collaboration in implementing articulation and transfer requirements provided in RS 17:3161 through 3169**

i. # enrolled in transfer degree progr

	<b># Enrolled duplicated</b>	
Business Administration	1260	766
Computer Information Systems	438	266
Criminal Justice	653	401
General Science	1474	933
General Studies	3021	1909
Industrial Control Systems	110	60
Information Network Security Speci	72	37
Information Network Specialist	59	32
Information Programmer Analyst	24	12
Information Systems Admin Special	21	13
Music	66	41
Teaching	222	140
Telecommunications	613	369
Theatre	83	48
Web Analyst Programmer	10	4

Web Development and Design	37	22
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	8,163	5,053
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ii. # completing transfer degree

**# Completing**

Business Administration	71
Computer Information Systems	23
Criminal Justice	40
General Science	42
General Studies	142
Industrial Control Systems	14
Information Network Security Specialist	3
Information Network Specialist	2
Information Programmer Analyst	0
Information Systems Administration Sp	0
Music	4
Teaching	5
Telecommunications	39
Theatre	5
Web Analyst Programmer	0
Web Development and Design	6

	396
--	-----

### 3. WORKFORCE AND ECONOMIC DEVELOPMENT

**3.a.i # Programs Eliminated since August 2009** 2

TCA Dietary Management - Deleted by LCTCS on 09/09/09:

CTS in Respiratory Therapy - Deleted by the LCTCS on 10/14/09 and by BoR on 12/2/09:

AAS in Industrial Control Systems - Deleted by BoR on 1/29/1

TCA in Business of Make-Up - Deleted by LCTCS on 4/14/10

**3.a.ii. # Programs added or modified since August 2009**

# programs added or modified 17

**AY 2009-2010**

AAS in Healthcare Management	Approved by LCTCS on 08/12/09 and BoR on 12/02/09
AAS in Construction Technology and Management	Approved by LCTCS on 10/14/09 and BoR on 02/25/10:
AAS in Oil and Gas Production Technology	Approved by LCTCS on 10/14/09 and BoR on 02/25/10:
CTS in Oil and Gas Production Technology	Approved by LCTCS on 10/14/09 and BoR on 02/25/10:
TCA in Respiratory Therapy	Approved by LCTCS on 10/14/09:
CTS in Music	Approved by LCTCS on 11/11/09:
AS in Nursing (by LA Board of Nursing on 6/9/10)	Approved by LCTCS on 12/09/09 and BoR on 03/24/10:
AAS in Occupational Therapy Assistant	Approved by LCTCS on 12/09/09 and BoR on 03/24/10:
TCA in Computer Drafting and Design	Approved by LCTCS on 12/09/09:
TCA in Manufacturing Technology	Approved by LCTCS on 12/09/09:
CTS in Industrial Control Systems	Approved by LCTCS on 4/14/10
TCA in Medical Transcription	Approved by LCTCS on 05/12/10
Associate of Arts-Louisiana Transfer	Approved by BoR on 05/27/10
Associate of Science-Louisiana Transfer	Approved by BoR on 05/27/10

**AY 2010-2011**

TCA in Construction Readiness	Approved by LCTCS on 8/11/10:
TCA in Construction Entrepreneurship	Approved by LCTCS on 2/9/11:
Associate of Science in Engineering	Approved by LCTCS on 12/8/10 and BoR on 2/24/11

**3.a.iii.**

% of programs aligned with workforce and economic development needs	100%
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**3.b.i.**

	<b>AY 08-09</b>	<b>AY 09-10</b>
# course sections with 50-99% distance education	0	12
# course sections with 100% DE	360	394

