

Office of the Chancellor



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201 Community College Drive • Baton Rouge, Louisiana 70806

April 20, 2015

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

Dear Dr. Sullivan:

Attached you will find the 2015 GRAD Act report for Baton Rouge Community College (BRCC) in accordance with Act 741 of the 2010 Regular Session of the Louisiana Legislature for your review and approval. You will also find Attachment D, which is a tabulation of the targeted measures, as an accompaniment to the written report.

The college point of contact for this information is Dr. Cristi L. Carson. She can be reached at (225) 216-8502 or via email at carsonc@mybrcc.edu.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Andrea Lewis Miller', is written over the typed name.

Andrea Lewis Miller

Enclosures

C: Dr. Cristi L. Carson,
Vice Chancellor of Planning, Assessment and Accountability

Baton Rouge Community College



GRAD Act Performance Objectives, Elements and Measures 2015 Annual Report

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Performance Objective 1. Student Success

The faculty and staff at Baton Rouge Community College strive to engage students and support their success both in and out of the classroom. The College's world class faculty strive for excellence in teaching and have developed innovative tools to enhance student learning in academic programs that prepare them for exciting careers in areas like sonography, avionics, film making, veterinarian technology, paralegal, video game design, nursing, construction management and accounting. Enrollment Services provide students with accessible and affordable solutions to support their educational needs through Financial Aid and Counseling and Advising and Disability Services. The Magnolia Library supports student learning by meeting their research and information needs through its print and electronic resource materials and instruction. The College offers a "First Class" seminar that orients new students to the institution and its programs, and teaches them important academic survival skills. The Department of Student Technology Services provides students with the relevant technological support and resources they need to enrich their educational experiences. BRCC's Offices of Public Safety and Facilities Services provide students with a safe, secure, and attractive educational environment.

The Division of Innovative Learning and Academic Support continue to support and enhance teaching efforts and improve student success. The Division of Innovative Learning and Academic Support provides students access to tutoring and supplemental learning materials and supports faculty by providing opportunities for professional development.

The practice of faculty advising continues to help students achieve their academic goals. Students are advised by full-time faculty in their declared degree programs. This allows students to develop relationships with faculty members within their chosen fields of study.

Student Support Services have implemented several programs to improve student success. Single Stop provides students free access to community support services. Student Support Services has also implemented a student orientation program for incoming students. In the coming academic year, Student Support Services will be working with the Advising office to have Success Coaches available to incoming students. Success Coaches will work with incoming students and help guide those students from their beginning at BRCC until their graduation from BRCC.

Through its dedicated efforts to achieve its mission and support student success, BRCC has made gains in its Year 5 retention and graduation rates, program completions and licensure examination passage rates. It has met all of its Year 5 Benchmark Goals in these areas, with the exception of retention. However retention has continued to improve over the last two years and is moving towards accomplishing its Year 6 Benchmark Goal.

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

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

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

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

BRCC’s enrollment of First-Time, Full-Time, Associate Degree seeking students for Fall 2013 was 968. There were 466, or 48.1% from this cohort that were retained for the subsequent Fall 2014 semester. The target retention rate for Year 5 is 52.0%. BRCC did not meet this performance measure for Year 5. BRCC is continuing to work to improve student retention, the 48.1% retention is higher than the 44.4% from Year 4. BRCC has and is implementing programs and initiatives to improve student retention, such as working to strengthen faculty advising. Students are advised by full-time faculty in their declared degree programs. This allows students to develop relationships with faculty members within their chosen fields of study. BRCC will also hire new Success Coaches. These Success Coaches will work with incoming students and help guide those students from their beginning at BRCC until their graduation from BRCC.

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

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

BRCC has met this measure for Year 5 because the graduation rate is within two percentage points of the targeted benchmark.