**3.b.ii.**

# students enrolled in courses with 50-99% distance education	0	146
---	---	-----

**3.b.iii.**

# programs offered through 100% distance education	4	4
--	---	---

**Offered via Distance Education****2008-2009**

- Utilizing Blackboard's Discussion Board Trainings
- Blackboard Trainings – 16 sessions
- Quality Matters Trainings - 14 sessions
- SoftChalk Trainings - 6 sessions
- Utilizing SMARTHINKING – 2 sessions
- Connect-ED – 1 session
- Utilizing SoftChalk - 2 sessions
- Utilizing Illuminate Web conferencing Software – 1 session
- Blackboard: Helping Students Succeed – 1 session
- Utilizing the Quality Matters Rubric Webinar – 4 sessions
- Webinar on Utilizing WIMBA for web conferencing – 1 session
- Course Eval Software Demonstration Webinar – 2 sessions
- Utilizing Blackboard Webinar – 1 session
- Tools for Enhancing e-Learning – 1 sessions
- Legal Issues concerning Cleary Act – 1 session
- Online Learning to the Rescue – 1 session
- CAMTASIA Trainings – 9 sessions
- Brown Bag Meetings on e-Learning Initiatives and Issues – 5 sessions
- Compressed Video Trainings for faculty – 4 sessions
- PowerPoint Basics and Advanced Trainings – 4 sessions
- Utilizing E-College Platform for LCTCSOnline Instructors – 4 sessions
- Proctor/Facilitator Training for LTC Campuses – 1 session

Teamwork Seminar – 1 session

### **2009-2010**

Trainings on utilizing E-College Platform for LCTCOnline Instructors - 3 sessions

Blackboard Training – ongoing and online

Quality Matters Training – ongoing and online

CAMTASIA Trainings – 4 sessions

#### **Webinar Trainings:**

Statewide Transfer

Blackboard Content System

SoftChalk Training Webinar

Decision Academic Webinar

SoftChalk and MERLOT

Federal Concerns with Distance Education

Creating an Online Environment that Ensures Quality and Academic Integrity

Teaching & Learning in the 21<sup>st</sup> Century

Teaching Strategies to Help Today's Students Become Academic Winners

Helping First Year Students Handle Stress: Strategies for the Classroom

Go With the Flow: Fresh Ideas for Time Management

Facilitating Successful Outcomes Using the College Success Factors Index 2.0

The Science of Motivating Students: Doing What Works!

“Generation 1: First in the Family and Proud of it, but....”

Relationship Skills for First Year Students

“Digital Rights Management for Education”

Migrating from PPoint: You Can Make Your Online Teaching more Engaging and Interactive

Getting a Jump-Start: Re-purpose Publisher Content, Add your Own

Virtual Leadership Summit: Stephen Covey's Managing Change In the Face of Crisis

Higher Education

Blended Learning

Virtual Worlds

Faculty Preparation for Excellence in Online Teaching

Inside the USDLA Community-mastering the Art of Connections

Brain-based Learning

Mobile Learning

Blackboard: Course Evaluation to Accreditation

Blackboard 9:1

Course Design and Delivery

SoftChalk/MERLOT Webinar

New Strategies for the Live Virtual Classroom

National Policies Affecting Online Learning

SoftChalk Trainings now given either through tutorials posted to Ed Tech website or webinar trainings

Protecting the Integrity of Online Testing – 2 sessions

MOODLE/Joule Training – 11 sessions

Academic Integrity Awareness for Online Instructors - 2 sessions

**3.d.i. Demonstrate progress in increasing # students placed in jobs; increasing performance of**

## 4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Albertha will insert data related to LWC Data Match here.

First-time Freshmen												
Number and Time to Degree (TTD)	Full Time	Part Time	Total	Full Time	Part Time	Total						
	2008-2009			2009-2010								
	#	TTD	#	TTD	#	TTD						
Certificate One-Year (# and TTD)	37	2.1	4	5.2	41	2.4	95	3.6	18	5.7	113	3.9
Associate Degree	156	3.7	46	5.2	202	4.0	149	3.6	44	5.6	193	4.1
Transfer Students												
Number and Time to Degree (TTD)	Full Time	Part Time	Total	Full Time	Part Time	Total						
	2008-2009			2009-2010								
	#	TTD	#	TTD	#	TTD						
Certificate One-Year (# and TTD)	26	4.6	11	5.3	37	4.8	67	5.6	47	5.7	114	5.6
Associate Degree	156	6.9	86	5.6	242	6.5	153	7.0	93	6.5	252	6.8
All Students												
Number and Time to Degree (TTD)	Full Time	Part Time	Total	Full Time	Part Time	Total						
	2008-2009			2009-2010								
	#	TTD	#	TTD	#	TTD						
Certificate One-Year (# and TTD)	63	3.1	15	5.3	<b>78</b>	<b>3.5</b>	162	4.4	65	5.7	<b>227</b>	<b>4.8</b>
Associate Degree	312	5.3	132	5.5	444	5.4	308	5.3	137	6.2	<b>445</b>	<b>5.6</b>