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

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

Report Year (Cohort)	Baseline (AY08/09)	Year 1 (AY09/10)	Year 2 (AY10/11)	Year 3 (AY11/12)	Year 4 (AY12/13)	Year 5 (AY13/14)
Certificate Awards	9	150	188	199	343	1,562
% Change in Certificates		1566.7%	1988.9%	2111.1%	3711.1%	17,255.6%
Associate's Awards	288	318	360	382	376	403
% Change In Associate's		10.4%	25.0%	32.6%	30.6%	39.9%

BRCC has shown an increase in the number of associate's degree awards for four of the last five years and an increase in the number of certificates awarded in all five years. BRCC has passed the measure of increasing the percentage of program completers at all levels for Year 5. BRCC meets the % Change in the Associate's Completer's benchmark using the '2 vs. 3' rule. BRCC's % change for Year 5 is 39.9%. The 2-year average (32.3%) of Years 4 and 5 exceeds the 3-year average (22.3%) of Years 1-3.

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

BRCC continues to offer dual enrollment in high schools, and has worked to increase the dual enrollment population by offering online courses, working with the home-school students and private schools.

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

Report Year	Baseline		Year 1		Year 2		Year 3		Year 4		Year 5	
Semester	Fa08	Sp09	Fa09	Sp10	Fa10	Sp11	Fa11	Sp12	Fa12	Sp13	Fa13	Sp14
High School Students Enrolled					263	298	381	338	218	234	1,064	920
Semester Credit Hours Enrolled					822	969	1333	1099	740	783	4,559	3,424
Semester Credit Hours Completed					779	867	1224	1053	740	774	4,322	3,300

BRCC has seen an increase in the number of high school students who were enrolled, the number of semester credit hours they were enrolled in, and the number of semester credit hours they earned in Year 5.

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

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

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

In Year 5, BRCC had a passage rate on licensure exam in Nursing (RN) of 90.7%. BRCC passes its Year 5 target because the passage rate is within two percentage points of the benchmark. Also in Year 5, BRCC had a passage rate on licensure exam in Nursing (PN) of 67.3% and 77.8% on the PTCB exam (see Appendix B for a list of passage rates for all applicable licensures and certifications)

1.d.(ii.) Number of students receiving certifications

In Year 5, 9 BRCC students received the OSHA 10 general industry certification, 25 received the OSHA 30 general industry certification, and 43 received the OSHA 30 hour construction safety certification.

1.d.(iii.) Number of students assessed and receiving WorkKeys certificates

BRCC had 80 students who received the WorkKeys certificates.

WorkKeys Levels	Year 1 (AY09/10)	Year 2 (AY10/11)	Year 3 (AY11/12)	Year 4 (AY12/13)	Year 5 (AY13/14)
Bronze	171	39	2	5	12
Silver	201	211	3	36	46
Gold	43	179	2	19	22
Platinum	1	19	0	0	0
Total	416	448	7	60	80

1.d.(iv.) Other assessments and measures for workforce foundational skills

BRCC is currently not required to report on this measure.

Performance Objective 2. Articulation and Transfer

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

The success of the Tiger Bridge Program has continued into this academic year with an increase in enrollment. LSU and BRCC are committed to the continued success of this program. To ensure this program's success, processes have been implemented and improved to help with the reverse transfer of credits to BRCC. BRCC is working to establish similar relationships with other four-year institutions. BRCC has 32 articulation agreements with four-year institutions that help to facilitate and maximize BRCC credit courses that transfer. BRCC is also working to create new articulation programs with four-year institutions. See Appendix B for a chart of articulation agreements with four-year institutions.

BRCC continues to work with four-year institutions to implement and identify initiatives that will ease the transfer of students. Initiatives implemented in the previous academic year have been successful in establishing relationships with four-year institutions. MOUs have continued to help with creating advising pathways to students enrolled in the Louisiana Transfer degrees. BRCC has also continued the National Science foundation S-STEM Pathway Scholars Scholarship for students graduating with an AS in Pre-Engineering and transferring to LSU's College of Engineering.

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

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

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

Currently BRCC has no students enrolled as a result of any referral agreement with community colleges or technical colleges.

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

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

Report Year (Cohort)	Year 3 (AY2011/12)	Year 4 (AY2012/13)	Year 5 (AY2013/14)
AALT			578
AAST			439
AS			319
Total	845	1,009	1,336
Benchmark	845	850	855

BRCC exceeded the Year 5 benchmark of 855 students enrolled with an actual enrollment of 1,336.