# of transferred completers            2008-2009 = **2 279**            2009-2010 **366**  
# completers found employed            no data match available  
% per award level found employed    no data match available

### established by management

LA non-resident tuition/fee amount        \$4,776  
SREB peer non-resident tuition fee/        \$7,782  
% difference from peer amount                48%





Changing Lives,  
Creating Futures

Joe May  
System President

Officers:

Vincent J. St. Blaise, III  
Chair

Michael Murphy  
First Vice Chair

N. "Woody" Oge  
Second Vice Chair

Members:

E. Edwards Barham  
Robert Brown  
Helen Bridges Carter  
Keith Greenale  
Demi Grissett  
Timothy W. Hardy  
Heath Mellington  
Paul Price, Jr.  
Stephan C. Smith  
F. "Mike" Stone  
Allen Scott Terrill  
Stephen Truys

Student Members:

Valerie Ousparé  
Jy Porco-Marce

Louisiana  
Community  
& Technical  
College System

265 South Foster Drive  
Baton Rouge, LA 70816

Phone: 225-922-2800  
Fax: 225-922-1185

www.lctcs.edu

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

TO: Joe D. May  
LCTCS President

G.6.

FROM: Jan Jackson  
Monry Sullivan

APPROVED

DATE: January 27, 2011

2/9/11 PAB  
LCTCS BOARD OF SUPERVISORS

RE: College Nonresident Tuition Increase Plan

**FOR BOARD ACTION**

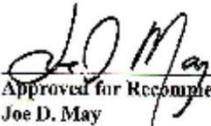
**Recommendation:** Staff recommends that the Board approve the plan for non-resident tuition increases for LCTCS colleges in accordance with provisions of Act 741, the Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act) of 2010 as presented on the attached schedule, *LCTCS Proposed Plans for Increasing Nonresident Tuition*.

**Background:** The performance agreement objectives in the Grad Act require that the management board for institutions establish a schedule 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 (SREB) states and monitor the impact of such increases on the institution. For FY 2010-2011, the LCTCS Board approved nonresident increases for all colleges for the first year of the six year plan, associated with the Grad Act. This attached plan presents the nonresident increases for the next five years of the six year plan. In the sixth and last year, the nonresident tuition of all colleges is projected to be equal to the average nonresident tuition of SREB peer institutions. The average will be adjusted accordingly to reflect the latest SREB data.

**Fiscal Impact:** LCTCS nonresident tuition for all colleges would reach the SREB average of \$7,444 in the FY 2015-2016.

**History of Prior Actions:** The LCTCS Board approved a nonresident tuition increase for FY 2010-2011 in August 2010 for the first year of the six year plan.

**Benefits to the System:** The execution of this plan will address the objective in the Grad Act related to increasing nonresident tuition to the average of peer SREB institutions.

  
Approved for Recommendation to the Board  
Joe D. May

1-27-2011  
Date

LCTCS College Proposed Plans for Increasing Nonresident Tuition

LOUISIANA COMMUNITY & TECHNICAL COLLEGES	Year 1 Current Semester Tuition + Fees for 12 SCH. Yrs. Application	Recommended					SREB Non- Resident Target of \$7,444
		Year 2	Year 3	Year 4	Year 5	Year 6	
Acadina Technical College	Tuition \$1,939	\$2,380	\$3,025	\$3,969	\$5,067	\$7,444	
	% annual inc. 22.7%	27.1%	31.2%	33.2%	35.2%	38.7%	
Baton Rouge Community College	Tuition \$5,631	\$6,172	\$6,862	\$8,282	\$7,112	\$7,444	
	% annual inc. 8.7%	5.4%	5.1%	4.9%	4.9%	4.7%	
Bossier/Parish Community College	Tuition \$4,746	\$5,460	\$6,198	\$6,840	\$7,724	\$8,660	
	% annual inc. 15.0%	19.4%	12.3%	12.3%	12.1%	12.0%	
Capital Area Technical College	Tuition \$1,848	\$2,957	\$4,086	\$5,225	\$6,324	\$7,444	
	% annual inc. 60.6%	37.7%	27.4%	21.5%	17.7%	17.7%	
Central Louisiana Technical College	Tuition \$1,944	\$3,044	\$4,144	\$5,244	\$6,344	\$7,444	
	% annual inc. 56.6%	38.1%	26.5%	21.0%	17.3%	17.3%	
Delgado Community College	Tuition \$9,892	\$6,207	\$6,532	\$6,857	\$7,152	\$7,467	
	% annual inc. 5.3%	5.1%	4.3%	4.6%	4.6%	6.6%	
Blaine P. Kruer Community College	Tuition \$4,948	\$5,447	\$5,946	\$6,446	\$6,945	\$7,444	
	% annual inc. 10.1%	3.2%	8.4%	7.7%	7.2%	7.2%	
Louisiana Delta Community College	Tuition \$4,396	\$4,816	\$5,488	\$6,160	\$6,792	\$7,444	
	% annual inc. 10.0%	13.5%	11.9%	10.6%	10.6%	9.6%	
I.F. Fletcher Tech. Community College	Tuition \$1,184	\$4,772	\$3,441	\$6,108	\$6,778	\$7,444	
	% annual inc. 18.3%	12.3%	16.0%	10.9%	9.9%	9.9%	
Northwest Louisiana Technical College	Tuition \$1,818	\$2,991	\$4,113	\$5,271	\$6,332	\$7,444	
	% annual inc. 58.8%	37.2%	27.0%	21.3%	17.6%	17.6%	
Northshore Technical College	Tuition \$1,933	\$3,035	\$4,137	\$5,239	\$6,342	\$7,444	
	% annual inc. 57.0%	36.3%	26.5%	21.1%	17.5%	17.5%	
Northwest Louisiana Technical College	Tuition \$1,832	\$3,010	\$4,118	\$5,276	\$6,334	\$7,444	
	% annual inc. 67.3%	36.8%	26.0%	21.2%	17.5%	17.5%	
River Parishes Community College	Tuition \$5,434	\$5,770	\$5,245	\$6,534	\$5,987	\$7,444	
	% annual inc. 6.6%	6.6%	6.6%	6.6%	6.6%	6.6%	
South Louisiana Community College	Tuition \$4,590	\$5,038	\$5,472	\$6,096	\$6,738	\$7,444	
	% annual inc. 10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	
South Louisiana Community College	Tuition \$3,914	\$4,391	\$5,104	\$5,861	\$6,590	\$7,444	
	% annual inc. 12.2%	16.2%	14.5%	12.6%	13.0%	13.0%	
South Central LA Technical College	Tuition \$1,928	\$3,091	\$4,116	\$5,137	\$6,130	\$7,444	
	% annual inc. 57.8%	36.8%	26.7%	21.1%	17.4%	17.4%	

Note: The median/average will be adjusted accordingly to reflect the latest updated data from the SREB.