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

Report Year (Cohort)	Year 2 (AY2010/11)	Year 3 (AY2011/12)	Year 4 (AY2012/13)	Year 5 (AY2013/14)
AALT		6	10	9
AAST		5	5	10
AS	7	14	1	8

For the 2013-2014 academic year, BRCC had a total of 27 students complete transfer degrees. BRCC has seen an increase in the number of students in each of the last three years. This trend should continue as interest in these programs continues.

Performance Objective 3. Workforce and Economic Development

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

During this past year Baton Rouge Community College and Capital Area Technical College have been working together as a merged institution. A Substantive Change document has been submitted to SACSCOC, the accrediting body for BRCC, and the Substantive Change Committee has completed their visit to the institution. Going forward as a merged institution, curriculum development and modification will remain a faculty-initiated process, and the approval process will continue to involve faculty and administration. The merger has had a positive impact on the faculty from the former Capital Area Technical College because it has provided their first opportunity to revise their curricula to meet the needs of the local community. The process of revising all of the technical education programs began in October 2013 and will be completed by the end of Spring 2015.

The College has made modifications to several programs during the past year. The Business Office Technology Associate of Applied Science degree was modified to prepare students to enter the workforce and to eliminate program duplications at the Mid-City and technical campuses. The modifications were based heavily on the conversion of the master syllabus for each course from the technical education format to the academic format. The revised, workforce-centered Office Administration Technical Diploma is now clearly distinguished from the Associate of Science in Business and the Applied Sciences degrees (Business Technology, Entrepreneurship, and Business Office Technology, Management). At the Mid City campus, an Associate of Science in Computer Science was added as a result of an articulation agreement that was recently entered into with Louisiana State University. Students who successfully complete this new degree at BRCC can be admitted with full credit to LSU's College of Engineering computer science program as a junior. This new degree and articulation agreement is designed to ensure that BRCC is meeting the computer science workforce needs in Louisiana.

The College has implemented a Graduating Student Satisfaction and Employment Survey, which is gathering current employment information on its graduates. The Career Center at BRCC will conduct follow up phone interviews with these graduates three months and six months after their graduation. This will increase the number of employed students that the college is able to track. Instructors, especially those in discipline accredited programs, are involved in placing students in jobs related to their field. This information will continue to be monitored.

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

The majority of BRCC’s programs are currently aligned with the workforce and economic needs of the state of Louisiana. In order to make this determination, the Louisiana Workforce Commission’s Louisiana Star Job [website](#) was utilized. Twelve programs lead to 5-star jobs and seven programs lead to 4-star jobs within the state of Louisiana. Of the remaining nine programs, two are specifically designed for transfer: the Teaching Associate’s Degree and the Louisiana Transfer Associates’ Degrees in Liberal Arts or Science. Six other programs are not specifically transfer programs but students obtaining these degrees can seamlessly move into corresponding programs at most 4 year institutions.

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

i. Number of programs eliminated	0
ii. Number of programs modified or added	3
Programs offered	28
Number designed for transfer	2
Aligned with Workforce and Economic Needs	
Number of programs aligned with 5 star jobs	12
Number of programs aligned with 4 star jobs	7

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

3.b.(i, ii., & iii.)

Report Year (Cohort)	Baseline (AY2010/11)	Year 3 (AY2011/12)	Year 4 (AY2012/13)	Year 5 (AY2013/14)
Course Sections delivered using distance learning technologies:				
50% to 99%	2	17	2	2
100%	125	167	127	104
Enrollments in Courses using distance learning technologies (Targeted)				
50% to 99%	45	380	45	28
Benchmark		194	199	204
100%	2456	3076	3167	1793
Benchmark		3655	3660	3665
Programs Offered through 100% distance education in AY2013/14				
1 program				

During the summer and fall semester of 2013, the distance education program was reorganized, placed in the Division of Innovative Learning and Academic Support, and all processes and policies were reviewed for consistency. New benchmarks were established for certification of faculty wanting to teach in the online environment and for any courses that would be offered. A training institute was developed and

implemented for faculty to receive certification. The Quality Matters guidelines were used to certify courses. In January 2013, the college re-launched the distance education offerings, under the newly created eLearning Program managed by a professional staff member. In addition, faculty were strongly encouraged to increase the use of the current LMS (Blackboard) to provide a better experience for all students including online learners. Professional development, offered by the Teaching and Learning Center, was also offered for all teaching faculty and staff including those specifically teaching in an online environment. In addition, the Testing Center increased their operating hours and proctoring options to assist the eLearning faculty and students. Initially the number of courses offered in the eLearning Program decreased because we chose to focus on quality.

Element 3.d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

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

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

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

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

See Elements 2.b and 2.d.

Performance Objective 4. Institutional Efficiency and Accountability

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

Element 4.c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

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

Academic Year	SREB Non Resident Tuition	BRCC Non Resident Tuition & Fees	Difference
FY 11	\$7,528	\$5,672	(\$1,856)
FY 12	\$7,904	\$6,120	(\$1,784)
FY 13	\$8,271	\$6,643	(\$1,628)
FY 14	\$8,446	\$7,422	(\$1,024)
FY 15		\$7,771	

Nonresident tuition at BRCC remains less than the average tuition charged to Louisiana residents attending other Southern Regional Education Board institutions. The number of students paying nonresident tuition at BRCC has steadily increased over the last five years (from 1.4% in Fall 2010 to 3.6% in Fall 2014).

Element 4.d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress.

Fifty percent of the programs offered at BRCC and the former Capital Area Technical College, with either mandatory or recommended discipline-based accreditation boards, have been approved. The most recent program to be approved is Diagnostic Medical Sonography which was awarded initial accreditation from the Commission on Accreditation of Allied Health Education Programs, as stated in a letter to the College Chancellor dated January 16, 2015 (attached). The Board of Regents was informed of the award in an electronic mail communication sent on April 8, 2015.

On March 18, 2015, officials broke ground for BRCC's Center of Excellence for Transportation Technology. The center will provide training to college and high school students to work as mechanics while also familiarizing them with the latest equipment in the automotive industry. Veteran mechanics will also be able to complete certification programs at the center. The training center is set to open between fall 2016 and early 2017.

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

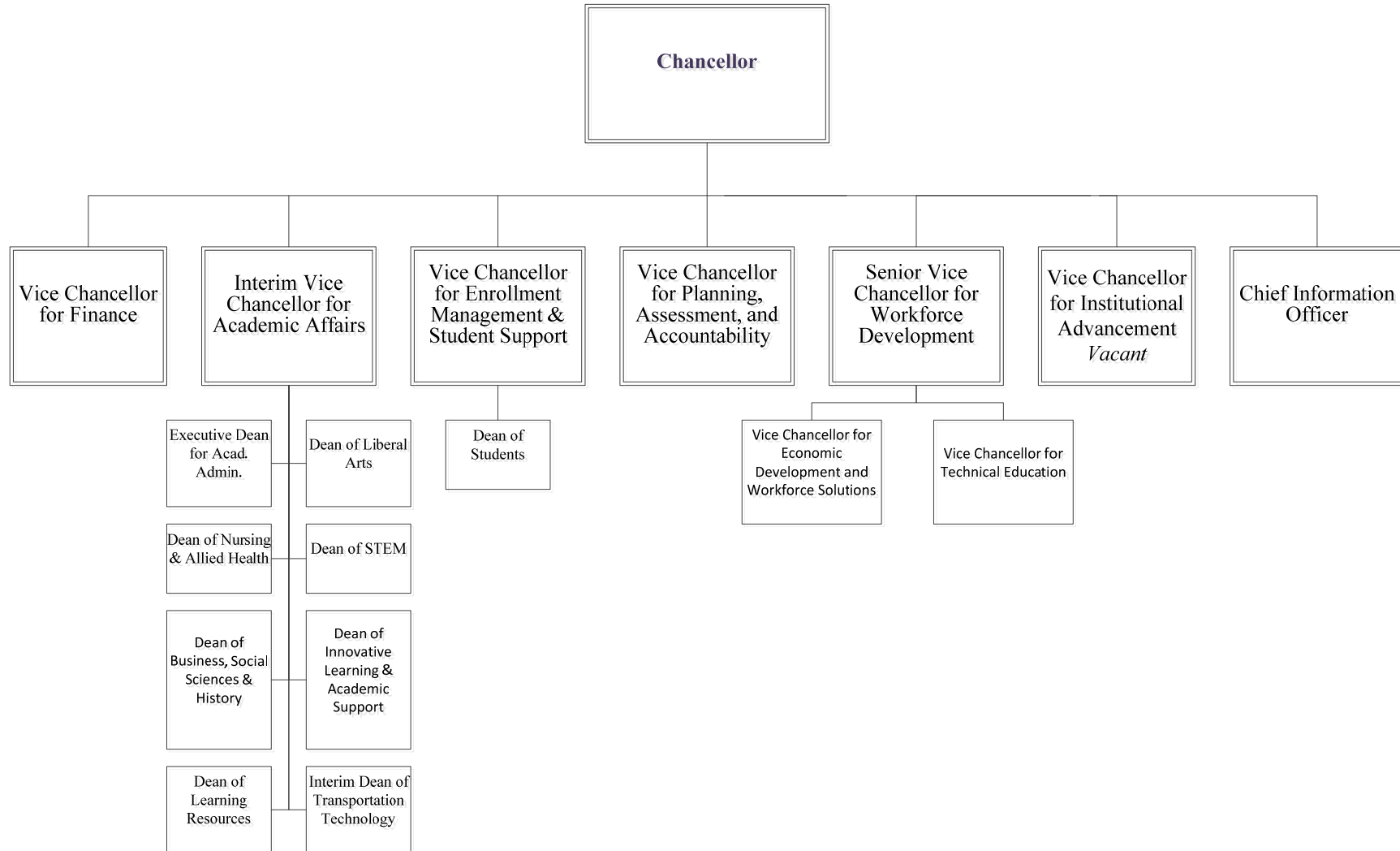
Baton Rouge Community College Programs

Program	Mandatory or Recommended	Accreditation Status	Updates
AS Business	Mandatory	Accredited	
AAS Business Technology	Recommended	Accredited	
AS Computer Science	Recommended		
AAS Diagnostic Medical Sonography	Mandatory	Accredited	Awarded January 15, 2015
CTS Emergency Medical Technician-Paramedic	Mandatory		
AS Nursing	Mandatory	Accredited	Site visit for continuing accreditation scheduled for Fall 2015
AAS Paramedic	Mandatory		Letter of Review has been granted. Self Study submission in Summer 2015
AAS Paralegal Studies	Recommended		
AAS Veterinary Technology	Mandatory	Accredited	
AAS Construction Management	Recommended		Application has been submitted
AAS Process Technology	Mandatory	Accredited	
Former Capital Area Technical College Programs			
CTS Culinary Arts-Production Cook	Recommended		
CTS Culinary Arts-Entry Level Line Cook	Recommended		
TD Culinary Arts	Recommended	Accredited	
AAS Drafting & Design Technology	Mandatory		Application has been submitted
TD Air Conditioning & Refrigeration	Mandatory	Accredited	
TD Collision Repair Technology	Mandatory		
CTS Auto Technology-Electrical Technician	Mandatory	Accredited	
CTS Auto Technology-Engine Performance Technician	Mandatory	Accredited	
TD Auto Technician-Automotive Technician	Mandatory	Accredited	
CTS Pharmacy Technician	Mandatory		
TD Practical Nursing	Recommended		
BRCC and Former CATC Programs Combined: 11 Programs Accredited/22 Eligible – 50%			

Section 5. Data

<i>5.a. Number of students by classification</i>	
Undergraduate Headcount (Fall 2014)	10,427
Budgeted FTE (Fall 2014)	7104.0
<i>5.b. Number of instructional staff members</i>	
Instructional Staff Members (Fall 2014)	476
Instructional Staff FTE (Fall 2014)	290.7
<i>5.c. Average class student-to-instructor ratio</i>	
Ratio of student headcount to course sections (Fall 2014)	17.69
<i>5.d. Average number of students per instructor</i>	
Ratio of FTE Students to FTE Instructors (Fall 2014)	25.6
<i>5.e. & f. Number of non-instructional staff in academic colleges and staff in administrative areas</i>	
Non Instructional Staff (Fall 2014)	323
Non-Instructional Staff FTE (Fall 2014)	274.3

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



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

Position	Base Salary Fall 2009	Salary Changes since 6/30/2008 as reported for Fall 2010	Salary Changes Since 6/30/2010 Reported for Fall 2011	Salary Changes Since 6/30/2011 Reported for Fall 2012	Salary Changes Since 6/30/2012 Reported for Fall 2013	Salary Changes Since 6/30/2013 Reported for Fall 2014
Chancellor	\$172,442	Merit Increase \$181,064		New Appointment \$171,000	Salary Increase 6/2013 \$181,000	Salary Increase 7/2013 \$189,500
Vice Chancellor, Academic Affairs	\$121,100	Merit Increase \$125,944	Position Vacant \$0	New Appointment \$114,795	\$114,795	Interim Appointment 6/2014 \$117,000
Vice Chancellor, Enrollment Management	\$93,300	Merit Increase \$95,166	Position Vacant \$0	Interim Appointment \$104,000	New Appointment, 8/2013 \$107,000	\$107,000
Vice Chancellor, Finance	\$120,921	New Appointment \$115,000	\$115,000	\$115,000	New Appointment 8/2013 \$110,000	\$110,000
Senior Vice Chancellor for Workforce Development	NA	NA	NA	NA	NA	New Appointment 9/2014 \$150,000
Vice Chancellor for Economic Development and Workforce Solutions	\$ 102,921	Merit Increase \$104,979	\$104,979	\$104,979	\$104,979	\$104,979
Vice Chancellor for Technical Education	NA				(New Position) Due to Merger July, 2013 \$101,068	\$101,068
Vice Chancellor, Planning, Assessment & Accountability	NA					New Appointment 5/2013 \$110,000
Vice Chancellor for Institutional Advancement	NA					Not yet Appointed TBD

Position	Base Salary Fall 2009	Salary Changes since 6/30/2008 as reported for Fall 2010	Salary Changes Since 6/30/2010 Reported for Fall 2011	Salary Changes Since 6/30/2011 Reported for Fall 2012	Salary Changes Since 6/30/2012 Reported for Fall 2013	Salary Changes Since 6/30/2013 Reported for Fall 2014
Chief Information Officer	\$109,720	\$109,720	NA	New Appointment 11/2012 \$100,500	\$100,500	
Dean of Liberal Arts	\$ 82,156	Merit Increase; \$85,442	\$85,442	New Appointment 12/2012 \$99,819	\$99,819	New Appointment 6/2014 \$80,000
Dean of Business, Social Science & History	\$73,500	New Appointment \$78,000	Increase; Change in Rank \$78,600	Interim Appointment 2/2012 Salary \$75,000	New Appointment 6/2013 \$83,000	\$83,000
Dean of Science, Technology, Engineering & Mathematics	\$ 80,000	New Person Appointed \$81,952	Increase; Change in Rank \$83,000	\$83,000	Increase;- Additional Duties 9/2013 \$88,000	\$88,000
Dean of Transportation Technology				New Appointment \$85,000	\$85,000	\$85,000
Dean of Innovative Learning and Academic Support	NA				(New Position) August, 2013 \$85,000	\$85,000
Dean of Students				New Appointment \$93,000	\$93,000	\$93,000
Dean of Learning Resources	\$85,182	Merit Increase \$86,509	Salary Increase \$91,200	\$91,200	\$91,200	\$91,200
Dean of Nursing and Allied Health	\$85,170	New Appointment \$97,000	\$97,000	\$97,000	\$97,000	\$97,000
Executive Dean for Academic Administration	NA				(New Position) 8/2013 \$107,000	Vacant

5.i.(i.) Total operating budget by function, amount, and percent of total (FY2014)

Expenditures by Function	Amount	Percent of Total
Instruction	\$15,275,937	39.9%
Research	\$0	0.0%
Public Service	\$0	0.0%
Academic Support	\$4,196,164	11.0%
Student Services	\$4,342,754	11.3%
Institutional Services	\$6,654,406	17.4%
Scholarships/Fellowships	\$2,960,565	7.7%
Plant Operations/Maintenance	\$3,902,941	10.2%
Total E&G Expenditures	\$37,332,767	97.5%
Hospital	\$0	0.0%
Transfers out of agency	\$950,320	2.5%
Athletics	\$0	0.0%
Other	\$0	0.0%
Total Expenditures	\$38,283,087	100.0%

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

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

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

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2011-2012	2012-2013	2013-2014	2014-2015	% CHANGE 2013-2014 TO 2014-2015
Tuition and fees					
In-state	\$2,832	\$3,091	\$3,366	\$3,693	9.7%
Out-of-state	\$6,120	\$6,643	\$7,422	\$7,771	4.7%
Books and supplies	\$1,200	\$1,200	\$1,200	\$1,200	0.0%
Living arrangement					
Off Campus					
Room and board	\$8,326	\$7,459	\$7,459	\$7,459	0.0%
Other	\$3,435	\$4,484	\$4,484	\$4,484	0.0%
Off Campus with Family					
Other	\$3,435	\$4,464	\$4,464	\$4,464	0.0%
TOTAL EXPENSES	2011-2012	2012-2013	2013-2014	2014-2015	% CHANGE 2013-2014 TO 2014-2015
In-state					
Off Campus	\$15,793	\$16,234	\$16,509	\$16,836	2.0%
Off Campus with Family	\$7,467	\$8,755	\$9,030	\$9,357	3.6%
Out-of-state					
Off Campus	\$19,081	\$19,786	\$20,565	\$20,914	1.7%
Off Campus with Family	\$10,755	\$12,307	\$13,086	\$13,435	2.7%



MULTIYEAR TUITION CALCULATOR



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

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

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

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

State Dollars per FTE \$2,230

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

State Dollars per FTE \$2,230

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

Total Expenditures \$93,303,480

Attachment A Diagnostic Medical Sonography Accrediting Board Approval

1361 Park Street
Clearwater, FL 33756
Phone: 727-210-2350 / Fax: 727-210-2354
www.caahep.org



January 16, 2015

Andrea Miller, PhD
Chancellor
Baton Rouge Community College
201 Community College Drive
Baton Rouge, LA 70806

Dear Dr. Miller:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **January 15, 2015** to award **initial accreditation** to the Diagnostic Medical Sonography - General program at Baton Rouge Community College, Baton Rouge, LA.

The recent peer review conducted by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) and CAAHEP's Board of Directors recognizes the program's substantial compliance with the nationally established accreditation Standards. The initial accreditation status will expire on **January 31, 2020**.

The JRC-DMS will regularly monitor the program's compliance with the outcomes assessment thresholds through the program's Annual Report as well as other documentation that may be requested (Standard IV.B.).

The accreditation standards are established by CAAHEP, JRC-DMS, American College of Cardiology Foundation (ACCF), American College of Radiology (ACR), American College of Obstetricians and Gynecologists (ACOG), American Institute of Ultrasound in Medicine (AIUM), American Society of Echocardiography (ASE), American Society of Radiologic Technologists (ASRT), Society of Diagnostic Medical Sonography (SDMS), Society for Vascular Surgery (SVS), and Society for Vascular Ultrasound (SVU).

The commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas K. Skalko'. The signature is fluid and cursive.

Thomas K. Skalko, PhD, LRT/CTRS
President

cc: Toni Manogin, PhD, Dean of Nursing & Allied Health
Michael Beauford, BS, RDMS, RVT, Program Director, Diagnostic Medical Sonography
Sheryl E. Goss, MS, RT(R), RDMS, RDCS, RVT, Chair, JRC-DMS
Cindy Welland, RVT, RRT, Executive Director, JRC-DMS

Attachment B Licensures and Certifications

Discipline Based Licensure	Exam That Must Be Passed Upon Graduation to Obtain Employment	Entity That Grants Required Licensure	Baseline Year	Number of Students Who Took Exam	Number of Students Who Met Standards for Passage	Passage Rate
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)	2013			
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nurse Examiners		49	33	67.3%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	54	49	90.7%
Pharmacy Technician	PTCB Exam	Louisiana Board of Pharmacy		9	7	77.8%

Industry-Based Certification	Exam That Must Be Passed to Obtain Certification	Entity That Grants Required Certification	Baseline Year	Number of Students Receiving Certification
OSHA 10 General Industry	OSHA	Occupational Safety and Health Administration	2013	9
OSHA 30 General Industry	OSHA	Occupational Safety and Health Administration	2013	25
OSHA 30 Hr. Construction Safety	OSHA	Occupational Safety and Health Administration	2013	43
Aviation		Federal Aviation Administration	N/A	N/A

APPENDIX B. Articulation Agreements

BRCC Articulation Agreements

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