## 5. REPORTING REQUIREMENTS

### 5. Reporting Requirements 2009-2010

See org chart and salary table tabs 2 and 3

#### 5.a. # students by classification

headcount SSPS 5,430

annual FTE SCH 4,128

#### 5.b.

# instructional faculty 253

FTE instructional faculty 130

#### 5.c.

Avg class student to instructor ratio 19

#### 5.d.

Avg # students per instructor 32

#### 5.e.

# non-instructional staff in departme 16

#### 5.f.

# staff in admin areas 40

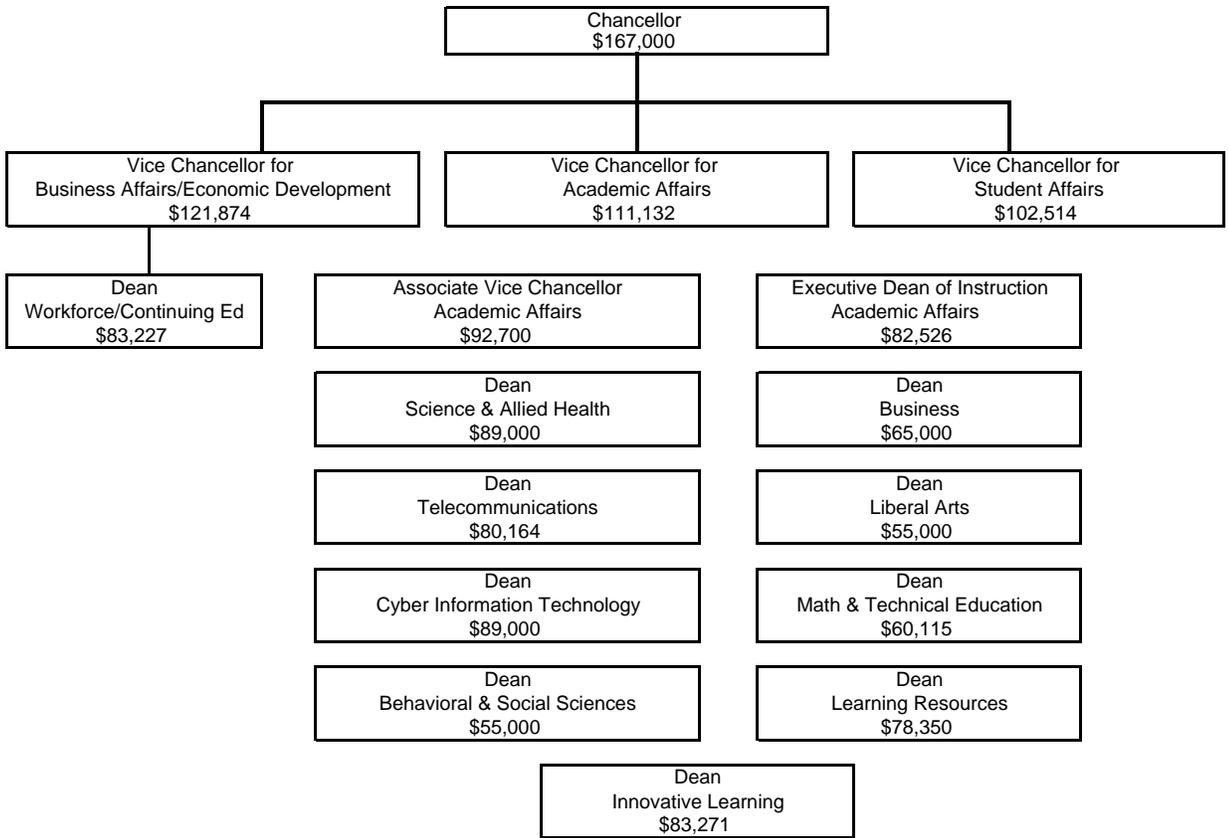
#### 5.g.

See attached worksheet tab "Org Chart"

#### 5.h.

See attached worksheet tab "Org Chart Salaries"

Bossier Parish Community College Organization Chart



Title	Current Salary	as of 6/30/08	merit 7/1/08	Salary w/merit	Other amt	Reason
Chancellor	\$167,000	\$141,874.00	\$8,512	\$150,386	\$16,614.00	7/1/2009 New Chancellor hiring rate
Vice Chancellor of Student Affairs	\$102,514	\$98,571.00	\$3,943	\$102,514	\$0.00	n/a
Associate Vice Chancellor of Academic Affairs	\$92,700	\$85,000.00	\$1,700	\$86,700	\$6,000.00	8/15/2009 Additional Duties
Executive Dean of Instruction/Academic Planning	\$82,526	\$74,544.00	\$2,982	\$77,526	\$5,000.00	1/12/2009 Additional Duties
Vice Chancellor for Business Affairs & Economic I	\$121,874	\$117,187.00	\$4,687	\$121,874	\$0.00	n/a
Vice Chancellor for Academic Affairs	\$111,132	\$106,858.00	\$4,274	\$111,132	\$0.00	n/a
Dean Workforce & Continuing Ed	\$83,227	\$71,791.00	\$1,436	\$73,227	\$10,000.00	11/30/2009 Additional Duties
Dean Science & Allied Health	\$89,000	\$76,782.00	\$1,536	\$78,318	\$10,682.00	8/10/2011 Additional Duties
Dean Business	\$65,000	\$45,360.00	\$907	\$46,267	\$18,733.00	7/1/2010 New baseline Dean Salary 7/19/2010 Additional Duties
Dean Telecommunications	\$80,164	\$78,592.00	\$1,572	\$80,164	\$0.00	n/a
Dean Liberal Arts	\$55,000	\$49,440.00	\$989	\$50,429	\$4,571.00	7/1/2010 New baseline Dean Salary
Dean Cyber Information Technology**	\$89,000	\$0.00	\$0.00	\$0	\$89,000.00	8/14/2008 position created 2/28/2011 Additional Duties
Dean Math & Technical Education*	\$60,115	\$58,936.00	\$1,179	\$60,115	\$0.00	n/a
Dean Behavioral & Social Sciences	\$55,000	\$45,360.00	\$907	\$46,267	\$8,733.00	7/1/2010 New baseline Dean Salary
Dean Learning Resources	\$78,350	\$72,108.00	\$1,442	\$73,550	\$4,800.00	10/1/2009 Additional Duties
Dean Innovative Learning	\$83,271	\$71,834.00	\$1,437	\$73,271	\$10,000.00	12/1/2009 Additional Duties

\*Position to be removed FY2010-11.

\*\*Position will become Dean of Technology, Engineering, and Math FY 2010-11.

Louisiana Community and Technical College System

Institution: Bossier Parish Community College

Date:

**GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets**

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
<b>1. Student Success</b>											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	51.4%	48.3%	47.0%	52.4%	52.9%	53.4%	53.9%	54.4%
		Actual Baseline Data: # in Fall 08 Cohort	757		1048						
		# retained to Fall 09	389		503						
ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	na							
	4-Yr only	Actual Baseline Data: # in Fall 07 Cohort									
		# retained to Fall 09									
iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
	Tech Coll Only	Actual Baseline Data: # in Fall 08 Cohort									
		# retained to Spring									
iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	8.3%	8.8%	10.0%	9.3%	9.8%	10.3%	12.3%	14.0%
		Actual Baseline Data: Fall revised cohort (total)	793		786						
		completers <=150% of time	66		78						
v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	na							
	optional	Actual Baseline Data: 2008-09 undergrad FTE									
		completers (undergrad)									
vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	na							
	optional	Actual Baseline Data: 2008-09 undergrad FTE									
		awards (duplicated)									
vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na							
	optional	Actual Baseline Data: # of Fall 02 FTF (cohort)									
		completers <=150% of time									
b. i.	Targeted ***	Percent Change in program completers (+/-)**									
		Certificate - 1 yr (Award level 1)		185.2%	188.6%	188.2%	190.2%	192.2%	194.2%	196.2%	
		2008-09 AY	88	251	251	254	255	257	259	261	
		Diploma (Award level 2)		14.3%	14.3%	19.0%	21.0%	23.0%	26.0%	28.0%	
		2008-09 AY	21	24	24	25	25	26	26	27	
		Associate (Award level 3)		2.6%	2.8%	5.3%	9.6%	15.1%	20.6%	26.1%	
		2008-09 AY	456	468	468	480	500	525	550	575	
		Post-Associate (Award level 4)		62.5%	62.5%	na	na	na	na	na	
		2008-09 AY	8	13	13	na	na	na	na	na	

\* Report data in all cells highlighted in **BLUE**

\*\* A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

Institution Notes: