

Bossier Parish Community College



*2016~2017
Annual Report*

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A faded background image of a modern university building with a central tower and a large lawn in front. The text is overlaid on this image.

*Division of
Administration*



Division of Administration (Chancellor's Office)
Chancellor's Office

DIVISION SUMMARY

Recent completion of BPCCC's portion of the new STEM Building has expanded learning spaces for students and faculty as well as extended contextual learning opportunities which recreate health-related industry scenarios; next steps for the STEM Building include increasing safety for students via a crosswalk and opening another entrance to the parking lot. Progress continues in securing funds for expanding the campus acreage crucial for growth of the College. The Office of the Chancellor continues its focus to increase student enrollment numbers and to fulfill Our LA2020 goals. BPCCC's recent investment in upgrading its data infrastructure will better serve the current and future needs of the College and our students.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development for faculty and staff.	Documentation of professional development workshops attended by faculty and staff.	91 workshops and presentations were offered this year... a 12% increase over the previous academic year. 82.5% of faculty and staff who completed the BPCCC Report Card indicated that they had attended on-campus professional development, an increase of 4% over the previous academic year.	Explore new strategies to increase the number of faculty and staff participating in professional development opportunities.	Increase access to on-site and online professional development opportunities.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Create strategies to meet the needs of Our LA2020 goals.	New strategies that reflect the needs of Our LA2020 goals.	Strategies developed include: Develop an Online Orientation, Launch the Back to BPCCC Enrollment Initiative, Launch Inspire for Advisors, fully implement the 5 for 6 Program.	Each of these strategies were successful in promoting student enrollment, orientation, and advising. They each helped to address the Our Louisiana 2020 Goals #1 and #2 as they relate to students served and completers.	Continue to create strategies to meet the needs of these and the other Our LA2020 goals.
Develop an infrastructure that supports the data needs of the College.	Implementation of new infrastructure that supports the data needs of the College.	An overhaul of the network infrastructure was completed, new servers installed, and the bandwidth was significantly expanded. (>400%)		Study the capacity for existing human resources to make the best use of this data infrastructure in the promotion of student success.
Complete construction of the STEM building.	Construction progress reports and documentation of STEM building construction completed.	The STEM Building Project, as originally conceived has been completed. The fourth floor of the project (to be used as lease space) remains to be completed and the bonds have now been sold in order to build out the top floor.	With substantial completion on the original project, turn attention to fourth floor build out. Coordinate with the design/build group to complete the fourth floor build out while disturbing instruction to the least extent	Continue to work with the design/build team and the project management team to ensure the timely completion of the fourth floor build out.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Acquire additional land for program expansion.	Documentation of land acquisition for program expansion.	Funds for the land purchase were approved within HB2 (Capital Outlay) but the project was vetoed by the Governor.	possible. We had a personal conversation with the Governor about the project and were encouraged that the project could be supported next fiscal year.	Resubmit the project for funding; continue to engage the Governor's Office on the project; and solicit more support from legislators friendly to the project.

PRIORITIES FOR THE COMING ACADEMIC YEAR

- 1) Acquire additional land for program expansion
- 2) Complete construction of the STEM building
- 3) Secure \$1M in new giving to the College
- 4) Grow the total number of students served by 15%
- 5) Establish forward thinking partnerships with four-year university partners
- 6) Provide leadership and innovation for a reimagined LCTCS Online

Division of Administration (Chancellor's Office)

Institutional Advancement

DIVISION SUMMARY

In fiscal year 2017, the Office of Institutional Advancement invested manhours in stewarding gifts from an active fund-development season during the previous year. With a small shop, this was very time consuming, but was critical to following through on donor recognition items as promised. In addition, the department worked with the Office of the Chancellor, BPCC Foundation, and campus programs to secure approximately \$900,000 (as of this report date) on behalf of the College. Although delayed by several setbacks, the Advancement staff worked with cross-functional teams for initial phase implementation of the Targeted Gifts Campaign for the STEM building wrote a Corporate Engagement Plan for Culinary Arts, assisted Workforce in securing funds for their first Economic Development Conference, "Upstate Rising", and implemented a Transportation Transition Plan to bridge the gap and provide iGO transportation services to students when BPCC Van services were eliminated. The Advancement office facilitated a partnership between iShuttle and University Court (UC) Apts. to provide express shuttle service to and from BPCC campus for students who live at UC, and negotiated a contract with UC to hire a Student Navigator to live on site at UC and serve BPCC students for the purpose of helping them persist to completion.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Create an on-going sustainable Major Gifts program by transitioning Capital Campaign activities	1. Implementation of Major Gifts Programs 2. Enhancements to departments and programs	As listed above	As listed above. Schedule adjusted due to construction delays. Tours critical component of this type of campaign. Several technological delays also impacted schedule.	Move forward with new timeline

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Implement a Targeted Gifts Campaign to raise funds to support the Allied Health Program and the new building	The amount raised toward the campaign goal	Approx. \$900,000 pledged to toward \$1,000,000 goal	Had to revise schedule due to construction delays, technology implementation, etc.	Continue pushing toward final goal
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Create an Anniversary Committee to organize and implement an All-Class Alumni Reunion in preparation for the School's 50th anniversary celebration	The number of people who agree to serve on the All-Class Alumni Reunion Committee	Met with the Chancellor and Public Relations to secure schedule. Anniversary Gala to be held in early Spring 2018 (Feb). Announced in Exec. Council	Revised event description from "Reunion" to Anniversary Gala for broader appeal to all friends, alumni, and general community who might wish to attend.	Conduct event
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Increase the number of student scholarships through funds generated from the BPCC100 Fundraiser	The number of scholarship awards disbursed compared to 2016-2017	The Foundation awarded nearly \$90,000 to 138 students. Includes \$40,000 in proceeds from the BPCC 100.	Realized impact of leveraging event funds to secure new scholarship donors	Engage all departments for participation in annual fundraiser for maximum ROI
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide opportunities for professional development for Advancement staff and campus employees	1. Number of employees taking advantage of on-campus professional development opportunities as indicated by sign-in sheets. 2. Number of employees attending off-campus workshops and/or	\$4,000 Staff Development funds awarded for professional development. Includes nine individual awards to conferences and seminars and one corporate professional	Staff Senate realized a larger draw/impact by offering corporate event where the speaker was brought on to campus, vs. individual awards.	Seek opportunities to help Senates better promote availability of professional development funds

conferences as indicated by approved Staff Senate and Faculty Senate grant applications

development event on campus impacting all Staff Senate members (Faculty members also invited)

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Implement a New Alumni Engagement Project to connect with Alumni	Number of alumni reached over prior year	I. Engaged Alumni via Constant Contact eMarketing for the purpose of (1) increasing awareness of campus events and (2) to participate in Give-for- II. Good 24-hour online campaign. Added Alumni to new eTapestry donor database to target market (1) Healthcare majors for new building, and (2) general alumni for anniversary announcements	I. This year, IA distributed campus accomplishments and announcements to nearly 2,000 records via Constant Contact. II. Give for Good 24-hour online giving has typically not been emphasized or designed as a stand-a-lone campaign but, as a compliment to the Annual Campaign. This year we emphasized the PSE program and donations quadrupled from previous year (\$2,200)	Design the Annual Campaign around the 24-hour Give-for-Good event. Engage Alumni and campus earlier in the awareness portion of the Campaign.

PRIORITIES FOR THE COMING ACADEMIC YEAR

- In November, conduct annual fundraiser in cooperation with line up of Anniversary events
- Conduct Anniversary event in early spring as agreed (to allow time between annual fundraiser and proper planning for max. participation)
- Fully utilize data-driven resources to better identify prospects for Major and recurring gifts
- Continue implementation and follow-up of new Board Advocates Engagement Model
- Implement new Advancement structure to better align with goals and objectives.

Division of Administration (Chancellor's Office)

Institutional Effectiveness Initiatives

DIVISION SUMMARY

Conference/Civic/External Presentations:

- 1.Tech Fusion Conference Presentation: BPCC, 07/28/16
- 2.Community Renewal Instructor/Tutor In-service Workshops: Shreveport, 08/25/16
- 3.LA Association of College & University Auditors Fall 2016 Conference: BPCC, 11/4/16
- 4.ESSI Symposium Presentation: San Antonio, 11/6/16
- 5.Regional CTE Partners 2nd Quarter Meeting, Delta CC: Monroe, 11/29/16
- 6.Community College Futures Assembly: Orlando, 01/30/17
- 7.LA Procurement Support Team Meeting RFP Presentation: Baton Rouge, 02/03/17
- 8.League for Innovations Conference Presentation: San Francisco 03/15/17

Webcast Presentations

- 1.FITW RFP Preproposal Presentation Webcast: 04/24/17
- 2.NCSD Webinar: “Open Sourcing Developmental Education: Building Persistence in UnderPrepared Students” 04/27/17

In-House Presentations

- 1.English Honor Society Fall 2016 Induction Ceremony: Keynote Speaker 11/11/16
- 2.Classroom Open Campus mobile app faculty presentations to developmental English and Math faculty: (4) (during Be-Back week s17)
- 3.Open Campus Mobile Student/Classroom Demonstrations Presented: Classroom presentations to students (7)
- 4.BPCC Faculty/Staff Workshop: “Brains in Training” 04/20/17

Awards & Articles

1. UPCEA: Strategic Innovation in Online Education Award (March, 2017)
2. Community College Futures Assembly: Bellwether Award (January, 2017)
3. University Business: Models of Excellence Award (December, 2016)

4. NCSD: Terry O'Banion Shared Journey Exemplary Practice Award (September, 2016)
5. University Business Article (December, 2016)
6. Bossier Press Tribune Article (09/28/16)

Conference Attendance beyond Presentations

1. Dept. of Ed/White House-sponsored Event, DC (11/16)
2. NCSD Conference, New Orleans (10/16-10/18/16)

Open Campus: New Courses Launched

1. Introduction to Soft Skills
2. How to be a Successful Online Learner

Document Editing

SACS Decennial Document
General Document Editing

FITW Grant-related Activities

Supervision of App Development Phase One Classroom Trials Launch

RFP: Phase 2 Mobile: writing/editing, supervision of proposal review process

Implementation/Coordination: Cluster Randomized Control Trials (CRCT) in designated courses

Oversite of new course content creation and data collection

External Evaluator Site Visit Coordination: planning, implementation, evaluation

Integrated Data Platform (IDP): Civitas

Oversight of Inspire for Advisors (IFA) Launch: training, planning, facilitation

Illume Impact Pilot Oversight

Service on Active Committees

Civitas Illume Working Group

Civitas Inspire for Advisors Working Group

Planning Council (and Subcommittee V)

Faculty/Staff Development Committee

OER Committee

Faculty/Staff Professional Development at BPCC: On-Campus Workshops Facilitated

Summer 2016

Offerings: 7 Presentations; Total Attendees: 91

Fall, 2016

Offerings: 37 Presentations; Total Attendees: 502

Spring, 2017

Offerings: 47 Presentations; Total Attendees: 553

TOTAL ON-CAMPUS WORKSHOPS/PRESENTATIONS OFFERED: 91

TOTAL NUMBER OF ATTENDEES: 1146

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
align on-campus professional development presentation and workshop offerings with stated needs and objectives of faculty, staff and administration as expressed through formal evaluations and informal feedback	Be-back workshop attendees' evaluation responses BPCC Report Card results	Attendees provided overwhelmingly positive feedback on Be-back evaluation forms. 82.5% of faculty and staff who completed the BPCC Report card indicated that they had attended on-campus professional development, an increase of 4% over the previous year. Faculty and staff responded positively to professional development-related statements on the BPCC Report Card.	Gather feedback from Vice-chancellors to better meet campus professional development needs.	Align on-campus professional development presentation and workshop offerings with stated needs and objectives of faculty, staff and administration as expressed through formal evaluations and informal feedback
Increase access to onsite and online professional development opportunities	Number of workshops/presentations offered as compared with prior year	91 workshops and presentations were offered during 2016-17, a 12% increase over previous year, 2015-16.	Provide targeted workshops for Inspire for Advisors Training.	Increase access to onsite and online professional development opportunities

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Expand access to Open Campus, open sourced courses	Number of video lecture minutes viewed Number of individual accounts accessing video lectures	Total video lecture viewing minutes for 2016-17: 894,752. Viewing minutes increased by 13,887 over same period, 2015-16. Number of views for 2016-17 totaled 153,259, an increase of 9,442 views over same period, 2015-16.	Increase mobile access by publicly releasing a responsive application	Expand access to Open Campus, open sourced courses

PRIORITIES FOR THE COMING ACADEMIC YEAR

- Create and alpha test Phase 2 Open Campus mobile application
- Facilitate faculty/staff training on Integrated Data Platform
- Increase access to Open Campus learning content
- Present Open Source learning strategies at national conferences

Division of Administration (Chancellor's Office)

Internal Auditing

DIVISION SUMMARY

Audit projects completed during the fiscal year June 1, 2016 through May 31, 2017 included the areas of Employee Issued Mobile Devices; Outside Employment; Technology Fees; Property Inventory; Purchase Card; and Accounts Payable/Payroll Check Destruction. Internal Audit recommendations have either been fully implemented or in the process of implementation.

Accounting functions for Bossier Parish Community College Foundation were also performed for the period June 1, 2016 through May 31, 2017. These included daily accounts receivable and accounts payable functions; as well as all bank reconciliations and monthly financial reporting requirements.

Professional Development received at LACUA Fall Conference, November 3-4, 2016 included: "Surviving the New Louisiana Sales Tax Law"; "Workplace Violence"; "When Failure is an Option: Stepping Out into a Hero's Journey"; Incorporating Social Media Searches into Your Investigations-Things you should Know"; "Changing Your Tune: Release, Embrace, and Discover Your Heart-Song"; "Mindset: Fulfill Your Potential"; and "QAR".

Professional Development required through the State of Louisiana included: "Code of Ethics for State Employees" -LEO System February 3, 2017; CPTP Preventing Sexual Harassment 2017 - LEO System February 2, 2017; and ORM Defensive Driving January 26, 2017.

Professional Development received at BPCC during June 1, 2016 through May 31, 2017 included: "Crisis Intervention" - January 12, 2017.

BPCC Executive Council: 2016-2017

BPCC Planning Council: 2016-2017

Planned and Hosted the Fall 2016 LACUA Conference at Bossier Parish Community College.

Community Service volunteer at the BPCC 100 Mini Go-Kart Race - September 24, 2016.

Community Service volunteer for the Community Foundation "Step Forward" Tutoring Program at Plantation Park Elementary School.

Memberships: ACUA (Association of College and University Auditors); LACUA (Louisiana Association of College and University Auditors); and ACFE (Association of Certified Fraud Examiners).

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Implement the annual Audit Plan to support fiscal responsibility and fulfill the mission of the Internal Audit Charter.	<ol style="list-style-type: none"> 1. Extent to which the college assets are physically accounted for and safeguarded from losses of all kinds. 2. Reliability and adequacy of the College accounting, financial and other records. 3. Compliance with policies and procedures; state and Federal laws and regulations; contractual obligations and Board Rules. 4. Adequacy of internal controls to ensure effectiveness, efficiency and they are functioning properly. 	<ol style="list-style-type: none"> 1. College assets were appropriately tagged, physically accounted for and properly safeguarded. 2. Financial accounting, and reporting systems were considered adequate for areas reviewed. 3. College policies and procedures exist and are overall in compliance with state, federal laws and regulations. 4. Internal controls were adequate, effective and functioning properly in areas reviewed. 	Management agreed to all necessary corrective action based on recommendations or suggestions.	Areas of audit will be based on any prior findings and recommendations; request from the Chancellor or System Director of Internal Audit and Legislative Auditors Office.
Attend a semi-annual LACUA conference during the fiscal year.	LACUA conference attendance certificate.	Attended the LACUA Fall Conference held at Bossier Parish Community College - November 3-4, 2016.	No changes warranted.	Attend at least on semi-annual LACUA conference during the fiscal year.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide accounting assistance to BPCCC Foundation and Athletics Fund.	Document financial transactions through spreadsheets and QuickBooks software.	All receivable and payable transactions for BPCCC Foundation using Quickbooks. Monthly bank reconciliations for 10 checking/investment accounts. Monthly balance sheets and profit and loss reporting. Year End Tax letters for donor contributions.	No changes warranted.	Assist BPCCC Foundation with all areas of bookkeeping.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Submit an annual Audit Plan in compliance with industry specific standards that fulfills the expectations and needs of the college.	Approval of Audit Plan by the Chancellor.	Annual Audit Plan reviewed and approved by the Chancellor.	No changes warranted	Establish an annual plan each June for the next fiscal year.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Provide management with appropriate support in auditing and the foundation accounting functions.

Division of Administration (Chancellor's Office)

Public Relations

DIVISION SUMMARY

The Public Relations Office has been involved in many projects across the College this year (May 2016-May 2017).

Here is a list of many of them:

- Management of a quality social media presence on Facebook, Twitter; added Instagram, Pinterest & YouTube
- Obtained company for the Student Online Orientation; organized ALL video shoots/b-roll; editing; implementing
- Implementation of the NEW college-wide TV/messaging system (C3) – PR took over this system from Student Life.
- 50th Anniversary logo design – for use on all ads, materials
- Daily campus-wide communications with BPCC Daily; Campus Memo
- Planned, organized signing ceremonies between BPCC and other colleges (worked with other PR representatives to plan the ceremony, agenda, press releases, media:
 - 6-16-16 BPCC-NSU – MOU Senior Army ROTC Pilot Program
 - 9-13-16 BREMCO Scholarship dedication
 - 9-28-16 BPCC-LSUS-NSU – MOU Joint Admissions Agreement
 - 1-26-17 BPCC-LA TECH – MOU BPCC employees receive reduced tuition-La Tech
 - 3-23-17 BPCC-LA TECH – MOUBPCC Business to LA Tech CIS
 - 5-2-17 BPCC-NSU – MOU update EMT-PARAMEDIC
- Planned, organized, implemented the LCTCS November Board of Supervisors' Meeting at BPCC
 - Planned tour for board members of Barksdale Air Force Base – all security planning
 - Designed welcome slides for TV monitors & packets for board members.
 - Ordered special coasters; bottled water – BPCC-labeled
- Planned, organized AEP Credit Counts Learning Lab Dedication – June 2016
- Planned, organized Regional Science Olympiad competition – working with teams to register/payment, volunteers to work, determined home base classrooms, ordered trophies
- Planned, organized Louisiana State SkillsUSA (high school) Opening & Closing ceremonies on BPCC campus
- Provided BPCC materials/promos for community events:
 - Science Fair volunteer luncheon – setup BPCC publications and waters at Civic Center
- Event coordination for campus AND community events to be held on campus.

- Reservations for room usage for community, educational and non-profit events.
- Table skirting, prep, and cleanup for events
 - District 4 Congressional Republican Debate – BPCC Theater
 - Focus First (Lafayette, LA) – held focus group for local business
 - Academy Day for local high school students to learn about military academies
 - Rep. John Fleming’s Academy Nominating Board interviews
 - Shreveport Chamber of Commerce – Matchmaker conference – May 4 – GYM
 - Cystic Fibrosis Walk – May 13
- Participated in various signings for Athletics - High School & current athletes
- Planned and promoted – A Soldier’s Wish for a BPCC Nursing Student – media coverage
- Assisted in Citizens National Bank’s Center for Business Studies dedication
- Videography
 - Welding program video production – videography, editing
 - Military Appreciation video: interviewed Jacqueline Owens, Susan Stakes, and Daniel Davis
 - Graduation: Production and Rendering: 4-5 days
 - Dr. Bateman Admissions Welcome Video – Recorded, Edited, Exported and Reviewed before final approval
 - Monthly video for social – May activities
 - Schedule drone footage for Fall advertising commercial
- Attended, took photos, social media for BPCC 100
- Planned and implemented campus tours:
 - LCTCS Louisiana Leadership Academy tour of BPCC
 - LCTCS statewide Administrative Assistant’s tour of BPCC
 - Shreveport Chamber of Commerce Leadership group tour of BPCC
- Planned, organized, and implemented BPCC’s participation on LCTCS Workforce Day at the Capitol
- Production of Fall, Spring & Summer catalogs for Workforce Development & Continuing Education department
- Writing and distribution of news releases (June 2016-May 2017) on BPCC programs, registrations, events throughout the year
 - Approx. 1,144.5 inches of unpaid media articles
 - Approx. 959.9 inches of paid advertising
- Production of College ads for:
 - SB magazine (monthly) & online
 - Bossier Press – BIZ magazine (monthly)
 - City Life magazine
 - Forum magazine
 - Billboards – registration
 - Caddo Schools Parent magazine ad (4 times in year)
 - Teen Princess ads
 - Welding Ad – Minden Chamber Profile Guide

- Mobile advertising – KSLA, KTBS, Townsquare radio
- Internet advertising – KTBS, The Times
- Radio – all three radio groups
- Pandora summer radio ads
- Military Relocation Guide
- Social Media advertising campaigns:
 - Designed/ Scheduled BPCC OnDemand social media ads
 - Designed/ Scheduled BPCC Open Campus social media ads
 - Planning of One & Done and POST certification social media ads
- Wrote briefs for BPCC’s LCTCS 50 Businesses in 50 Days campaign and promoted those on BPCC social media sites when highlighted by LCTCS Office
- Attended the April 12 LCTCS Board Meeting – assisting in Chancellor video presentation to Board
- Wrote and distributed NWLTC’s press releases to local media
- TV/radio interviews – promoting BPCC
 - Preview Day – KTBS, K945, KTAL
 - CNA program – KTBS
- Production of advertising, flyers, postcards, videos, promotional items, signage for various departments:
 - Career Compass Registration Day – June 2016
 - ALL of Exact Target’s graphics for Recruiting
 - Registration signs
 - Quad banners
 - SNAH & TEM Division brochures
 - 2017-18 General Catalog cover
 - BPCC 100 – advertising and signage
 - Nurse’s Pinning Ceremony; programs, photography
 - CNA program: Graduation invitations program & photos.
 - Christmas Show: Flyer, Performers List, VIP reservations & BPCC display table
 - Design of College’s 3 Graduation programs, photography, press releases – Summer, Fall, Spring
 - BAFB poster design for BAFB Testing Center
 - Promoting livestreaming of BPCC’s Graduations – Summer, Fall, Spring
 - BPCC Foundation needs – flyers, programs, certificates, pledge cards, invitations to events, etc.
 - Valveworks Pictorial display – artwork and production
 - Bossier Chamber advertising/sponsorship
 - Donna Service Gallery info cards for art shows – Fall and Spring – and attending shows/receptions
 - Advanced Welding National Welding Month promotion – flyers, social media, programs
 - Open Campus promotion – pushcards, press releases
 - Design logos for programs/divisions

- Parking permits for Campus Police
- College Transition Program flyers, postcards, signage
- Camp Cavs Youth summer camp flyers, press releases
- Men's Basketball Tryout Flyer
- PSE Flyers and template creation
- Econ/WF Dev flyer template
- Welding Bootcamp flyer
- Chancellor's Christmas card production
- Regional Science Fair promotion/photography
- Creating and organizing PowerPoint templates across the campus
- Creating certificates and printing for everyone on campus
- Organizing Word documents and other papers/projects for faculty AND student organizations (i.e. Student Nurses Association, OTA, Student Oil & Gas)
- Handling divisions' printing needs from the creation process, gathering quotes, and receiving the products and departments printing needs: Innovative Learning/AEP grant, Advising Center, Library, etc.
- Business cards
- Assist with ACTUAL promotion of events – getting word out on campus & public:
 - BPCC Open House
 - Christmas Show
 - Drug awareness speaker promotion
 - Chancellor Forums
 - English Honor Society induction
 - HR Job Fairs
 - Career Services Job Fairs
 - CNA Graduation
 - College Transition Programs Graduation
 - Music events
 - OTA student backpack checks
 - Rotaract promotion
 - Christmas Show
 - Nursing Pinning
 - Cavalier Preview Nights
 - CAPA productions
 - Debate awards & recognition
 - Regional Science Fair
 - Science Olympiad
 - College Goal Sunday – Financial Aid

- Veteran Job Fairs
- Foundation events
- Savoir Faire reception
- Super Saturday promotion
- Designed retractable banners for divisions/departments
 - CAPA
- Met and planned Faculty speakers for The Glen's Cultural Arts and Technology Series
- Participated in student Comm Media interviews AND Cav Express Recruiter Mock Tour
- Attended events off-campus representing BPPC
 - Bossier Chamber of Commerce Patriot Awards
 - Attended area PIO/PR Officers group – monthly luncheons
 - Fundraising Professionals luncheon honoring Stephanie Rogers
- Photography for campus events/activities:
 - Softball Team photos
 - Golf Tournament team photos
 - SkillsUSA photos
 - Savoir Faire reception
 - Sigma Kappa Induction
 - Welding Bay Open House Congressman visit
 - Summer Ad photos Fiber Art Exhibit
 - Spring Graduation
 - Mike Johnson Town Hall
 - Student Life Multicultural tables
 - Citizens National Bank Dedication
 - Softball Signing and season awards
 - Hwy 80 Banner photos
 - Additional on-campus activities
- Held website focus groups with sample group of students

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Increase the use of College website	Monthly data generated from website tracking system	This strategy was not met because website tracking system was not implemented.	Continue to track monthly data generated by website	Track monthly data of website.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Design new and redesign current program pushcard publications in order to provide program-specific information to the community.	Number of pushcards designed for College programs.	Redesigned 7 puscards and designed 10 pushcards for College programs.	Continue to design and redesign pushcards for College programs	Increase the number of program pushcards needed to be designed.
Attend more Public Relations-related and/or Social Media-related workshops and seminars.	Number of Public Relations-related and/or Social Media-related professional growth seminars (on and off campus).	5-10 seminars between all employees in PR.	Continue to increase the number of professional growth seminars	Increase the number of professional growth seminars attended by PR office personnel.
Increase the number of posts to social media	Comparison of the number of daily and weekly Facebook, Twitter, and YouTube posts, likes, favorites, shares, and subscribers to the number from last year.	Increase of an average of 2-3 more social media posts daily and weekly over last year.	Continue to increase the number of daily and weekly social media posts.	Increase the number of social media posts daily and weekly.
Plan and develop the social media policy for the College and evaluate its effectiveness for use.	Actual date the social media policy is created for the College and number of evaluations performed.	The Social Media Policy was created and approved at the Executive Cabinet meeting on April 3, 2017. No evaluations have been performed.	Continue to track the number of evaluations.	Increase the number of evaluations.

PRIORITIES FOR THE COMING ACADEMIC YEAR

The following are NEW PR projects for 2017-18:

- BPCC's publications –
 - NEW design for next Guidebook – 50th anniversary – will include NEW photography, NEW design
 - NEW design for division brochures – Behavioral & Social Sciences; Business; Liberal Arts; CAPA
 - Continue to create pushcards for every program in each division
 - Design Athletic Recruitment publication/folder
- 50th Anniversary Celebration
 - LOGO for 50th to be continually used on everything! Video to be used at gala in Spring
 - Banners on campus light poles – coming July 2017
 - Look into a 50th anniversary photo montage artwork for Building A – quad side
- FULL redesign of website – creating an EXTRANET website for public and an INTRANET website for internal departments' information and needs.
- Following items were planned for 2015-16 but put on-hold due to budgetary reasons

A large, multi-story brick academic building with a central entrance, set against a light sky. The building is the background for the text.

*Division of
Academic Affairs*



Division of Academic Affairs

Vice Chancellor for Academic Affairs

DIVISION SUMMARY

The Office of the Vice Chancellor for Academic Affairs and the Division of Academic Affairs supervised by Mrs. Lesa Taylor-Dupree, Vice Chancellor for Academic Affairs, had a very successful and productive 2016-2017 academic year and experienced many successful initiatives. The primary focus for the Division of Academic Affairs was to serve students, faculty, staff, administration and to enhance student success, retention, and student completion. During the 2016-2017 academic year, the College reviewed all academic programs and updated curriculum as needed to provide quality instruction to graduates for the purpose of transferability and/or job readiness and employability. Additionally, the College had the following new programs approved by the Louisiana Community and Technical College System and The Board of Regents: the Certificate of Technical Studies in Police/Community Relations, the Certificate of Technical Studies in Police Procedures, the Certificate of Technical Studies in Criminal Justice Investigations, the Certificate of Technical Studies in Corrections, the Technical Diploma in Criminal Justice, the Technical Competency Area in Certified Production Technician, the Certificate of Technical Studies in Engineering Graphics, the Certificate of Technical Studies in Advanced Welding Technology, the Associate of Applied Science in Systems Administration with two concentrations: Enterprise Information Technology & Development Concentration and DevOps Concentration, and the Technical Competency Area in Computer Repair. Additionally, during the 2016-2017 academic year, the College successfully submitted an academic progress report to the Board of Regents for the Associate of Applied Science in Construction Technology and Management. The Academic Deans, also, submitted new academic courses to the Academic Affairs and Curriculum Committee for approval to strengthen and expand programs. The College reviewed all academic programs and updated curriculum as needed to provide quality instruction to graduates for the purpose of transferability and/or job readiness and employability. The Academic Divisions reviewed eighteen (18) academic programs in 2016 in accordance with the cyclical rotation as defined in the systematic planning and assessment outcomes for the continuous improvement of programs and services of the College. Currently, the Academic Divisions are reviewing ten (10) academic programs for 2017.

This year, the College continued the process of preparing for the 2018 Reaffirmation of Accreditation by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC). This process was overseen by Mrs. Taylor-Dupree and led by Dr. Holly French-Hart, Associate Vice Chancellor of Institutional Effectiveness, Strategic Planning, and Assessment. This self-study resulted in several improvements and initiatives for Academic Affairs. Throughout the year, many academic policies and procedures were reviewed for accuracy and currency, and a new Academic Affairs Policies and Procedures Manual was developed. College documents such as the Faculty Handbook and the Adjunct Faculty Handbook were, also, revised and updated. After a review of the General Education competencies, the academic deans worked with the Office of Institutional

Research and Assessment to develop an assessment reporting cycle for those competencies within their divisions. Further, a BPCC Credentialing Manual and Matrix was created to comply with SACSCOC credentialing standards and improve the alternative credentialing process. Additionally, a revised Substantive Change policy with detailed procedures aligning with SACSCOC standards was developed to provide oversight of initiatives such as off-campus program offerings and services. In 2016-2017, not only did the College submit the SACSCOC Compliance Certification Report, but it also began drafting the Focused Report in response to any findings of non-compliance by the Off-Site Reaffirmation Committee. Also during the year, a team of BPCC representatives participated in SACSCOC workshops in preparation for the institutional reaccreditation process, and as part of the reaffirmation process, the College began developing a Quality Enhancement Plan (QEP) and identified leadership for the QEP. To prepare for the implementation of the QEP, a QEP pilot will be initiated in fall 2017. Currently, the College is coordinating preparation of the QEP and the On-Site Reaffirmation Committee visit in October 2017.

Throughout the year, the Division of Academic Affairs actively participated in reviewing and strengthening existing articulation agreements, creating new articulation agreements, and creating memorandums of understanding. The College created new articulations including the following: the BPCC Joint Admissions Program with Northwestern State University and Louisiana State University Shreveport; the BPCC and Louisiana Tech University Memorandum of Understanding Tuition Reduction Program for BPCC employees; the BPCC Associate of Applied Science in Business Administration to the Louisiana Tech University Bachelor of Science in Computer Information Systems; and the Memorandum of Understanding update for the BPCC Associate of Applied Science in Paramedic to Northwestern State University in the Bachelor of Science in Unified Public Safety Administration. Also, the academic deans updated several continuing articulations with Northwestern State University and Louisiana State University Shreveport. The College has currently finalized a Memorandum of Understanding with Louisiana State University Alexandria the BPCC Associate of Science in Nursing (RN-ASN) to the Louisiana State University Alexandria Bachelor of Science in Nursing (RN-BSN). Additionally, the College is engaging in the review of the Cyber Security Bachelor's Degree program at Bellevue University in order to establish a memorandum of understanding that aligns coursework with the College's Associate Degree in Cyber Technology and related fields.

During the year, the Vice Chancellor for Academic Affairs and the Division of Academic Affairs, also, engaged in the following responsibilities: directed and coordinated activities within each Academic Division; gave leadership to all academic programs of the College; prepared and submitted reports for governing boards and accrediting associations; reviewed and updated academic policies as needed; enhanced the professional growth of the faculty; participated in appropriate organizations, meetings, and conferences; conferred with students and instructors regarding academic opportunities and concerns; reviewed and coordinated compliance of the College and specialized accreditation for specific programs within appropriate accrediting associations; recruited highly qualified faculty; attended meetings with the College's stakeholders; attended meetings throughout the service area to highlight the opportunities at the College in order to recruit students; and pursued many grant opportunities and received many grants valued at millions of dollars to advance academic programs.

Mrs. Taylor-Dupree had a productive and successful year representing Bossier Parish Community College and leading the Academic Divisions of the College. Mrs. Taylor-Dupree, throughout the year, attended several conferences including the Southern Association of Colleges and Schools Commission on Colleges Annual Meeting Conference in Atlanta, Georgia; the LCTCS Strategic Planning Workshop for the Chief Academic Officers in Baton Rouge, Louisiana; the LCTCS Joint Strategic Planning Workshop in Baton Rouge, Louisiana, for Chief Academic Officers, Chief Student Services Officers, and Institutional Research Officers; several meetings of the Statewide Articulation Transfer Council and the Statewide General Education Committee in Baton Rouge, Louisiana; and ACCUPLACER training workshops in Baton Rouge, Louisiana. Also, Mrs. Taylor-

Dupree attended professional development seminars relating to college administration, budgeting, student success, general education, academic advising, retention, placement testing, Banner resources, mentoring, articulation, leadership, team building, safety, and active shooter. Furthermore, Mrs. Taylor-Dupree completed four (4) trainings: CPTP Sexual Harassment, Travel Card Certification Course for Card Holders, Travel Card Certification for Card Holder Approvers, and Louisiana Code of Ethics for State Employees.

Additionally, Mrs. Taylor-Dupree served as the leader of the Deans Council, a LCTCS representative on the Statewide General Education Committee as a part of the Statewide Articulation Transfer Council, and as the Chief Articulation Officer for the College submitting the courses for the College to the Louisiana Board of Regent Master Course Articulation Matrix. She served on many committees, councils, and teams, including the Deans Council, the Planning Council, The Planning Council Institutional Effectiveness Sub-Committee, the Executive Cabinet and Council, the General Education Assessment Committee; the Christmas Committee; the Graduation Committee; and work groups for articulation agreements and memorandums of understanding. She was an integral part of the College's Leadership Team and Steering Committee for the 2018 Reaffirmation of Accreditation by the SACSCOC, and the College's Steering Committee for the Quality Enhancement Plan (QEP). Mrs. Taylor-Dupree served on several committees regarding student success, student retention, student completion, general education core competencies for certificates and degrees, and the Louisiana Transfer Degree Guarantee and the hiring of college staff. Additionally, the Vice Chancellor for Academic Affairs served as a resource person for the Deans and faculty and counseled students regarding requirements for certificates and degrees. Mrs. Taylor-Dupree, also, attended various academic program advisory committee meetings including those for Technology, Engineering, and Mathematics; Science, Nursing, and Allied Health; and Criminal Justice. Furthermore, Mrs. Taylor-Dupree attended many public meetings to represent the College and disseminate information concerning the mission and activities of the College. Mrs. Taylor-Dupree gave several presentations regarding academic advising, general education competencies, and academic opportunities available for students at Bossier Parish Community College.

Finally, an important role for Mrs. Taylor-Dupree this year was to create open lines of communication between and among academic divisions and other divisions on campus to advance the data collection for the campus for Our Louisiana 2020. Bossier Parish Community College is a leader among the colleges within the LCTCS; therefore, it is vital the College reports correctly its completers, the annual earning of the graduates, student transfers to four-year universities, the number of students served, the partnerships with business and industry, and the foundation assets.

Additionally, each Academic Division had many accomplishments, and a few highlights are included in this report. In the Division of Science, Nursing, and Allied Health, Mrs. Carolyn Burroughs, the Academic Dean of the Division, participated in the development of the SACSCOC self-study report by chairing a sub-committee, and she participated in the SACSCOC leadership meetings. In July 2016, Mrs. Burroughs attended the SACSCOC Summer Institute in Dallas, Texas. Furthermore, she wrote and submitted the Accreditation Commission for Education in Nursing (ACEN) self-study of the BPCC Nursing program and participated in the on-site accreditation visit. As Dean, Mrs. Burroughs assisted the Medical Assistant Program Director in writing the American Association of Medical Assistants (AAMA) self-study, and she assisted the Phlebotomy Program Director in writing the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) self-study. Mrs. Burroughs, also, worked with the Program Directors in the completion of reviews for the Respiratory Therapy, EMT Paramedic, and General Science/ASLT Programs. Finally, Mrs. Burroughs participated in the design and furnishing of the new Nursing and Allied Health Building, as well as coordinated the move to the new building.

Within the Division of Communication and Performing Arts, the Division had a successful year in the world of debate, receiving a third-place

national ranking among community colleges, with students in the top ten ranking. Furthermore, the Division led thirteen (13) student actors and singers to regional recognition with the Kennedy Center American College Theatre Festival. The Division, also, produced “A Bus from Dallas”, which won an international Remi Award from WorldFest Film Festival. As the Academic Dean of the Division, Dr. Ray Scott Crawford directed five (5) fully-staged theatrical productions for BPCC, toured one production to the Canterbury in Indiana, and received nine (9) KCACTF acting and musical theatre nominations. Dr. Crawford, also, judged two (2) Texas and Louisiana theatre productions for KCACTF, two (2) High School Thespian productions, a state Thespian competition, and a local Art Break Talent Finalist performances. Additionally, he secured over two (2) dozen paid apprenticeships and other theatre jobs for theatre students and graduates.

In the Division of Technology, Engineering, and Mathematics, a National Science Foundation proposal with Northwestern State University (NSU) for a Center of Advanced Reliability Technologies (CART) was submitted, and is currently under review. Moreover, the Division collaborated with NSU to create the Senior Army ROTC Pilot Program. This Division, with Ms. Sandra Partain as the Academic Dean, provided several funding opportunities to the College, including \$250 from North American Railway Services, to support the Advanced Manufacturing Program initiatives. Louisiana Associated General Contractors provided \$25,000 to support the Construction Technology and Management Program scholarships and program initiatives, and JP Morgan Chase provided \$50,000 to support the Cyber Technology Program initiatives. To support the Advanced Manufacturing and Oil and Gas Production Programs, Valveworks USA pledged \$100,000 to be paid over four (4) years at \$25,000 each installment. Additionally, JP Morgan Chase presented the Division the JP Morgan Chase Sub-Award, which increased the number of students served, enhanced persistence of the adult basic education students, increased job placements, implemented career pathways, and supported professional development and marketing/outreach. The Rapid Response Grant of \$480,000 developed the Background Investigator Training Program, expanded OnDemand offerings, and expanded federal training program opportunities. The Division, also, submitted four (4) program approvals, which were approved by LCTCS and the Board of Regents (BoR): Technical Competency Area in Certified Production Technician, Certificate of Technical Studies in Engineering Graphics, Certificate of Technical Studies in Advanced Welding Technology, and Associate of Applied Science in System Administration with two (2) concentrations. Most recently, Bossier Parish Community College has now been designated as a Center of Workforce Excellence in Cyber Technology.

Moreover, in the Division of Behavioral-Social Sciences and College Transition Programs, Ms. Kay Boston, the Interim Academic Dean, and Program Coordinators, attended the Bossier Parish School Board College/Career night in October 2016, as well as participated in Cavalier Night on the College’s campus. Furthermore, Mrs. Boston and Mr. Dan Cain submitted four (4) new Criminal Justice certificates and one (1) new Technical Diploma in Criminal Justice for new program approval. As Interim Academic Dean, Mrs. Boston attended the Innovation and Education 2016 Luncheon: Inspiring Women in STEM that was held by the Bossier Chamber of Commerce, and she organized the Constitution Day Program for the College. In May 2017, Mrs. Boston, also, delivered the welcoming remarks at the College Transition Programs (CTP) Commencement Ceremony.

Within the Division of Liberal Arts, the Academic Dean, Mrs. Vicki Dennis, worked with the Writing Lab Coordinator to develop and launch student surveys regarding the usage of the lab. Mrs. Dennis, also, completed and launched the electronic curriculum system within the Division, and she, along with the English 102 ad hoc committee, reviewed the course, which resulted in a change of the master syllabus. Furthermore, the Division developed a partnership with the Learning Commons for additional display of student and community art work. Finally, with the cooperation of the full-time faculty, the General Education assessments were developed for each course taught within the Division of Liberal Arts.

Also, in the Division of Business, the Academic Dean, Mrs. Peggy Fuller, worked closely with textbook publishers for inclusive textbooks to decrease the purchase price for students. Additionally, the Culinary Arts area co-designed the OIB Bank Executive Retreat in February 2017, judged the Skills USA Contest for BPSTIL in April 2017, and hosted the Skills USA Culinary Competition at BPCC in April 2017. Within the Division, the Dedication of the Citizens National Bank Center for Business Studies was established because of the bank's generous donations for the Business Division.

Furthermore, the Division of Learning Resources installed a glass marker board in the library classroom to accommodate meetings and classroom orientations. The librarians, also, began the e-textbook initiative by presenting to Academic Deans and forming an ad hoc committee with faculty representation, which resulted in several faculty members committing to the e-textbooks for students. The Division, also, published two library articles in the November 2016 issue of LOUIS Lagniappe Newsletter in Baton Rouge, Louisiana. Furthermore, Mrs. Debra Harmon, a Librarian, and Mrs. Brenda Brantley, the Dean of the Division, were recipients of the John and Suanne Roueche Excellence Award.

Also, the Division of Education Technology, with Mr. Charles Cameron as Dean, has been the leader for the Louisiana Community and Technical College System (LCTCS). This year, the management of LCTCS Online was transferred from the LCTCS office to BPCC. In cooperation with the Electronic Learning Committee, a new course-design policy was approved, which provided leverage to strengthen the focus of Quality Matters (QM) for all online/hybrid courses. Furthermore, the Division provided training to faculty in several ways, including "Tech Tips", which is a digital means of offering training on the MyBPCC support site. The Division has, also, implemented the use of Mediasite, which is a lecture capturing software that integrates more video lectures into online/hybrid programs. Finally, one of the Division's goals is to focus on increasing the number of fully online degree programs, programs that can be earned totally online, at the College.

This year, the Division of Innovative Learning oversaw the dual enrollment program, the Youth Challenge Program (YCP), the Activating Inquisitive Minds (AIM) Program as a partnership with the Bossier Parish School System, the American Electric Power (AEP) CC program, and the Veteran Educational Services. To assist with the College's recruiting efforts, the Division supervised Career Compass events on campus. Furthermore, as the Associate Vice Chancellor for Innovative Learning, Mrs. Donna Womack, led efforts to develop three (3) twelve (12)-month Accelerated Associate Degrees in Business Administration, Criminal Justice, and General Studies. She, also, assisted with the development of the SACSCOC QEP.

Within the Division of Institutional Research and Assessment, Interim Director, Staci Phillips, served on the SACSCOC Leadership team, and she organized the General Education Learning Outcomes data collection. Additionally, Mrs. Phillips pulled data and compiled information for the college's Program Health Index submission, and Mrs. Phillips compiled the data for the college's yearly SACSCOC Institutional Profile report. The Division, also, compiled and organized data for Louisiana 2020, completed over 250 data requests for multiple divisions across the College's campus, and provided data for all federal and state reports, including LaPAS, IPEDS, LCTCS reports, and Board of Regents reports. Furthermore, the Division facilitated the Administration of the following: The Survey of Entering Student Engagement (SENSE), The Community College Survey of Student Engagement (CCSSEE), the Great Colleges to Work for, the Graduate Survey, The BPCC Report Card, the Strategies for Success, and the Annual Report.

Finally, the Division of Grants led by Interim Director, Jennifer Lawrence, managed \$14,112,322 in grants. Since October 2016, \$1,059,000 has

been awarded to BPCC from seven (7) proposals. The Division, also, worked with grant project management teams on efficiency processes and policies with Finance and Purchasing Departments. Mrs. Lawrence prepared and submitted eighteen (18) proposals for grant funding: five (5) federal proposals, seven (7) industry/private foundation proposals, and six (6) state proposals. Additionally, Mrs. Lawrence worked closely with Academic Deans on writing grant proposals for their areas, and she conducted a campus-wide grant study on the fiscal impact of grants on campus.

Division Summary for Academic Planning

The Division of Academic Planning, supervised by the Vice Chancellor for Academic Affairs within the Division of Academic Affairs, had a very successful and productive year, and the primary focus for this Division for 2016-2017 was to serve students, faculty, staff, and administration and to enhance student success. The Division was instrumental in conferring candidates for three (3) graduations and in providing graduation information for the graduation programs, the College community and area newspapers, and the reports to the Louisiana Community and Technical College System (LCTCS) and the Louisiana Board of Regents. Bossier Parish Community College held five (5) commencement ceremonies: one in summer 2016, two in fall 2016, and two in spring 2017. The number of graduates conferred for the 2016-2017 academic year was 862. The College awarded 1,243 associate degrees, technical diplomas, certificates, and technical competency areas to these 862 graduates.

During the 2016-2017 academic year, the Division of Academic Planning experienced many successful initiatives this academic year. The Division provided eighty-two (82) regularly scheduled and on demand placement testing opportunities during the academic year. During the 2016-2017 academic year, 5,139 placement tests were administered. Throughout the year, the Division coordinated and administered the Education Testing Service Proficiency Profile, which was administered to the associate degree candidates in the summer 2016, fall 2016, and spring 2017 graduating classes. The information concerning general education competencies gathered from this standardized testing of 151 candidates for graduation will be used for measurement and documentation of general education competencies for graduates for the Southern Association of Colleges and Schools Commission on Colleges. Additionally, during the 2016-2017 academic year, 191 candidates for graduation completed the BPCC Graduation Survey, and this information will be used to review academic programs.

Throughout the year, this Division, also, engaged in the following responsibilities: monitored all aspects of the graduation process; monitored the Planning Council and scheduled all meetings of the Planning Council; coordinated the courses for the College for the Louisiana Board of Regents Master Course Articulation Matrix; provided Banner support and created resource guides related to Banner and Curriculum, Advising, and Program Planning (CAPP); provided information, maintained, and updated the Canvas site for Academic Affairs; and updated the Placement Testing site and the Candidates for Graduation site on the College website each semester. Additionally, the Division coordinated the student evaluations of faculty the fall 2016 semester and the spring 2017 semester and provided student evaluation statistics to Administration, Deans, and faculty. During this academic year, a total of 2,068 courses were evaluated, and 36,847 evaluations were sent to students to evaluate their instruction.

Dr. Holly French-Hart, Associate Vice Chancellor of Institutional Effectiveness, Strategic Planning and Assessment, served on the Christmas Show Committee, Planning Council Institutional Effectiveness Sub-Committee, and the SACSCOC Leadership Team. She attended the following two (2) professional development workshops: “Civitas Learning/BPCC Illume Training” and “SACSCOC Institutional Effectiveness Peer Evaluator Training.” Additionally, Dr. French-Hart presented four (4) professional development workshops, including “Tech Fusion Conference,” “Can We See the Future? Using Predictive Analytics...,” “Strategic Planning,” and “Institutional Effectiveness and Assessment.” While serving as the leader of Planning Council, she led four (4) Planning Council meetings. Dr. French-Hart, also, attended three (3) conferences: Association for the

Assessment of Learning in Higher Education in Milwaukee Wisconsin, SACSCOC Summer Institute in Grapevine, Texas, and SACSCOC Annual Meeting in Houston, Texas. At the end of the spring 2017 semester, Dr. French-Hart completed a course entitled Postdoctoral Seminar and Practicum in Teaching at the University of Maryland University College, located in Adelphi, Maryland.

Ms. Cieltia Adams, Director of Academic Planning, served on the Planning Council and Graduation Committee. Additionally, Ms. Adams served as Board Member and Treasurer for the Louisiana Council for Teachers for English (LCTE). Ms. Adams attended the following five (5) professional development workshops: “Advising Students,” “How the Financial Aid Process Affects Persistence and Enrollment,” “What Makes for a Competent Communicator,” “Inspire for Advisors Training,” and “Inspire for Advisors Campaign Training.” She participated in three (3) trainings: CPTP Sexual Harassment, Travel Card Certification Course for Card Holders, and Louisiana Code of Ethics for State Employees. Furthermore, Ms. Adams attended the ACCUPLACER and CLEP National Conference in New Orleans, Louisiana and participated in four (4) workshops: “Louisiana Board of Regents and Placement Policy Forum,” “Introduction to ACCUPLACER Reporting,” “Implementing Next-generation on Your Campus,” and “Pre-registration, Vouchers, and Fast Track.” She participated in the webinar “Identifying Students with Mental Health Issues” and was a volunteer for the BPC 100 Mini Go-Kart Race. Along with overseeing the graduation process/ceremonies, and placement testing during the fall, spring, and summer semesters, Ms. Adams, also, implemented ACCUPLACER as the new placement test, which was one of her most significant responsibilities.

Mrs. Cynthia Johnson, Specialist of Academic Planning, attended two (2) professional development workshops: “How the Financial Aid Process Affects Persistence and Enrollment” and “What Makes for a Competent Communicator.” Furthermore, she participated in three (3) training workshops: Sexual Harassment, Louisiana Code of Ethics, and Travel Card Certification Course for Card Holders. Mrs. Johnson served on the Graduation Committee, and she attended the ACCUPLACER and CLEP National Conference in New Orleans, Louisiana. Not only did Mrs. Johnson collect data for LCTCS and the BoR reports, but she also collected data from academic divisions for the Student Evaluations. Furthermore, she assisted with Articulations, updated the Prior Learning Articulation, and assisted Innovative Learning with proctoring Challenge Exams for the Youth Challenge Program (YCP). One important role Mrs. Johnson had was assisting with graduation during the fall, spring, and summer semesters.

Mrs. Rachael Carter, Coordinator of Academic Planning, served on the Graduation Committee and created/maintained the Student Evaluations within Canvas. She assisted the Admissions/Registrar’s Office in creating a new fillable form for the BPC catalog, as well as with the “cleanup” report for Registration. Mrs. Carter, also, created and maintained Curriculum, Advising, and Planning (CAPP), which is the Degree Evaluation within Banner. She participated in three (3) trainings: Defensive Driving, Code of Ethics for State Employees, and CTPT Sexual Harassment. Additionally, Mrs. Carter participated in several WebEx workshops: Spring 2016 Outcomes and Plans for AY 16-17; Degree Works; Degree Works: Full Measure Demo; Why Hundreds of Instructors use Ellucian’s Degree Works alongside Banner CAPP for Proactive Student Planning and Advising; Smartsheet Orientation Session; BPC/Civitas Learning Illume Teleconference; Canvas Lab: Virtual Session through Canvas Conferencing; Registrar Core Team Meeting; Part of Term Testing-Parts 1, 2, and 3; Delete Stale LoLA Credentials; Change of Program Procedure; CAPP (Transfer Credit and Attributes Demo); Events Impacting Registration; Change of Program Procedure Created by Erin Blake; Improve Incoming Student Retention and Completion Rates; Self-Service Banner Usage; ACCUPLACER; Spring Core Team; and Proposed Changes. Finally, two of Mrs. Carter’s most valuable roles were to maintain the accuracy of the fall, spring, and summer graduation candidates, and she awarded graduates by running COGNOS.

Mrs. Katrina Sproles, Administrative Assistant for the Vice Chancellor for Academic Affairs, participated in several professional growth opportunities, including “Finance Training,” “Banner and Purchasing Process,” “Susan G Komen Breast Cancer Awareness,” “Competent Communicator,” “Leading when your Boss is in Charge,” “Finding and Making the Most of your Strength,” and “Fresh is Best and Aged is Better.” Furthermore, she was a presenter at Staff Senate Perks and New Staff Orientation. Mrs. Sproles participated in two (2) training workshops: Louisiana Code of Ethics for State Employees and CTPT Sexual Harassment. She not only served as President of Staff Senate, but she also served as a member. Additionally, Mrs. Sproles served on the Graduation Committee, Planning Council, SACSCOC Sub-committee (Goal 5-Institutional Effectiveness), SASCO Leadership Team, and Foundation Board of Directors. She, also, served as a volunteer for BPCC 100, BPCC Capital Campaign, and BPCC Staff Senate.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Assist Quality Enhancement Plan (QEP) Director in coordinating the implementation of a piloted QEP for fall 2017.	QEP pilot initiated in fall 2017.	Five QEP EDUC099 classes have been scheduled for Career Compass students in Fall 2017, with one being taught by the QEP Director and four being taught by two full-time faculty members.	Data from the Fall 2017 QEP Pilot will be used to improve the QEP orientation initiative.	The College will work toward scaling out the QEP to offer the courses to more students.
Implement a process for storing and reporting educational program student learning outcomes data, including General Education.	Data reported from program student learning outcomes in assessment database infrastructure.	The Director of Institutional Research and Assessment created a means of compiling and organizing general education learning outcomes data for use by the Academic Deans. This compilation was an integral part of the documentation for the	The data will be used by Academic Deans and faculty to create strategies for improvements in courses and programs.	The Academic Deans, the Vice Chancellor for Academic Affairs, the Associate Vice Chancellor of Institutional Effectiveness, Strategic Planning and Assessment will work the Director of Institutional Research and Assessment to determine the types of databases needed and systematic processes needed within the academic divisions

SACSCOC
Compliance
Certification.

to enhance the collection of
data for programmatic
improvements, student
retention, and student
completion.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Review all required paperwork for candidates for graduation and monitor the graduation process.	1. Number of graduates for 2016-2017 academic year. 2. Number of credentials awarded for 2016-2017 academic year.	1.The College graduated 862 student during the 2016-2017 academic year. 2.The College awarded 1,243 credentials during the 2016-2017 academic year.	No changes are needed.	The Division of Academic Planning and the Vice Chancellor for Academic Affairs will monitor the graduation process for students and review the graduation paperwork for all candidates for graduation. For 2017-2018, the College will expand the graduation ceremony to include the College Transition Program.
Provide scheduled and on demand placement testing opportunities for students.	Number of opportunities for scheduled and on demand placement tests during the 2016-2017 academic year.	The Division of Academic Planning and the Vice Chancellor of Academic Affairs provided eighty-two (82) opportunities for students to take placement tests. Also, the Division administered 5,139 placement tests.	No changes are needed.	The Division of Academic Planning and the Vice Chancellor for Academic Affairs will meet the demands of students by providing all scheduled and on demand placement testing opportunities for the next academic year.
Build the Accuplacer application for placement testing for the	Implementation of Accuplacer as the means for	ACCUPLACER was implemented during the	The College	The College will research and implement best practices,

campus.	placement testing for the campus and the transition from Compass.	end of the fall 2016 semester. The College completely transitioned to ACCUPLACER during the spring 2017 semester.	implemented the use of the alignment of ACCUPLACER scores along with ACT sub-scores for accurate placement into developmental courses.	along with professional development for staff administering ACCUPLACER and faculty and staff advising students.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Create new academic programs and/or revise existing academic programs.	Number of new academic programs created and/or revised.	The Academic Deans, also, submitted new academic courses to Academic Affairs and Curriculum Committee to strengthen and expand programs. The College reviewed all academic programs and updated curriculum as needed to provide quality instruction to graduates for the purpose of transferability and/or job readiness and employability. Additionally the College had the following new programs approved by the Louisiana Community and Technical College System and The Board of Regents: the Certificate of Technical Studies in	The College will implement the new programs for the 2017-2018 academic year.	The Division of Academic Affairs will explore opportunities to create new academic programs and revise or expand existing academic programs to meet the needs of the students and the needs of employers.

Police/Community Relations, the Certificate of Technical Studies in Police Procedures, the Certificate of Technical Studies in Criminal Justice Investigations, the Certificate of Technical Studies in Corrections, the Technical Diploma in Criminal Justice, the Technical Competency Area in Certified Production Technician, the Certificate of Technical Studies in Engineering Graphics, the Certificate of Technical Studies in Advanced Welding Technology, the Associate of Applied Science in Systems Administration with two concentrations; Enterprise Information Technology & Development Concentration and DevOps Concentration, and the Technical Competency Area in Computer Repair.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Utilize the College website and/or the Canvas website for graduation information and placement testing.	<ol style="list-style-type: none"> 1. The increase in the number of updates of graduation information on the College website. 2. The increase in the number of updates of placement testing information on the College website. 	<ol style="list-style-type: none"> 1.The Division of Academic Planning and the Vice Chancellor for Academic Affairs revised and updated graduation information on the College website nine (9) times during the academic year. 2.The Division of Academic Planning and the Vice Chancellor for Academic Affairs revised and updated placement testing information on the College website fourteen (14) times during the academic year. 	No changes are needed.	The Division of Academic Planning and the Vice Chancellor for Academic Affairs will utilize and update the College Canvas website and the College website to post, disseminate, and update information as needed regarding graduation and placement testing for the next academic year.
Participate in and provide professional development opportunities.	<ol style="list-style-type: none"> 1. Number of professional development opportunities in which the staff within Academic Affairs and Academic Planning participated. 2. Number of professional development opportunities provided for Academic Affairs, Academic Deans and Directors, faculty and staff. 	<ol style="list-style-type: none"> 1.The staff within the Division of Academic Planning and the Division of Academic Affairs participated in 181 professional development opportunities. 2.The Division of Academic Planning and the Vice Chancellor for 	No changes are needed.	The Vice Chancellor for Academic Affairs, the Division of Academic Affairs, and the Division of Academic Planning will participate in and provide professional development opportunities for the next academic year.

Academic Affairs provided professional development opportunities dealing with SACSCOC. Campus wide eighty-five (85) professional development opportunities were provided during the 2016-2017 academic year.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Create new articulation agreements and update or revise existing articulations with four-year universities.	Number of new articulations created and updated or revised.	The College reviewed and updated existing articulations. Also, the College created new articulations including the following: the BPCC Joint Admissions Program with Northwestern State University and Louisiana State University Shreveport; the BPCC and Louisiana Tech University Memorandum of Understanding Tuition Reduction Program for BPCC employees; the BPCC Associate of Applied Science in Business Administration to the	The changes are in effect.	The College will investigate opportunities to create new and/or update and expand existing articulations.

Louisiana Tech
University Bachelor of
Science in Computer
Information Systems;
and the Memorandum
of Understanding
update for the BPCC
Associate of Applied
Science in Paramedic
to Northwestern State
University in the
Bachelor of Science in
Unified Public Safety
Administration. The
College is also
finalizing a
Memorandum of
Understanding with
Louisiana State
University Alexandria
the BPCC Associate of
Science in Nursing(RN-
ASN) to the Louisiana
State University
Alexandria Bachelor of
Science in Nursing(RN-
BSN). Additionally, the
College is engaging in
the review of the Cyber
Security Bachelor's
Degree program at
Bellevue University in
order to establish a
memorandum of
understanding that
aligns coursework with
the College's Associate

of Applied Science in
Cyber Technology and
related fields.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Participate in SACSCOC workshops in preparation for the institutional reaccreditation process.	Attendance of representatives at SACSCOC Summer Institute and SACSCOC workshops on Substantive Change.	A team of BPCC representatives attended SACSCOC Summer Institute in July 2016 and the Associate Vice Chancellor for Institutional Effectiveness, Strategic Planning and Assessment completed SACSCOC Institutional Effectiveness Peer Evaluator Training in September 2016. Additionally, the Director of Academic Outreach and the Dean of Enrollment Management attended the SACSCOC Substantive Change workshop in September 2016. A team of BPCC representatives attend the SACSCOC Annual Meeting in December 2017.	The College may send individuals to the SACSCOC Substantive Change workshop offered in Fall 2017, based upon funding available.	A team of BPCC representatives will be attending the SACSCOC Summer Institute in July 2017. A team of BPCC representatives will be attending the SACSCOC Annual Meeting in December 2017.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Monitor general education core competency assessments for candidates for graduation.	<ol style="list-style-type: none"> Administration of the Education Testing Service Proficiency Profile to associate degree candidates. Number of candidates for graduation completing the Bossier Parish Community College Graduation Survey each semester. 	<ol style="list-style-type: none"> The College administered the Educational Testing Service Proficiency Profile to 151 associate degree candidates for graduation in the summer 2016, fall 2016, and spring 2017 graduation classes. The Bossier Parish Community College Graduation Survey was administered to 191 candidates for graduation during the 2016-2017 academic year. 	No changes are needed.	The Educational Testing Service Proficiency Profile and the Bossier Parish Community College Graduation Survey will be administered to candidates for graduation each semester.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Review academic programs in accordance with the rotation cycle within the College academic program review policy.	Number of academic program reviews completed.	The Academic Divisions reviewed eighteen (18) academic programs in 2016 in accordance with the cyclical rotation as defined in the systematic planning and assessment outcomes for the continuous improvement of programs and services of the College. Currently, the	The program improvements are stated in the formal program reviews within the academic divisions.	The Academic Deans will review academic programs in 2017-2018 according to the program review schedule.

Academic Divisions are reviewing ten (10) academic programs for 2017.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Submit the SACSCOC Compliance Certification document and any other required reports for the College's 2018 reaffirmation by established deadlines.	A final SACSCOC Compliance Certification document submitted to SACSCOC for review in addition to any other required reports submitted by established deadlines.	The College's SACSCOC Compliance Certification was submitted to the SACSCOC Off-Site Reaffirmation Team on March 1, 2017	The committee's report will be used to improve the College's operations across the campus and ensure compliance with SACSCOC Principles of Accreditation.	BPCC received the Off-Site Reaffirmation report in May 2017 and will submit a Focused Report in August 2017 in response to any findings of non-compliance.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Create strategies to improve student success and retention.
2. Create strategies to increase student completion of academic credentials.
3. Collaborate with other areas of the College with initiatives to increase student enrollment.
4. Submit all documents required by SACSCOC to support the 2018 SACSCOC Reaffirmation of Accreditation.
5. Plan and host the SACSCOC Reaffirmation On-Site Committee Visit in October 2017.
6. Expand existing articulations and partnerships with colleges and universities to create new articulations and memorandums of understanding.
7. Research opportunities to create new academic credentials and revise or expand existing credentials to meet the needs of the students and the needs of the workforce community.
8. Expand and oversee the graduation process and document the number of academic credentials awarded for the 2017-2018 academic year.

Division of Academic Affairs

Educational Technology

DIVISION SUMMARY

The Division of Educational Technology experienced a year of new challenges and success. The management of LCTCS Online was moved from the system office in Baton Rouge to Bossier Parish Community College (BPCC) and is now managed by the Division of Educational Technology. The new iteration of LCTCS Online is called Online Louisiana, which is an online course-sharing model. Students enrolled in any college within LCTCS can take online courses from other colleges in the system through this course-sharing model. The Division of Educational Technology determines each college's online course needs and identifies instructors to teach the courses. The Division also seeks courses that colleges wish to make available in the shared environment, and then secures instructors for those courses as well. Instructors are contracted by the college in which they are employed. Educational Technology manages a master spreadsheet and monitors all activities associated with course-sharing activities. Daily COGNOS reports are run to monitor enrollments. The Division determines the start and end dates of these 7-week sessions as well as all other relevant term dates.

BPCC is offering a 12-month online program in Business Administration. The College's Chancellor, Dr. Rick Bateman, has requested that all courses meet Quality Matters (QM) standards. This ambitious goal requires a process of evaluating courses and making sure the standards in the QM rubric are evident in the courses. The Division of Educational Technology created a process by which to accomplish this goal. The Division's Canvas Administrator, Gary Ware, examines the courses for course-design elements that align with QM standards. Next, the Division's Training Coordinator, Rachel Basco, evaluates for structural and navigational elements that align with QM. The restructured courses are made available to the instructor to make additional adjustments. The desired result is for all courses offered in the 12-month program will be QM ready. The 12-month program is considered a precursor to a process that will eventually impact all online and hybrid courses offered by BPCC.

In 2017, the Electronic Learning Committee, chaired by the Dean of Educational Technology, Charles Cameron, approved a new course design policy that was signed by the Chancellor. This policy addresses five key elements of course design that align with QM standards. The purpose of the policy is to help establish consistency in the look-and-feel of BPCC online and hybrid courses while not diminishing an instructor's freedom to make their courses unique. Additionally, the policy addresses the need for instructors to create understandable course navigation, and to regularly grade assignments, quizzes and discussions.

The Division continued offering training opportunities to faculty, staff and students in unique ways both online and face-to-face environments. A

new online QM training course was created in 2017. Progress is tracked via a Google document, visible to all academic Deans. The document also tracks the instructor's incorporation of each element of the new course-design policy.

Boot-camps and other face-to-face trainings were offered throughout the semester with heavy emphasis during the College's Be-Back week. Specific trainings were offered addressing selected functions of the College's Learning Management System (LMS) such as organizing the Gradebook. Considering the growth in global interest in online training, the division's Training Coordinator, Rachel Basco, created a series of Tech Tips that were made available online featuring brief tutorials on common features of the LMS. These Tech Tips are made available on the Division's support page on the BPCC website. Additionally, instructors are made aware of new Tech Tips via a link to the tips posted in BPCC's electronic daily announcements emailed to all BPCC faculty and staff members.

The Division of Educational Technology continues to provide system-wide LMS technical support by participating in the eLearning Workgroup that meets monthly to address issues and coordinate services to benefit all colleges within the system. Gary Ware, LMS System Administrator, is active in assisting LCTCS toward automating systems in the Learning Management System. For approximately half of 2017, Mr. Ware was the LMS Administrator for all colleges. Those duties are now the primary responsibility of Melissa LaCour at the system office with Mr. Ware providing back up and support.

Educational Technology provided leadership in assisting BPCC's Paramedic program expand to Desoto Parish. The Division provided consultation and assisted in obtaining quotes for the construction of a compressed video facility located at the Stonewall, La Fire Department. The facility is now a receive site for students enrolled in EMT courses taught from BPCC where instruction originates in Building D, room 219. These classes are also recorded and streamed online using Mediasite lecture capturing software.

Educational Technology used 2017 as a year to emphasize the use of video lecture capturing for use in online and hybrid courses. Through the acquisition of Mediasite, a lecture capture system, instructors recorded video lectures that included components such as PowerPoint presentations and white board drawings. Mediasite is also used to video stream live courses and also to stream BPCC graduation events. Rusty Johnson, Educational Technology's Support Technician occupies the lead role in implementing all Mediasite initiatives including training, maintaining servers, and updating software. Additionally, the Division received grant monies for video captioning/transcription services.

Educational Technology staff members participated in a variety of campus initiatives and members received several awards for their service to the College. Administrative Assistant, Tammy Roy, was the Building Captain for the Foundation's Annual Family Campaign. Additionally, Tammy Roy assumed the responsibility of maintaining the master spreadsheet for all Online Louisiana course-sharing management activities. In doing so, she communicates regularly with Registrars from all colleges within LCTCS.

Both Gary Ware and Rusty Johnson received John and Suann Rouche League of Innovation Awards. Charles Cameron presented the Open Campus program to an audience of college and university administrators at the annual UPCEA conference in Chicago, Il and also received an award for Innovation on behalf of Open Campus.

Charles Cameron attended the SACSCOC Annual Summer Institute in Dallas, Texas. The purpose of this conference was to prepare to be on a

SACSCOC sub-committee at BPCCC in preparation for the 2018 accreditation. Mr. Cameron chaired a sub-committee that produced narratives addressing several SACSCOC standards, specifically as related to electronic learning. This process included assigning and collecting narratives from committee members, editing them, and posting them in Xitrac software for review. Weekly meetings were held to read through and suggest editing for all sub-committees.

Charles Cameron also attended the annual Louisiana E-Learning Task Force conference in Baton Rouge.

Training Coordinator, Rachel Basco, performed a number of training opportunities for faculty and staff, both online and face-to-face. These trainings included Boot Camps for new and experienced Canvas users. During these sessions, Ms. Basco presented Canvas Basics training. Canvas is the name of the Learning Management System (LMS) used by the College. These training sessions included time spent in an open-lab environment in which users can work on their courses with the luxury of having a training specialist on site for assistance. Another face-to-face training opportunity was provided to assist new and experienced Canvas users with the Grade Book feature of the LMS. Electronic training opportunities were added to the Educational Technology support website including a basic Canvas training course, file uploading techniques, and a 4-part course on Faculty-Onboarding which features broad aspects of teaching online as well as effective course design and navigation. Faculty-Onboarding is also provide for all colleges within LCTCS. The Canvas orientation for students is also available to all colleges within LCTCS. Additionally, Ms. Basco received her Quality Matters (QM) certification which will greatly benefits the Division's efforts to review all online and hybrid courses for the inclusion of QM standards in the courses.

The Division took the lead in acquiring two important online course tools; UnPlag and ProctorU. UnPlag is plagiarism detection software. ProctorU is an online exam proctoring service. Training for instructors was provided by the Division.

The Division continued to support the College's "Open Campus" initiative by providing facilities in which to record instructional videos. Also, the Division is supporting the Technology Engineering and Mathematics (TEM) division by recording and editing videos for the BPCCC On Demand initiative. Technician Specialist Russell Johnson is providing recording, editing, and storing services utilizing Mediasite software and servers.

Finally, the Division continued its practice of meetings weekly as a staff to review on-going projects and creating new projects to leverage BPCCC to continue to be a leader in electronic learning.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Integrate the "Quality Matters" Standards and Principles into the design of hybrid and online courses.	Number of face-to-face and online training sessions provided to faculty/staff on utilizing the QM Rubric for course	A comprehensive QM training course was updated and made available online via the College's LMS. Participation is	The primary change the Division plans to make regarding QM training is to increase the number of	The Division will create a permanent process for reviewing courses for standards identified in the QM rubric. The process will include an on-going working

design.

documented in the course's Gradebook. Additional training sessions include hands-on training to incorporate QM standards into online courses. These trainings include face-to-face meetings, phone conferences, and email correspondence with individual faculty members. To date, there have been a total of 11 sessions resulting in 11 online/hybrid courses incorporating standards from the QM rubric.

courses being reviewed for QM standards.

relationship between the Division and instructors, working together to incorporate QM standards into online courses.

Department Measurable Strategy

Performance Indicators

Assessment Results

Changes Based on Assessment Outcomes

Strategy(ies) for the Future

Support the College in the use of the colleges Learning Management System used for online and face-to-face course offerings.

Number of training events provided to faculty/staff by the Division of Educational Technology either in person or online with video tutorials and step-by-step guides.

An online tutorial and step-by-step guide was created and deployed on the Educational Technology website for Mediasite users. Mediasite software is utilized for video lecture capturing. A total of 3 Boot Camps were provided as face-to-face training on the following topics: Canvas Basics, The QM Initiative at

The Division plans to continue offering a wide array of training opportunities. As the College adopts new software that incorporates with the LMS, the Division will plan and employ appropriate training activities. Also, as trends in e-Learning change, the Division will respond with

The Division will offer additional face-to-face training in both the lab environment and the online environment. The division will produce additional Tech Tip training videos to be posted on the Division's website.

BPCC, and Inspire for Advisors. These sessions included open lab sessions for hands-on training on all Canvas features with the assistance of a Canvas training coordinator on the premises. A total of 28 Tech Tips videos were provided on the Educational Technology website. Each Tech Tip is a brief tutorial and step-by-step guide for using Canvas features. The Online Help portion of the Division's website was continually updated and maintained including step-by-step guides and videos on focussed on a wide array of help for Canvas functionalities training activities for all users of the LMS.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Promote the expansion of the BPCC "Open Campus" initiative to include all academic areas of the College	Number of new "Open Campus" courses posted to the BPCC website each semester.	There have been two new Open Campus courses added to the BPCC website during 2016-2017; Those courses include; Introduction to Soft Skills and How to be a	The Division will support the "Open Campus" initiative by recommending topics for courses and by providing facilities in which to record "Open	Staff members from th Division will meet with the director of "Open Campus" in order to share knowledge gained by through the daily association with students in the online environment for the purposes of suggesting

Successful Online Learner which was created and hosted by the Dean of Educational Technology, Charles Cameron.

Campus" videos.

additional "Open Campus" videos.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Promote the design, development, and delivery of additional hybrid and online courses within the academic divisions.	Number of new hybrid and online course offered as documented in the web-based academic course offering list.	There has been the addition of 17 new hybrid and online courses added to the academic course offering list.	The Division will continue to perform research into the College's programs observing how the additional of online courses can increase the number of online degrees offered by the College.	The Division will conclude an ongoing research project designed to identify how the addition of online courses will increase the number of online degree programs offered by the College. This research includes curriculum mapping and meetings with the College's Deans and Administrators to develop feasibility studies and relevant issues related to adding online courses to a degree program.
Participate in professional development and utilize the information to design and implement future training opportunities for faculty and staff.	Number of professional development opportunities attended by the Division and documented in files of the office of the Dean.	Charles Cameron also attended the annual Louisiana E-Learning Task Force conference in Baton Rouge. Also, Mr. Cameron participated in Proctor U training. Proctor U is an online test proctoring service used by the College.	The Division intends to make professional development and the documentation of such a higher priority in the coming year. The Dean of the Division will encourage each staff member to participate in a	The Dean of the Division will create an improved atmosphere for professional development activities by making the staff aware of the opportunities that exist.

<p>Department Measurable Strategy</p> <p>Assess the design, development, and implementation of new tutorials and tech support information.</p>	<p>Performance Indicators</p> <ol style="list-style-type: none"> 1. Number of hits on Help Desk Center and throughout the college LMS. 2. Student survey results of tech support services provided by the Division. 	<p>Assessment Results</p> <p>There were a total of 188 support cases from February 15, 2017 through June 13, 2017 on the Divisions Help Desk Center.</p>	<p>greater number of professional development opportunities, especially those offered on the campus.</p> <p>Changes Based on Assessment Outcomes</p> <p>The Division will produce effective training materials for all users of the LMS in order to improve the knowledge and efficiency of the users with the desired goal of reducing the need for user to contact support with troubleshooting issues.</p>	<p>Strategy(ies) for the Future</p> <p>The Division will continue to update all training materials as needed and to monitor the types of issues that are reported to the Help Desk Center.</p>
<p>Department Measurable Strategy</p> <p>LCTCS Online (developing)</p>	<p>Performance Indicators</p> <p>Number of courses offered through course sharing</p>	<p>Assessment Results</p> <p>A total of 96 courses were offered through the LCTCS Online course-sharing model.</p>	<p>Changes Based on Assessment Outcomes</p> <p>It is the goal of the Division to improve relationships with Registrars from all of the colleges within LCTCS for the purpose of improved communication about the course sharing model. Additionally, the improved communication will</p>	<p>Strategy(ies) for the Future</p> <p>The strategy of the Division is to create an accurate and thorough data base of contact information for Registrars and their staff members in each college within LCTCS. Additionally, our strategy to meet the goal of improved relationships will include initial phone calls to discuss procedues associated with the course sharing model.</p>

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
To enhance the quality of course design in order to achieve improvement in all online and hybrid courses offered by the College which contributes to improved course completion rates.	Courses are evaluated for the inclusion of 5 critical course design elements in all online and hybrid courses. Missing critical design elements are incorporated into the online or hybrid courses.	The Electronic Learning Committee approved a course-design policy, signed by the Chancellor that now requires the 5 critical design elements to be in all online and hybrid policies.	assist in marketing available online courses to students. Additional policies addressing course design elements will be discussed by the Electronic Learning Committee as	It is a priority of the Division to monitor the developments in online learning by observing the practices and standards of other colleges and universities and by participating in national organizations such as WCET for the purpose of staying abreast of current trends in online learning. Where appropriate, the Division intends to incorporate relevant and appropriate trends and practices into the College's online learning environment through future policies and best practices.

PRIORITIES FOR THE COMING ACADEMIC YEAR

In the coming year, the Division of Educational Technology intends to continue the process of incorporating Quality Matters standards into BPC's online and hybrid course offerings. As managers of Online Louisiana, we intend to use similar processes to incorporate Quality Matters standards into courses offered through the course-sharing model. Additionally, the Division intends to create more training opportunities for all users of the College's LMS in both the online and the face-to-face environments. Also, as managers of Online Louisiana, we intend on creating predictable processes and time-lines for the preparation of a semester. These processes will improve efficiency and assist in assessing changes and improvements that need to be made for future semesters. Finally, it is a priority for the Dean of Educational Technology to provide increased training and professional development opportunities for the Division's staff.

Division of Academic Affairs

Grants and External Funding

DIVISION SUMMARY

During academic year 2016-2017 Grant office personnel:

- Prepared and submitted 18 proposals for grant funding—5 federal proposals; 7 industry/private foundation proposals; 6 state proposals.
- As of 6/30/17, \$1,119,500 has been awarded to BPCCC from 8 proposals since September 2016.
- As of 6/30/17, \$3,450,052 is still pending for award.
- The Grants office managed \$14,112,322 in grants for 16-17.
- Successfully closed the first of three TAACCCT grants—TACT 2, \$14,710,837.
- 45% of the total BPCCC Student population was served by a grant project in AY16-17.
- Of those students who participate in grant supported programs, 88% of those student complete.

In addition to the fiscal responsibilities of the grants office, grant personnel also:

- Worked with grant project management teams on efficiency processes and policies—with Finance and Purchasing Departments.
- Wrote and established the Grants Office Policies and Procedures manual in conjunction with the Finance Department.
- Conducted a campus-wide grant study on the fiscal impact of grants on campus.
- Reported out to the Executive Cabinet and Council the status of grants on campus, new processes and policies.
- Worked with the Deans and divisions on writing grant proposals – Ex: Liberal Arts and the NEA grant.
- Served on the SACSCOC leadership team—wrote standards on governance and fundraising.
- Served as a Subcommittee Chairman for the QEP Steering Committee.
- Worked on special projects assigned by the Chancellor including calculating the Program Health Index and attending the AT&T IVL meeting at Delgado Community College.
- Assisted with placement testing, Career Compass Day, and other administrative duties.

During the AY16-17 year, proposals were written in an attempt to broaden the impact of grant funding across campus. Different divisions participated in the grant writing process. The LCTCS Rapid Response funding was broken up between: Science, Nursing, and Allied Health;

Technology, Engineering, and Mathematics; and student services. This funding was expanded late in the year by LCTCS to further support additional programmatic activities in the TEM division.

Over the last academic year, the Director participated in the following professional development activities:

- July 2016 – SACSCOC Summer Institute, Dallas, TX
- October 2016 – National Council for Workforce Education, Portland, OR
- November 2016 – US Department of Education’s Conference for Minority Serving Institutions, Washington, DC
- January 2017 – Workforce Development Institute, Newport Beach, CA

Grants Office Administrative Assistant was appointed to the CIVITAS Administrators Group and attended CIVITAS training during the spring on the new platform—Inspire for Advisors. The office also helped to coordinate training for advisors and other student services personnel on the current and new platform.

All IR & Grants’ personnel served on campus committees; participated in on- and off-campus professional development activities and served with various community service initiatives.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development opportunities to enhance grant personnel professional qualifications.	Number of professional development events attended and name of grant personnel attending.	Over the last academic year, the Director participated in the following professional development activities: •July 2016 – SACSCOC Summer Institute, Dallas, TX •October 2016 – National Council for Workforce Education, Portland, OR •November 2016 – US Department of Education’s Conference for Minority Serving Institutions,	Continue to attend professional development opportunities to learn more about funding availability and trends in higher education to secure funding	As a result from a suggestion in the BPCC report card, the grant office will offer professional development opportunities for faculty and staff during "Be Back" week to share more information about submitting grant proposals.

Washington, DC
 •January 2017 –
 Workforce
 Development Institute,
 Newport Beach, CA

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Pursue external funding opportunities as available.	Number of proposals submitted to funding agencies.	<ul style="list-style-type: none"> •Prepared and submitted 18 proposals for grant funding—5 federal proposals; 7 industry/private foundation proposals; 6 state proposals. 	Continue to pursue grant projects to support the mission of the college.	Establish a holistic grant plan for the college to help achieve the goals in the strategic plan.
Collect data from grant projects to support the mission of the college and to report metrics to funding agencies.	Grant compliance reports and survey data	<ul style="list-style-type: none"> •Worked with grant project management teams on efficiency processes and policies—with Finance and Purchasing Departments. •Wrote and established the Grants Office Policies and Procedures manual in conjunction with the Finance Department. •Conducted a campus-wide grant study on the fiscal impact of grants on campus. Ensured all grant reports were submitted on time 	Continue to assist grant teams as needed	Continue to work in a compliance capacity to make sure goals of the grant projects are met and reports to grant funders are submitted on time.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Develop a strategic plan for the grants office using a holistic campus view of funding opportunities.
2. Using institutional issues to find funding for efficiency improvements, professional development opportunities for faculty and staff, financial management resources, and improving recruitment and retention strategies.
3. Work with Administration and Deans to develop short-term and long-term plans for department, division, and institutional change using grant opportunities.
4. Diversify the grant funding for the college to reach more students and have a bigger impact.
5. Support campus efforts to pursue external funding opportunities.

Division of Academic Affairs

Institutional Research and Assessment

DIVISION SUMMARY

During academic year 2016-2017 IR personnel supplied data and analyses to inform decision-making processes; provided data to state and federal agencies, administered multiple internal surveys, and provided data for program accreditation visits and program reviews. Department personnel served on the SACSCOC Compliance Team Chairs and Leadership Team Committee, assisted with placement testing, assisted in scholarship selection for the foundation scholarships, Career Compass Day, Graduation Committee and Retention Committee. Department personnel also attended the SACSCOC Summer institute and Annual Meeting.

The Office of Institutional Research provided the yearly report for our Louisiana 2020, Louisiana Performance Accountability System (LaPAS) Quarterly Performance Progress Reports; fall, spring, and summer preliminary FTE and Headcount Census; the campus response to HCR69, created the templates for Gainful Employment reporting, provided data for the Performance Health Index; 2016-17 Operational Plan, Integrated Postsecondary Education Data System (IPEDS) Registration, Fall Collection, Winter Collection, and Spring Collection reports; summer, fall, and spring Graduation Exit Surveys; ACT Class Profile Data; ACT Institutional Data Questionnaire (ACT IDQ); Non-credit Enrollment Data Report; the Annual Survey of Colleges; the College Board Survey; 2016-17 SACSCOC Institutional Profile; 2016-17 SACSCOC Financial Profile and Indicators Data; fall 2016 Retention Report; Common Data Set; College Board Survey; Peterson's Annual Survey/Interim Expense Date Update, and the 2016-17 BPCC Report Card. The College's 2016-17 Annual Report was compiled from submissions from all campus units, published during the summer 2017 semester, and posted to the IR webpage on the College website. The Office also supplied data to all personnel as requested.

For the 3rd year the Chronicle for Higher Ed's Great Colleges Survey was administered to a sample of 296 administrators, faculty, and staff members in March with 151 responses for an overall return rate of 51%. The IR Office administered the Graduation Exit Survey; fall, spring, and summer. The Office also coordinated the administration of the Community College Survey of Student Engagement (CCSSE) in spring 2017. CCSSE was administered to 1,321 mostly returning students with 829 responses for a return rate of 63%. CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. The office coordinated the administration of the Survey of Entering Student Engagement (SENSE) in fall 2016. SENSE was administered to 1,194 entering students in the first few weeks of classes to gauge their perception of their entering student experience. The Office received 1,045 responses, a return rate of 88%. The BPCC Report Card was administered to 309 faculty and staff in April. The number of surveys returned was at 212 for a return rate of 69%. The office created and administered over 20 surveys and completed over 100 data requests for various areas of the college.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Participate in professional development opportunities to enhance personnel professional qualifications.	Number of professional development events attended and name of IR personnel attending.	Several professional development events were attended by IR personnel.	Focus professional development efforts on specific IR challenges	Participate in professional development opportunities to enhance personnel professional qualifications.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Demonstrate fiscal and programmatic accountability and compliance through local, state, and federal reporting functions.	Development and submission of IPEDS, LaPAS, HCR69, OLA2020 and Annual Reports.	All reports submitted on or before deadline. Results distributed to Executive Administrators and Deans and published to IR website.	No changes necessary	Show accountability and compliance through local, state, and federal reporting functions.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide data to units of the College to enhance institutional effectiveness	1. Data provided to units for Strategies for Success and the Annual Report. 2. Student graduation and retention reports for the fall and the spring semesters.	1. 2015-2016 Annual Report and 2016-2017 Strategies for Success posted online. 2. All reports emailed and or posted online	No changes necessary	Provide data to units of the College to enhance institutional effectiveness
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Facilitate administration of SENSE, CCSSEE, Graduate Exit Survey, and BPCC Report Card.	Results of SENSE, CCSSEE, and Graduate Exit Surveys, and BPCC Report Card	SENSE 2016 N = 1194 Returned = 1045 Response rate = 88% CCSSE 2017 N = 1321 Returned = 829 Response rate = 63% Graduation Exit Survey Fall 2016 = 346	CCSSE will be administered in Spring 2019	SENSE and GESs will be administered fall 2017. CCSSE will not be administered until spring 2019.

91 completed / Rate =
26.30%
Spring 2017 = 402
122 completed / Rate
30.34%
Overall completion
Rate = 28.32%
BPCC Report Card
2017
Response = 212
N = 309
68.6%

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Collect and compile data for SACSCOC reaffirmation process	Data collected for SACSCOC reaffirmation process	Data has been collected and supplied as needed to meet the goals of the SACS subcommittees	No changes necessary	Collect and compile data for SACSCOC process

PRIORITIES FOR THE COMING ACADEMIC YEAR

Support campus efforts to obtain SACSCOC Reaffirmation. Work with all areas of the college to provide data and surveys as requested. Utilize CIVITAS ILLUME for increased college retention initiatives.

Division of Academic Affairs

Division of Behavioral-Social Sciences and College Transition Programs

DIVISION SUMMARY

During the 2016-2017 academic year, the Division of Behavioral-Social Sciences and College Transition Programs made many contributions toward the continued success and growth of the Bossier Parish Community College community. The Division of Behavioral-Social Sciences and College Transition Programs continues to promote student success through developing and maintaining academic excellence in our associate degree programs in Teacher Education, Care and Development of Young Children, and Criminal Justice that will prepare graduates for jobs in the related career fields.

The division continues to assist in increasing the number of highly qualified and effective teachers in Louisiana's classrooms by offering the Associate of Science in Teaching degree (Grades 1-5). The AST program was created in 2007 with an initial enrollment of 5 students, and there has been steady growth within the program over the past ten years. To date, the program has seen 80 graduates. All but four of the AST graduates have entered the workforce in the field of education as a paraprofessional, transferred into teaching programs at four year institutions to continue work towards certification, or have already earned their teaching certificates and are teaching in Louisiana public schools.

The division offered special classes in May-June 2017 to TEACH candidates preparing for the ACT exam. A composite score of 22 on the ACT exam eliminates the need for those candidates to take the PRAXIS I for admission into the AST program.

The division also met with education personnel from Louisiana State University-Shreveport to explore a 2+2 initiative with their 4 year education degree, providing a seamless transfer of our AST graduates into their Baccalaureate Education Degree.

The Care and Development of Young Children (CDYC) continues to fill the workforce demands in the region for early childhood teachers who are prepared in developmentally appropriate methods to meet the needs of children in early learning settings. The program attracts many from the early childhood field who recognize the value of learning about child development in order to become more effective practitioners. The state of Louisiana is still moving forward with full implementation of Act 3, the Louisiana Early Childhood Education ACT of 2012. The College continues to be involved in strategic planning with the Louisiana Board of Regents in the development of the curriculum for the proposed Birth to Kindergarten degree. In support of the area's Early Childhood Community Networks, the CDYC program has a visible, active presence within the networks to promote the comprehensive, integrated early childhood care and education delivery system the state is moving toward.

In light of furthering our impact on Early Childhood Education, contact was made with the Council for Professional Recognition (CFPR) in Washington, D.C., the credentialing agency for the Child Development Associate (CDA), a nationally recognized certification in the field of early childhood education, to explore a Strategic Partnership with this division that leads to a CTS in Child Development here at BPCC. Many who make contact with BPCC Early Childhood Education (ECE) Program Coordinator are not seeking an AAS degree but only want the coursework needed to pursue the CDA. The CTS would give that opportunity. A relationship has been established with the CFPR to ensure that the courses BPCC offers satisfies their training requirements.

The 2016-2017 academic year for the criminal justice program could be described as setting new groundwork. Four new certificates of technical studies (CTS) and one technical diploma (TD) were approved by the Board of Regents. Each of these programs allow BPCC criminal justice students a greater opportunity of recognition where the student elects to focus on one of the four areas including police/community relations, corrections, police procedures, and criminal investigation. In addition, the TD will further recognize students with an extended, well-rounded general knowledge of the criminal justice discipline.

A new criminal justice course was approved this academic year. CJUS 297 Violence, Domestic and Other Abusers—What Every Officer Should Know. This class will be so important for not only civilians, who need to recognize more crimes of abuse, but also law enforcement officers, who have a responsibility to properly respond to and direct such victims toward their options and protection. The BPCC Criminal Justice program has earned a reputation with many law enforcement officers as a college providing a degree program with courses designed to truly help meet the needs of those who work in a criminal justice capacity. The fact that all the BPCC criminal justice faculty have extensive backgrounds in law enforcement has helped earn the program a very favorable support system and following by police agencies throughout Louisiana.

The criminal justice program has experienced continuous growth throughout Louisiana and a few other states as a result of the online learning platform. The division established a Criminal Justice webpage containing all the information a student requires for the program and is accessed through the BPCC website. BPCC provides numerous criminal justice course options every semester in lecture, online, and hybrid class format. In addition, criminal justice students and faculty have participated in a multitude of community outreach programs including several recruiting projects, community speaking requests, the BPCC 100, Domestic Violence and Drugs Awareness presentations.

The division's College Transition Programs offer classes in high school equivalency (HiSET) in both English and Spanish, the basic literacy instruction, English as a Second Language, Citizenship, Digital Literacy, and math remediation. The program offers courses at the main branch of the Shreve Memorial Library, as well as the Wallethe branch, Goodwill of North Louisiana in Shreveport, Caddo Correctional Center, HUB Ministries in downtown Shreveport, Highland Center in Shreveport, and Bossier Parish Community College's main campus. Over 1200 students enroll in this program annually. Partnerships and collaborations continue to allow us to serve greater numbers and a more diverse population.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Participate in campus and local	Number of events attended by	On Campus events= 12	None	Continue to respond to

education events to recruit students for academic programs within the division. faculty and staff.

separate events
Community events= 5
separate events
POST recruitment= 14
separate events

invitations for recruitment

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
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Participate in parish level Early Childhood Networks in the region for recruitment and promotion of the CDYC academic program.	Number of events attended by faculty and staff.	Monthly EC Network meetings were attended in Caddo, Bossier, and DeSoto parishes. Contact with Webster/Claiborne, Red River, Bienville were maintained through telephone and email contacts.	Course content for CDYC majors is being strengthened to help students become more responsive in interactions with children. This will not only enhance learning of BPCC CDYC students but will have them become more effective practitioners. The state requires assessments of early childhood professionals and this will help them	This is ongoing as the state continues to focus on quality in early learning settings.
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Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
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Participate in Birth to Kindergarten Statewide Committee through Louisiana Board of Regents (BOR.)	Attend scheduled BOR meetings and participate in statewide BOR conference calls.	Due to the LA Dept. of Ed changes, BOR has not had any meetings. One telephone call was conducted, initiated by ECE Program Coordinator.	Any changes are pending due to LDOE revisions.	Continue as stated
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Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Increase the number of Formal Partnerships	Number of signed Memorandums of Understanding and Cooperative Endeavors	Two additional MOUs completed: Community First: People for the People in Minden; Common Ground of Shreveport in Cedar Grove area.	No changes recommended.	Continue current efforts.
Offer online Adult Education courses.	Number of courses created and open for enrollment.	Online program still in development. 80% courses have been created, and are loaded to Course Sites. Enrollment is targeted for October 2017	Market online programs to the public.	Distribute flyers and launch social media advertisement.
Provide Instructor Training Workshops for area providers.	Number of workshops offered.	Four workshops offered this year: two ESL Instructor Workshops, HiSET Math, and Citizenship/Naturalization	No changes recommended.	Continue current strategies
Create Women's Program in Highland Center, Shreveport.	Number of classes offered at Highland Center.	Highland Center currently offers three classes to women. Enrollment is low but growing.	Increase marketing efforts to increase enrollment.	Distribute flyers in Highland area and to area women's programs.
Conduct a pilot study to determine the feasibility of creating and	The formal submission to the BPCC Academic Dean; a	Actually developed 4 Certificates of	There will need to be	Greater review and strategy in criminal justice annual course

offering a Criminal Justice Certificate of Technical Studies.

proposal to create and offer a Criminal Justice Certificate of Technical Studies and one Technical Diploma.

increased number of criminal justice course offerings and a greater strategy design in assessing student's transcripts.

offerings insuring thorough opportunities for students to take needed criminal justice courses.

Department Measurable Strategy

Performance Indicators

Assessment Results

Changes Based on Assessment Outcomes

Strategy(ies) for the Future

Administer student evaluation of instruction in College Transition Programs

Results of student evaluations of College Transition Programs

Student survey results received. Students rate enrollment process, instruction and staff support as highly effective in all three areas.

No changes recommended.

Continue current strategies

Department Measurable Strategy

Performance Indicators

Assessment Results

Changes Based on Assessment Outcomes

Strategy(ies) for the Future

Offer professional development opportunities for faculty and staff.

Documentation of number and attendance at professional development events.

Various offerings throughout the year for faculty and staff professional development opportunities.

No changes recommended.

Continue to offer professional development opportunities for faculty and staff.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Explore 2+2 articulation agreements with both LSUS Education Department and LA TECH Education Department to provide seamless transfer of our TEACH students into their 4 year institutions as Education Majors. The division plans to reintroduce PRAXIS II training for AST candidates thus increasing the graduation numbers as a passing score on the exam is required for graduation in the TEACH program. Both program coordinators plan to take the Praxis exams as part of developing the new training module.

The division will continue to work with the BOR to implement the Louisiana Early Childhood Education ACT of 2012 in the development of curriculum for the proposed Birth to Kindergarten degree. This division will also continue to pursue academic acceptance with the Council for Professional Recognition (CFPR) in Washington, D.C. A "Cross Walk" for coursework from the CFPR will be completed and submitted for their approval regarding BPC's acceptance into the partnership. With this partnership, the CTS will have the full support of the CFPR which assures students in BPC's program that their coursework will be accepted by the CFPR in their pursuit of their CDA. Once attaining a CDA, students often take the next step and begin working toward their Associate Degree.

The division will implement the new CTS and TD in Criminal Justice, as well as format an accelerated 12 month AAS in Criminal Justice. The division will also have an initiative to recruit active police personnel from anywhere in the U. S. who desire an Associate's degree in Criminal Justice. We will complete the process of formatting a procedure recognizing military security training in the same manner in which we recognize POST training for college course credit.

Division of Academic Affairs

Division of Business

DIVISION SUMMARY

The mission of the Division of Business is to provide quality instruction and community service to Northwest Louisiana citizens. The primary emphasis of this division is to enable students to develop their academic and vocational skills to compete in a technological society. During the 2016-2017 academic year, the faculty and staff contributed to the continued success and missions of Bossier Parish Community College through institutional and community services efforts as well as engaging in numerous academic and extracurricular activities. Moreover, this year marked the official dedication of the Citizens National Bank Center for Business Studies in recognition of our long time business partner.

Additionally, the Division realized greater efficiencies with the amount of graduates produced compared to the course offering available. During the 2016-2017 academic year, there were a total of 233 graduates in the Associate of Applied Science in Business, Associate of Science in Health Care Management, Certificates in Accounting Technology, Business Entrepreneurship, Culinary Arts, Retail Management and Legal Assistant, TCA's in Accounting, Basic Management, Bookkeeping, and Business Communications. This was an increase of 26% over the last fiscal year. Additionally, the Division of Business offered a total of 251 sections including face-to-face, online, and hybrid in the disciplines of Accounting, Business, Culinary Arts, Health Care Management, Legal Assistant and Retail Management. This was a decrease of 7% under the last fiscal year and means that we are graduating more student with less resources.

The Division's Faculty participated in many professional development activities, served on multiple committees, and worked to strengthen our student's academic experience through community and business partnerships. The Business Department reviewed Open Source books, designed to reduce student costs and adopted many course inclusive books, designed for higher levels of student success. At the request of the Divisions Advisory Board members, this department also worked in collaboration with BMI Marketing Solutions to review the feasibility of a Marketing Certificate at Bossier Parish Community College. The Health Care Management department finalized an Affiliation Agreement with the Overton Brooks VA Medical Center and has been providing internships for our students over this past year. The Culinary Arts Department, to the enjoyment of their customers, moved from a buffet style menu to a simulated casual restaurant with hostesses, waiters and a fixed menu a la carte. Additionally, they provided the following: internal catering services for the LCTCS board meeting, BPCC 100, Rotary Club of Shreveport, LSMSA and external catering services for Susan B. Coleman, Christus Hospital, Christmas in the Sky, and OIB Bank. This department also supported the Bossier Parish Schools for Technology and Innovative Learning by serving as judges in their Sills USA contest and served as the hosts of the Culinary Arts part of Skills USA at our college.

The Division maintains and updates articulation agreements with four-year institutions, including the University of Louisiana at Monroe and Northwestern State University in Natchitoches. Our most recent agreement was created in early 2017 with Louisiana Tech University in Ruston.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Continue to collaborate with local employers to evaluate internship opportunities for students	Number of meetings with perspective employers	The program directors had several meetings with all the prespective employers and we added up to 5 new participates.	No changes needed at this time.	Continue to meet with the current and prespective employers for internships for students in Business, Health Care Mangement and Culinary Arts.
Provide professional development opportunities for the Division of Business faculty and staff	Number of professional development activities attended on and off campus.	The Business Division faculty and staff documented the number of professional developments opportunities in which they participated; they participated in more than 90 professional development opportunities.	No changes needed at this time.	Continue to participate and present professional development seminars/workshops.
Utilize course learning outcome data to make improvements to Business and Health Care Management courses.	Documented changes to Business and Health Care Management courses	The Business Division faculty and staff updated learning outcomes and made some adjustments to improve student learnng.	Changed learning outcomes as needed.	Continue to update the course learning outcomes and participate in workshops/seminars about learning outcomes and accessments.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Create an online survey for the Division of Business graduates.	Creation of survey of business graduates.	Not enough data collected yet just implemented the survey.	None	Continue to administer the survey for Business graduates.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Continue to work and strengthen the Business Internships to meet the needs of the community.
2. Pursue external funding sources for enhancement and expansion of programs and services.
3. Maintain the ACF Accreditation for the Culinary Arts Certificate and apply for an AAS in Culinary Arts.
4. Apply for theACBSP Accreditation for the Business Program.

Division of Academic Affairs

Division of Communication and Performing Arts

DIVISION SUMMARY

The Division of Communication and Performing Arts at Bossier Parish Community College had a very productive and successful year. The Division includes the Communication Media Program, the discipline of Speech, and the Performing Arts which includes the Music Program and the Theatre Program. The Communication Media Program offered an Associate of Applied Science in Communication Media degree, a Certificate of Technical Studies in Communication Media, and Technical Competency Areas in Broadcasting, Business of Music, Computer Animation, Film, Graphic Design, Media for the Ministry, Photography, Radio, Sound Recording Technology, and TV Production. The Music Program offered an Associate of Arts Performing Arts (Music Concentration) degree as well as a Certificate of Technical Studies in Music. The Theatre Program offered an Associate of Arts in Performing Arts (Theatre Concentration) degree, an Associate of Arts in Performing Arts (Musical Theatre Concentration) degree, a Certificate of Technical Studies in Theatre, and Technical Competency Areas in Acting, Costume Design, Directing, Lighting, Scene Design, and Theatre Technician.

For the 2016-2017 academic year, forty-one graduates received the Associate of Applied Science in Communication Media degree, one graduate received the Associate of Arts in Performing Arts (Music Concentration) degree, seven graduates received the Associate of Arts in Performing Arts (Theatre Concentration) degree, and one graduate received the Associate of Arts in Performing Arts (Musical Theatre Concentration). Also, forty students received the Certificate of Technical Studies in Communication Media, two students received the Certificate of Technical Studies in Music, and eight students received the Certificate of Technical Studies in Theatre. Additionally, the following Technical Competency Areas were awarded: Acting (5), Broadcasting (0), Business of Music (6), Computer Animation (4), Costume Design (1), Directing (2), Film (0), Graphic Design (3), Lighting Design (0), Media for the Ministry (5), Photography (5), Scene Design (2), Sound Recording Technology (12), Theatre Technician (1), and TV Production (5).

The Division of Communication and Performing Arts placed much emphasis on academic preparation for the communication media, music and theatre majors. This year the Communication Media Program had 252 majors in the fall of 2016 and 237 majors in the spring of 2017, the Music Program had 30 majors in the fall of 2016 and 21 majors in the spring of 2017, and the Theatre Program had 34 majors in the fall of 2016 and 26 majors in the spring of 2017. Student success rates for the academic year were as follows: communication media – a ninety-two percent (92%) success rate, speech courses – a ninety-four (94%) success rate, music courses – a ninety-six percent (96%) success rate and theatre courses – a hundred percent (100%) success rate.

During 2016-2017 the concentrations in Communication Media (Mass Communication, Graphic Arts/Computer Animation, Photography, Music and Sound Recording, and Digital Media) produced numerous projects for the college and for the community including video PSA's and promotional spots for a number of institutions; and sound and music support for BPCC and area institutions. The program also continued to work to strengthen networking bonds with local, state, and regional professional operations and institutions including local television stations and regional film studios. The BPCC Film Institute also premiered its annual feature film, A Bus from Dallas, in November. A Bus from Dallas was awarded a Bronze Remi Award from WorldFest Houston, and international film festival. Communication Media completed the academic year with the first annual "Communication Media Showcase," a gallery and multimedia presentation of the finest examples of student work in photography, graphic arts, music recording, and video/film.

The BPCC Debate Team, part of the Speech Program, received numerous regional and national awards including 3rd ranked community college in the nation. The team finished with 43 awards, including 7 championships. This marks the 9th consecutive year that BPCC has ranked amongst the top community college debate program in the nation, and the fourth year where they have had one or more students ranked in the top 10 amongst all college and university students. The team also hosted the Eddy Shell Invitational Debate Tournament at BPCC in February 2017.

Throughout the year, the Performing Arts programs produced many theatrical productions and music events which showcased students, staff, and faculty as well as offered entertainment to the public. All Performing Arts events, both theatrical and musical, were attended by approximately 10,000 people. During the fall and spring semesters, the Music Program held student recitals and juries; produced formal concerts featuring the Jazz Ensemble, the Concert Choir, the Chamber Singers, and the Concert Winds; and accepted invitations to perform off-campus at a variety of venues in the Shreveport/Bossier City area. The Music Program also invited artists including Shreveport Opera Express as well as others to the campus to perform in the Guest Artist Series. Likewise, during the academic year, the Theatre Program produced the Festival of One Acts during the fall and spring semesters, held student juries, and showcased students through apprenticeships which employed students in various venues and professional theatres. At Bossier Parish Community College, the Theatre Program and the Cavalier Players produced Parallel Lives, Seussical, The Musical, The BPCC Christmas Show, Goldilocks and The Three Heberts and The Game's Afoot. Several events showcased The Performing Arts this year. These included the presentation of Parallel Lives at the Canterbury Summer Theatre in Michigan City, Indiana; the opportunities that current students and graduates had to work with local theatres including Stage Center, Shreveport Little Theatre, and River City Repertory (a Professional Equity Theatre); the opportunity for ten students to compete in the Region VI Kennedy Center American College Theatre Festival acting competition while three students competed in the KCACTF Musical Theatre Initiative; and several community performances by the BPCC Music Program including the Guitar majors played background reception music at the Northwest Technical College Gala. Music students successfully competed in the National Association of Teachers of Singing state college competition held at Northwestern State University.

During the 2016-2017 academic year, the Communication and Performing Arts Division secured the following grants: Over \$75,000 in various Student Technology Fee grants, and over \$100.00 in Foundation and Faculty Senate grants for student endeavors and faculty professional development. The Theatre Program and Cavalier Players secured a \$1500 corporate sponsorship from ANECA Federal Credit

In addition to classroom instruction and producing digital, theatrical and music events, the Division of Communication and Performing Arts faculty and staff participated in recruiting opportunities and professional development opportunities. Also, the faculty and staff attended local, state, and

regional conferences.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Review existing and develop new articulation agreements with four-year institutions for the Communication and Performing Arts programs.	Number of articulation agreements updated, created, or reviewed and revised.	The Communication and Performing Arts Division developed two new articulations agreements in Music, (one with University of Louisiana at Monroe, which is near completion as of May 2017, and the other with Louisiana State University should be completed in the next school year.) The Division reviewed one Communication Media articulation agreement with Northwestern State University. No changes were made.	The Communication and Performing Arts Division will continue to complete the second music articulation agreement and explore possibilities for others.	The Communication and Performing Arts Division will continue to explore possibilities of new articulation agreements with four-year schools. Promising are potential agreements for Theatre Arts with University of Louisiana Lafayette and Louisiana Tech University.
Expand CaPA's use of social media and the college website for promoting the Division of Communication and Performing Arts events and program offerings and developments.	Number of postings promoting events and program developments on the Performing Arts and Communication Media Facebook pages, as well as on the BPCCC Website and in the Student Activities Calendar.	The Communication and Performing Arts Division made 122 posts on the Theatre Facebook page, 134 posts on the Communication Media Facebook page. The division has posted 21	No specific changes in strategy are needed.	The Communication and Performing Arts Division will continue to develop Facebook presences of the Theatre Program and the Communication Media Program. Also the Division will continue to use the website and the Student Life

press releases, 6 featured event web pages, six new theatre photo archive pages, plus a number of new videos, photos, and narrative descriptions on the BPCC website. Additionally, 53 events were listed on the Student Life Calendar.

Calendar for promotion and public awareness of our programs and productions. The Division will work with BPCC Public Relations to enhance the Divisions's exposure with the new BPCC website format.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
<p>Encourage participation in professional development opportunities provided by the college as well as outside of the college.</p>	<p>Number of professional development opportunities in which the individuals in the Division of Communication and Performing Arts participate.</p>	<p>The Communication and Performing Arts faculty and staff documented participation in 99 professional development opportunities. Though this is eight fewer opportunities than last year, the Communication and Performing Arts faculty and staff has been reduced by a total of one staff member and two full-time faculty. This number actually indicates an increase in participation by those faculty and staff who were on the job for 2016-2017.</p>	<p>No changes to strategy are indicated; however professional development participation will continue to be required and encouraged of faculty and staff.</p>	<p>The Communication and Performing Arts Division faculty and staff will be encouraged to participate in professional development opportunities for the next academic year, perhaps seeking assistance from faculty senate for funding for off site conferences.</p>

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Review and update, if necessary, all division programs and course offerings.	Specific changes to program and course offerings to meet student needs.	During the year, the Communication and Performing Arts Division faculty and staff reviewed the division programs and course offerings and made some adjustments to the offerings to meet the needs of the students.	Three new courses were offered in 2016-2017: COMM 393-- Applied Film Production II, COMM 297-- Advanced Recording Techniques, and COMM 228-- Bridging Digital and Traditional Fine Art Techniques (Co-listed with Liberal Arts). Two graphic arts and computer animation courses were re-named to better suit industry norms. Also two sets of courses from Communication Media and Theatre were combined and offered together because of similarities in the course outcomes (Lighting for TV and Film/Lighting I and Live Performance for the Media/Acting I)	The Communication and Performing Arts faculty and staff will continue to review and update the programs and course offerings as needed.
Provide opportunities for Communication Media and Performing Arts majors and	Number of partnerships and the number of students involved	The Communication and Performing Arts Division has identified	Changes Based on Assessment Outcomes The number of defined partnerships	Strategy(ies) for the Future The Communication and Performing Arts faculty and staff will be encouraged to

students interested in communication, music and/or theatre to showcase their talents through new and existing partnerships.

23 Partnerships for the 2016-17 year. Also identified were 26 developing partnerships. All total 93 students were directly placed or hired by these partnerships. Indirectly, through BPCC productions and events, these partnerships have helped provide about 630 Communication Media and Performing Arts majors and other interested students opportunities to showcase their talents in performance and technical areas.

grew from 16 in 2015-2016 to 23 in 2016-2017. No specific changes in strategy are needed.

continue to maintain existing partnerships and look to broaden partnership involvement as defined by the 2020 Initiative partnership criteria. We will also look to add to our advisory board representatives--thereby increasing the number of partnerships.

Department Measurable Strategy

Performance Indicators

Assessment Results

Changes Based on Assessment Outcomes

Strategy(ies) for the Future

Produce more opportunity in television, film, theatre, and music events to showcase students and offer entertainment to the college community and to the public.

Number of events produced to showcase the Division of Communication and Performing Arts to the public.

The Communication and Performing Arts Division produced over 300 events (Television, video, music, theatre, variety) to showcase the students and to offer entertainment to the college community and to the public.

The Division of Communication and Performing Arts continues to offer a relatively large palette of opportunities for students to showcase their talents and experiences. This year Communication Media added an end-of-year public showcase of

The Communication and Performing Arts Division will consider which events for the next academic year will best showcase the abilities and talents of its majors to the public, enhancing existing events or adding new ones.

photography, graphic
arts, sound
recording, and
video/film student
work.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Evaluate current Divisional programs and productions to best showcase student talents and abilities
2. Broaden Communication Media Advisory Board to include photography and graphic arts representatives
3. Review program and course offerings
4. Enhance Division's public presence with Facebook and the new BPCC website
5. Develop new articulation agreements with four-year schools

Division of Academic Affairs

Division of Innovative Learning

DIVISION SUMMARY

The Division of Innovative Learning was created in 2009-2010. It resulted from many factors including early success in the piloting of online accelerated courses and programs coupled with adult-friendly services. The establishment of this academic division aligned with Bossier Parish Community College's mission of promoting the attainment of educational goals through the creation of innovative and quality courses. The Innovative Learning Department is an ever expanding area that currently encompasses programs such as Dual Enrollment, A.I.M., Veteran Education Services, Off-Campus studies, Youth Challenge, the AEP Credits Count Program, the Cross Enrollment Agreement with NWLTC, Reverse Transfer with NSU and services to improve retention, advising experiences, and recruitment for Carl Perkins CTE students and Career Compass applicants. In addition to continuing responsibilities, the Division of Innovative Learning took on the leadership role for the Quality Enhancement Plan for the SACSCOC reaffirmation.

The Division of Innovative Learning offers students currently enrolled in public or private Louisiana high schools or an approved/registered Louisiana State Department of Education home school program the opportunity to earn high school Carnegie units and BPCC college credits through the Dual Enrollment Program. Students must have permission from their high school to participate, must be at least 15 years of age with Junior or Senior status, provide a qualifying ACT or PLAN score report, and a current official high school transcript. Students are required to meet all other course prerequisites as published in the BPCC catalog. In 2016-2017 we had 1,109 students participate in Dual Enrollment.

In addition to Dual Enrollment, Innovative Learning continued managing the AIM program that focuses on allowing qualifying gifted and talented Bossier Parish high school students the opportunity to take college courses starting their freshman year of high school. In 2016-2017 we worked with 185 AIM students.

In the past year, Off-Campus studies offers students who live or work in surrounding areas a convenient way to attend BPCC academic courses without coming to the Bossier City location. Academic classes are offered at the Northwest Louisiana Technical College-Minden.

The Division of Innovative Learning also offers students receiving veteran education benefits a central location to certify their college enrollment to the Department of Veterans Affairs. This area provides specific information for GI Bill recipients, VA beneficiaries, and is a resource to all military affiliated students on campus. The Division has certified 1,090 students using military benefits in fiscal year 2016-2017 with 56 graduates, and 276

new students. Through the efforts of this Division, BPCC was recognized as a "Military Friendly School" by GI Jobs Magazine based on a nationwide survey and received Gold Level status. This designation ranks BPCC in the top 20% of schools surveyed due to our exemplary service to our veterans and their families. BPCC also holds a designation as a Top Military Advanced Education and Transition College and a Military and Veteran Friendly Campus by the Louisiana Governor's state initiative. In 2016-2017, BPCC certified more GI Bill students than any other community college in the state.

The Division of Innovative Learning worked with the Career Compass of Louisiana to promote enrollment at Bossier Parish Community College. As a result of this endeavor, approximately 900 BPCC admissions applications were received. Of the applicants, 440 became BPCC students and an additional 30 have reapplied from previous semesters and started in Fall 2016. Recruitment efforts were aggressive including mailers, email marketing, phone calls, and direct contact with each of the applicants whenever possible. Also, Innovative Learning hosted Career Compass Registration Days on June 9, 2017 and June 16, 2016 and had 250 students placement test, get advised, and register for their Fall 2017 courses.

Another function of the Division of Innovative Learning is the management of a Carl D. Perkins grant. The goal of the Carl D. Perkins Vocational and Technical Education grant is to improve the quality and availability of career technical education (CTE). The annual grant period is from July 1 to June 30. Ongoing goals and objectives are to improve retention among CTE students includes strengthening instruction through professional development, providing resources geared toward CTE student success, and improved communication between all CTE stakeholders.

Designed to provide access and relieve barriers, a Cross Enrollment Agreement between BPCC and NWLTC is managed within the Division of Innovative Learning. This agreement allows students to take classes at both institutions while maintaining a "home" presence at the campus housing their degree program. The majority of the students taking advantage of the Cross Enrollment Agreement are NWLTC students taking their five (5) general education courses required to earn a high level of award; generally an Associate's Degree instead of a Technical Diploma. As a result of this endeavor, 73 students earned 303 semester credit hours.

Also, Innovative Learning managed the college testing for the Youth Challenge program held in Minden, Carville and Pineville, Louisiana. This program is designed for students who did not complete high school and they are given an opportunity to earn college credits through the passing of challenge exams. In 2016-2017, we administered 1,625 challenge exams and awarded college credit to 325 students. Each student had the opportunity to earn up to 15 college credits in five separate courses including Political Science, Military Science 101, Military Science 102, Health and P.E., and Service Learning.

Innovative Learning directs the programmatic responsibilities of the AEP Credits Count Grant.

AEP Foundation Credits Count Program was established to assist students in middle and high school with college and career exploration experience as well as a high school dual enrollment program for students in Bossier and Caddo Parish Schools. While enrolled in the dual enrollment program, students may earn at least 12 transferable college credits in STEM fields at Bossier Parish Community College.

To achieve the purpose of the grant, Bossier Parish Community College partnered with the AEP Foundation, area schools, and community partners to implement the "AEP Foundation Credits Count Program" to benefit citizens of North Louisiana. Credits Count is a five-year project targeting dual enrollment students with a focus on studies in the areas of Science, Technology, Engineering, and Mathematics (STEM) with an emphasis on

Energy. The activities and services of the program center around four major components which include: Career Exploration experiences for Middle School students; Assessment of College Readiness for 9th – 10th grade students; Summer Bridge and Remediation Activities to address remediation of English deficiencies, and remediation and enrichment of Mathematics (as identified in the assessments); and High School Dual Enrollment opportunities. The 2016 summer semester enrolled 40 students. These students participated in the first College Success Skills class specifically designed for AEP Credits Count Program offered during the summer semester only. In the fall of 2016, 173 students enrolled in AEPCC. Spring 2017 semester had 158 enrolled students, and 18 students enrolled in summer 2017, of which 12 enrolled in the College Success Skills class.

In addition to continued roles, Innovative Learning took on the additional responsibility of managing the Quality Enhancement Plan (QEP) for BPCC’s SACSCOC reaffirmation. Through this, Abby Benzinger will serve as the Director of the QEP and manage the planning and implementation of the project. Last year, the topic development committee selected freshman orientation as an area of further development for student learning. In the next year, a strategic plan including research, marketing, methodology and assessment will be written and then implemented. In Fall of 2017, the QEP team plans to launch a pilot of five EDUC 099 courses specifically for Career Compass students with curricula focused on college success, career success, and life skills.

Lastly, the Division of Innovative Learning actively participated in professional development opportunities throughout the course of the year. Our seven member staff combined to participate in 50 professional developments and presented 23 additional presentations to staff, faculty, and students. Of the professional development topics we participated in, 37 were on campus and 13 were off campus. Several members of the staff also received prestigious accolades through various organizations. Susan Stakes was awarded the Outstanding Professional Staff Member of the Year through the LCTCS. Lynne McCoy was honored by being designated as a Louisiana representative to Advance CTE within the state. Abby Benzinger was awarded as a Roueche Excellence Award recipient for the League of Innovation. Lastly, upon her retirement, Donna Womack won the BPCC Distinguished Retiree through the LCTCS.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide Staff Professional development opportunities	The number of professional development opportunities staff members participate in throughout the year both on and off campus.	Our staff attended 50 professional developments in 2016-2017. 37 were on campus and 13 were off campus. We also presented 23 professional developments to students, faculty, and staff.	None	Continue to provide professional development opportunities for Innovative Learning staff and present to all of BPCC faculty and staff.

<p>Department Measurable Strategy</p> <p>Develop new approaches to help AIM student succeed in their coursework at BPCCC</p>	<p>Performance Indicators</p> <ol style="list-style-type: none"> 1. Develop a new system to disseminate course selection and advising information to AIM advisors 2. Attend AIM parent night events 	<p>Assessment Results</p> <ol style="list-style-type: none"> 1. By attending parent night events, we had the opportunity to meet and develop relationships with AIM counselors, teachers, students, and their parents. 2. Attended four separate parents nights, 2 each semester 	<p>Changes Based on Assessment Outcomes</p> <p>Continue to attend events and build relationships.</p>	<p>Strategy(ies) for the Future</p> <p>Work with the AIM coordinator to narrow down the entire BPCCC course schedule to specific options for the AIM talent groups.</p>
<p>Department Measurable Strategy</p> <p>Develop and administer a Military Student College Success Skills course in Spring of 2017.</p>	<p>Performance Indicators</p> <p>Creation of a veteran student College Success Skills course</p>	<p>Assessment Results</p> <p>The course was developed and offered, but only 3 students enrolled, which may be contributed to the life commitments of this particular cohort. Due to low enrollment, the course did not make.</p>	<p>Changes Based on Assessment Outcomes</p> <p>We will no longer be offering a Military student section of EDUC-099, but they are eligible to take any other EDUC-099.</p>	<p>Strategy(ies) for the Future</p> <p>Rather than offering a specific military course, there is a campus-wide orientation initiative, online orientation, which encompasses a specific section for veteran services.</p>
<p>Department Measurable Strategy</p> <p>Restructure the testing process for the Youth Challenge Program challenge exams in Minden, Pineville, and Carville, Louisiana.</p>	<p>Performance Indicators</p> <p>Replace traditional scantron tests with an electronic app based model</p> <p>Measure the accuracy of the challenge exam test questions based on how students are scoring on individual questions</p>	<p>Assessment Results</p> <ol style="list-style-type: none"> 1. Replaced scantron testing with ZipGrade app downloaded on Innovative Learning I-Pads. 2. Intermittently analyzed student responses and re-evaluated the accuracy of the exams with this data. As a result, some 	<p>Changes Based on Assessment Outcomes</p> <p>None</p>	<p>Strategy(ies) for the Future</p> <p>Cross-train office members on how to use the ZipGrade app.</p>

of the questions were invalidated.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Utilize My BPCC, Canvas, to reach out to students using military and GI Bill benefits	Develop a Military Canvas group to share GI bill information, campus events, and create surveys	Susan Stakes developed a community Canvas group where she send bi-weekly updates on VA information and campus opportunities for military affiliated students. 544 students participate in this	Manage discussion boards within the canvas page so that students may interact with each other more.	Speak to Public Relations and the Vice Chancellor of Student Services about setting up a Veteran Education Services at BPCC facebook page.

PRIORITIES FOR THE COMING ACADEMIC YEAR

The Division of Innovative Learning will continue to provide services and programs that will increase BPCC enrollment. The interest in the Dual Enrollment program will continue to increase throughout Northwest Louisiana parishes as we look for new and innovative ways to deliver our products and services to these locations. We will continue to serve our veteran population on campus and create new education initiatives to assist with the transition process for separating service members and their families. Also, with the increase in responsibilities managing the Quality Enhancement Plan, Innovative Learning has a very busy year ahead of them. Finally, Innovative Learning will continue to collaborate with other departments in order to increase campus recruitment and retention efforts.

Division of Academic Affairs

Division of Learning Resources

DIVISION SUMMARY

Division of Learning Resources (DLR) engaged in numerous academic and extracurricular services at Bossier Parish Community College during the 2016-17 fiscal year. Librarians established and completed a number of professional workshops/seminars, as well as, honors for outstanding achievements throughout the year. Brenda Brantley attended the fall LALINC Deans and Director's meeting at the University of Louisiana-Alexandria and served as Evaluation Dean of the Promotion Committee. The College is involved in 2018 SACSCOC accreditation and Brenda Brantley serves as Compliance Certification Team Chair for learning resources. In October Debra Harmon, Tim Osteen, and Ellen Jenkins attended the LOUIS User Conference. Librarians presented collectively workshops on E-textbook Initiative to deans, library orientations to faculty, and outlook review training to library staff. Brenda Brantley welcomed the nursing accreditation team by giving those individuals a tour of the nursing resources available at our library for the students. Librarians and other staff also participated in tours for Cavalier Preview Night throughout the year. Brenda Brantley and Debra Harmon were recipients of the 2016 John and Susanne Roueche Excellence Award. Debra Harmon and Tim Osteen attended the "Open Textbook Network: Train the Trainer Leadership" workshop held on December 15, 2016 and presented an "Open Textbook Network" presentation for Z Courses to faculty on January 24 and 27, 2017. Debra Harmon, Ellen Jenkins, and Kendra Bonnet judged COMM 258 Media Portfolio. Ellen Jenkins and Kendra Bonnet presented a seminar on the "Benefits of Visiting the Learning Commons and the Tutoring Center." There were numerous webinars and training sessions viewed by the librarians.

Other areas that librarians participated individually included:

1. Debra Harmon: served as marshal at spring 2017 graduation; chaired Student Technology Fee Committee; vice chaired General Education Assessment Committee; chaired LOUISiana E-Textbook Initiative; presented Student Technology Fee Proposal for glass marker board; attended two meetings in Baton Rouge for System Admin (January 18) and a conference entitled "Shaping the Future of e-learning" on April 4, 2017.
2. Tim Osteen: spearheaded the library staff in a huge undertaking in the reclassification of the DVD collection; added end caps to audiovisual shelving units; revised lost-assumed library policy; processed discarded books for donation; served on Planning Council and worked with subcommittee (access and success); served on Ad-Hoc Academic Misconduct Policy Review Committee; published article in the LOUIS Lagniappe Newsletter entitled "LOUIS: Knowledge Saves Time for Understaffed Libraries."
3. Ellen Jenkins: served a secretary of ACRL-LA Board; leader of LLA Library User Education Interest Group; served as LOUIS information

Literacy Interest Group moderator; appointed 2016-2017 LLA Meritorious Service Award chair; presenter at Tech Fusion mini conference and "Fall Be Back" (New Frameworks for Information Literacy); presented orientation workshop to library student workers; published article in the LOUIS Lagniappe Newsletter entitled "Turning Info Lit Conference Takeaways into Tangible To-Do's."

Library staff were involved in several programs and activities. Kendra Bonnet attended more of the Skill Path Seminar entitled "Managerial Tips"; recatalogued anatomy models; tutored a numerous amount of developmental math, finite math, and physical science students due to tutor shortage; reviewed the new ACCUPLACER placement test and created a resource folder of sample tests; created a HiSet resource folder. Pat Joyner tutored students in English and Reading due to tutor shortage; updated new guidelines for tutors. Roxie Johnson delivered the invocation at BPCC's National Veteran Day Commemoration; served as a member of the Multicultural Committee; responsible for several library and multicultural exhibits such as Banned Book Week, Halloween Celebration, Veteran's Day Celebration, How to Honor Your Veterans, Christmas Season Reading, Dr. Martin Luther King's Day, Black History Month, Women Who Changed the World, Irish American, Celebrate Diversity, National Library Week, Asian American and Pacific Islander Heritage, Jewish American Heritage, Lesbian, Gay, Bisexual, and Transgender Pride Month, and Emancipation Day. Stephanie Cox served as member-at-large officer of the Staff Senate; spearheaded the Annual Holiday Food Drive; trained returning and new student workers; lead tours for EDUC 099 classes; Laketha Richards reorganized the periodicals in the archive room; completed weeding and shifting in the serial room.

Learning Commons faculty and staff continued to volunteer for various community services projects. Recruitment activities included library staff involvement in Career Compass and Resource Fair. Library staff also participated in Cavalier Preview Night, as well as, giving guided tours to J A Phillip, Central Elementary, and North Desoto Middle and High School students. Librarians visited Kerr Elementary school and read to the kindergartners throughout the year to instill in them the importance of visiting their neighborhood libraries. Kindergartners were read to a total of 32 times. The Library partnered with the Liberal Arts Division in presenting an exhibition of artwork in the spring and summer. The Shreveport Art Club exhibit included mixed media, watercolor, acrylic, and oil paint. BPCC student artworks included drawings, paintings, photographs, and mix pieces. Each year Learning Commons partners with the Food Bank of Northwest LA in its 23rd Annual Holiday Food Drive. The Library collected 1,484 pounds of non-perishable food items for needed families.

The Tutoring Center delivered service and instruction to 3,504 students who visited 39,869.5 times. Writing Support tutors reviewed 171 drafts face-to-face and 64 online papers. A Student Technology Proposal Fee grant was written and awarded to the Library. This grant allowed the purchase of a glass marker board for the library classroom. The cost was \$172.51.

There was total of 44 library orientations (358.5 hours) to 4,986 students. No orientations were given in the spring due to the lack of a reference librarian. Classroom usage outside of orientations was one hundred seventy. Library floor usage by instructors was fifty. Six thousand nine hundred and eighty items were circulated; study rooms usage was 3,512; laptops usage was 31 times. Reference statistics at the information desk included 18% directional, 15% basic information, 4% reference, 3% research, and 60% technical. Reference statistics at the circulation desk included 17% directional, 25% basic information, 11% reference, and 47% technical. By the end of the summer semester students visited the Learning Commons 12,297.5 times, 70,691 times in the fall, and 52,455 in the spring.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Coordinate outreach program within the community.	Number of outreach programs.	<ol style="list-style-type: none"> 1. There was a total of 32 visits to Kerr Elementary School by BPCCL librarians to read to the kindergarteners. 2. Library staff collected 1484 pounds at assorted non-perishable food and distributed to Food Bank of Northwest LA. 	<ol style="list-style-type: none"> 1. Very positive response from teachers and kindergarteners. Librarians will return next year. 2. Very positive response from Food Bank of Northwest LA staff. Librarians will repeat outreach program next year. 	<ol style="list-style-type: none"> 1. Continue outreach program for kindergarteners. 2. Continue outreach program for Food Bank of Northwest LA.
Attend meetings, conferences, and webinars with other academic institutions.	Total meetings, conferences, and webinars with other academic institutions.	Attended over 44 meetings, conferences, and webinars with other academic institutions.	Changes Based on Assessment Outcomes Collaborations offered positive feedback that can be applied to enhance all libraries involved.	Attend more meetings in the upcoming year.
Conduct library staff workshops for library employees.	Number of presentations of professional workshops for BPCCL library employees.	Five professional workshops were presented by the librarians to library staff. In addition librarians present two professional workshops to faculty and one to college deans on e-textbooks. Two professional library orientations were given to college faculty due	Changes Based on Assessment Outcomes Workshops increased all faculty and staff awareness of new technologies and services available for all students.	Continue presenting library workshops to enhance instruction and service to students.

to the absence of a reference librarian this spring.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Update existing learning materials.	Number of new software programs. Number of information literacy videos.	Fifteen library software programs were added to computers on the first floor. No literacy videos were recorded due to the absence of a reference librarian.	Positive feedback from students in completing assignments.	Continue seeking additional software to enhance instruction for students.
Present students with new technologies to promote student success.	Number of student technology proposals.	One student technology proposal was awarded to the library. This proposal allowed the library to purchase a glass marker board for the library classroom.	Students are able to engage with instructor more visibly by seeing informations from the board.	Continue to submit more student technology proposals.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Division of Learning Resources (Learning Commons) will continue presentations/workshops for library faculty and staff; evaluate library services and instructions; update policy and procedure manuals as needed; librarians will meet with liaison divisions; monitor use and condition of existing library equipments; tutors will work with students through Writing Support and one-on-one instructions; seek funding through grants and student technology fee proposals; explore ways to purchase e-textbooks for faculty.

Division of Academic Affairs

Division of Liberal Arts

DIVISION SUMMARY

Under the guidance and supervision of the Vice Chancellor for Academic Affairs, the Liberal Arts Division continued its dedication to the vision of the College for “excellence in education and service.” The Division achieves the mission of the College to “promote attainment of educational goals within the community” by supporting students, nurturing better communities, embracing professional growth, and striving for academic excellence.

The Liberal Arts faculty maintained its focus on student service and support. The art instructors partnered with the Learning Resources division to develop the library as an extension of the Donna Service Art Gallery and install one community or student art show in the library per semester. The first exhibition in the library was held in the spring and displayed the works of the Shreveport Art Club. Four additional art shows were held in the art gallery, including the student art show for the Caddo Parish Talented Arts Program and the Savoir Faire art exhibit. Other efforts to support student artists included a new hanging system installed on the first floor of Building G, the event, “Chalk the Quad,” for drawing students, and the recognition of Savoir Faire for its first win in a national contest. The Community College Humanities Association Southern Division selected the magazine for First Place in the 2016 CCHA Literary Magazine Competition for the Southern Region, Small Colleges Division.

The Writing Lab provided crucial support to students. In the fall and spring semesters, tutors conducted 273 face-to-face tutoring sessions and provided feedback to 144 essays submitted online. In addition, the lab recorded 2,250 student visits during the two semesters. During this academic year, English instructors reserved the lab space in order to spend time working with students on essays as they developed their materials. This initiative became popular with twelve sessions reserved in the fall and forty-six sessions reserved in the spring. Use of the Writing Lab as a computer lab became a decisive factor for the successful tech proposal submitted in the spring. Twenty-seven new computers and monitors will be installed this summer for use beginning in the fall of 2017.

Liberal Arts instructors found innovative ways to serve students. Missy Duncan created a Student Board of Directors which allows students to voice their thoughts on the design of her classes. Ellen Boose held several study events outside of her classes to help students prepare for exams and write research papers. Kelly McDade became the faculty advisor for Rotoract, the new service organization on campus. In addition, the faculty who teach ENGL101 and ART206 have formed committees to explore the development of resource material to be used in place of textbooks, potentially saving thousands of dollars for students.

The Division continues to work hard to support the community. This year, several English instructors participated as judges for the Airline High School Senior Project, the “My Louisiana” essay contest, and the Caddo Parish PTA website and newsletter contest. Anna Dickson worked with students, instructors, and the office of Student Life to coordinate a student-driven effort to support citizens in South Louisiana devastated by regional flooding. For the second year, the Division organized a collection of needed supplies for Special Education instructors in Bossier Parish. Members of the Division also participated in a children’s book drive held by Student Life. Laura Jones, Lily Thompson, and Ellen Boose participated in judging student submissions for the NISOD Essay and Art contests. Many other worthy campus and community efforts received the time and labor of the Liberal Arts faculty.

The Division demonstrated their commitment to professional growth by attending and presenting workshops and conferences. For example, Gina Rider co-presented “Crisis Intervention,” Laura Jones presented “Art Journaling as a Stress Reducer,” and Missy Duncan co-presented “Customer Service: The Disney Way.” Katie Bickham attended the AWP Conference and Book Fair, and John Wagoner went to the Paragon Kiln Maintenance Seminar. In addition, faculty support for the peer observation program surpassed last year. Eleven instructors made thirty-three observations of their peers, often crossing disciplines. This program offers the instructors a window of opportunity for professional growth from the people they trust the most, their colleagues. In total, Liberal Arts staff and faculty attended, created, or participated in over 120 professional growth opportunities during the academic year.

The Division strives to achieve goals for academic excellence set forth by the College. In summer 2016, fall 2016, and spring 2017, 126 students received the Associate of General Studies degree and 147 students received a Certificate of General Studies credential. Two Associate of Arts Louisiana Transfer degrees were conferred: one in Fine Arts and one in Humanities. The faculty seeks innovative educational opportunities for students. This year, arts instructor John Wagoner developed a new course with Communication and Performing Arts instructor Lauren Brown. The course, COMM228/ART228, was approved by the curriculum committee and will be offered in spring 2018. The TEM division and the Liberal Arts division also held a meeting to explore a possible collaboration between the welding program and the art program.

Two new courses were taught for the first time this academic year: ENGL250, Intro to Women’s Literature, and ENGL252, Introduction to Folklore and Mythology. The ENGL250 was offered as an online course, and the ENGL252 was offered as a night course. In addition to the new English offering, the elementary Spanish courses were taught in sequence during the fall and spring semesters at night, and the second level of the Interpreting class was also taught at night. The Division offered four courses in the new four-week Winter Session, which started in December. These popular delivery methods ensured choices and opportunities for traditional and non-traditional students.

The Division of Liberal Arts commitment to quality education resulted in the completion of two major projects. The ad-hoc committee for ENGL102 completed its review of the course and master syllabus in spring. The committee removed the mandatory “C” requirement from the course and revised the master syllabus to reflect the change. The committee also drafted an internal policy for minimum requirements for the research paper component of the course, ensuring that students would be presented with the same educational standards regardless of instructor. In the second major project, the Division of Liberal Arts faculty participated in construction of 110 assessments for thirty-four Liberal Arts courses. These assessments measure the general education competency requirements established by the College. Data will be collected and reviewed for potential course improvements.

Higher education continues to challenge educators to provide better service, meaningful instruction, and innovative solutions to the problems that arise in academia. Through dedication and teamwork, the Division of Liberal Arts follows the lead of the College as it rises to meet those challenges. We will do our best to equip our students with the education needed to move forward in this competitive world and are proud to stand with the rest of the academic, support, and administrative divisions of Bossier Parish Community College as we work towards this common goal.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Expand night, weekend, and online course offerings.	Number of night, weekend, and online courses offered.	Night, weekend, and online courses taught by the division for this academic year totaled 135, which is an increase of nine percent over the 15-16 academic year total of 123.	None.	Explore rotation of traditional daytime courses to the night or online delivery method.
Institute a Canvas page for students majoring in General Studies to establish direct communication with students regarding courses, curriculum, and college information.	Number of announcements sent and number of modules built for Canvas page.	The page contains one module of general information for students and sent two announcements. A discussion board devoted to student questions resulted in forty-two student questions and responses and thirty-four dean replies.	None.	Continue development of the page to provide necessary information and services to General Studies students.
Investigate the development of art courses which combine principles of art with other disciplines.	Number of new course proposals submitted to BPCC curriculum committee.	One new course proposal was submitted to the BPCC curriculum committee	None.	Continue to explore avenues for new courses with other academic divisions.

by the Liberal Arts and the Communication and Performing Arts divisions. The course, COMM228/ART228, was approved by the curriculum committee.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development workshops, both on and off campus.	Documentation of professional development workshops attended by Liberal Arts Division faculty and staff.	Liberal Arts faculty and staff participated in 122 professional development opportunities, including two off-campus conferences, on-campus workshops, and peer observations.	None.	Promote professional development opportunities for faculty and staff.
Promote the arts on campus, including partnering with other divisions to showcase student work.	Number of exhibitions in the Donna Service Art Gallery as well as exhibitions of displays of art on campus.	Four exhibitions were held in the Donna Service Art Gallery. A hanging system was installed in Building G, which displays student art work. In addition, a partnership between the Learning Commons and the Liberal Arts division was formed to exhibit student and community art work. The first exhibit in the Learning Commons was held in the spring semester.	None.	Secure summer displays for the Gallery and Learning Commons.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Evaluate all Liberal Arts Courses for assessments which incorporate general education competencies.	Number of courses with assessments which demonstrates general education competency.	Thirty-four classes taught in the Division of Liberal Arts were found to have assessments which demonstrate general education competency.	The division will document achievement of assessments.	Review the assessment data for possible changes needed for courses.
Create an ad-hoc committee of ENGL102 instructors to discuss strategies designed to improve overall success rate for the course.	Documentation of meetings held to discuss improvement of ENGL102 student success.	Thirteen members of the Liberal Art full-time faculty held five meetings to discuss improvement of the ENGL102 course.	The committee revised the master syllabus by removing the stipulation requiring a “C” or higher on the research paper as a condition of passing the course and agreed on a minimum set of standards for the research paper assignment.	Monitor success rates for the course.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Monitor success rates for ENGL102 after elimination of mandatory “C” requirement for research paper.
2. Review ENGL101 course for common standards and possible revision to syllabus.
3. Develop student resource material for ENGL101 to replace textbook.
4. Train faculty on data collection for learning outcomes and general education competencies.
5. Increase the number of graduates in Liberal Arts programs.
6. Develop rotation of English 200 level courses in order to provide educational access for all students.
7. Support attendance of professional development workshops, both on and off campus.
8. Promote the arts on campus, including partnering with other divisions across campus to showcase student work in the Donna Service Art Gallery and Learning Commons beginning in the summer semester.

Division of Academic Affairs

Division of Science, Nursing, and Allied Health

DIVISION SUMMARY

During the 2016-2017 academic year, the faculty and staff of the Division of Science, Nursing, and Allied Health (SNAH) contributed to the continued success of Bossier Parish Community College (BPCC). The Division offered course sections in the disciplines of allied health, biology, chemistry, emergency medicine, medical office specialist, microbiology, nursing, occupational therapy assisting, physical therapy assistant, pharmacy technician, physical science, physics, respiratory therapy, and surgical technology. Three hundred thirty-eight students earned associate degrees and certificates in programs offered by the Division. During 2016-17, LaVar Washington and Cherish Henderson resigned to pursue new opportunities. New personnel joining the Division included Michelle Allison, OTA instructor and academic fieldwork coordinator; Alexandra Hart and Natalie Hendrix, biological science instructors; Erica Mullins, allied health instructor and Medical Assistant program director; Sheryl Nelson, nursing instructor, Aubrey Wynn, Pharmacy Technician program director and instructor; and Erin Liesveld, SNAH program coordinator. Deana Elliott, SNAH Student Success Coordinator earned a Master's degree in Guidance and Counseling from Louisiana Tech University. Constance Winter, Linda Stark and Carolyn Burroughs received the Susan and John Roueche League for Innovation Excellence award. Terrie Durel was promoted to the rank of assistant professor. Tara Breeland-Southam was promoted to the rank of associate professor and Cammie Emory and Roishene Johnson were promoted to Professor. Tara Breeland-Southam served as the Faculty Senate President.

The faculty and staff were actively involved in community and institutional service activities. The Division faculty and staff conducted tours and presented informational session to community and school groups. The SNAH division partnered with the Louisiana Area Health Education Center (AHEC) to offer the M.A.S.H. program, which provided 11 area high school students with the opportunity to earn college science credit and participate in college level science lab experiences. The Division also offered AHEC Day providing tours and lab activities to 102 area high school students. The faculty mentored numerous students with the development of science fair projects, participated in support of local charity and service organizations, judged science fairs, and participated in numerous other community service events.

The faculty and staff completed 837 hours of professional development workshops and attended state, local, and national conferences.

The Region I Science and Engineering Fair was held on March 2-4, at the Bossier Civic Center. More than 350 area students displayed creativity and ingenuity, along with their knowledge and love of science as they were interviewed by approximately one hundred judges representing most scientific disciplines. Participants from five parishes of Caddo, Bossier, De Soto, Red River, and Webster competed in the three divisions of

elementary, middle school, and high school. At the end of the Fair, participants had earned 153 category awards, 115 special awards, 9 overall awards, 9 school awards, and 3 high school participants won trips to compete in the International Science and Engineering Fair in Los Angeles, CA for a week in May. Most of the first and second place finishers in middle and high school were eligible to attend the state Science Fair in Baton Rouge. The Region 1 Science and Engineering Fair is underwritten by Bossier Parish Community College and the Science, Nursing, and Allied Health Division, with corporate sponsors of Bossier City, Kilpatrick Roseneath Funeral Homes, and the Optimist Club of Bossier City.

The 2017 Region III Louisiana Science Olympiad Competition was hosted for the 3rd year by Bossier Parish Community College. The event took place from 7:00am to 5:00pm on Saturday, March 11th. Six teams (13-15 student members each) competed in two divisions; 4 in the high school division and 2 in the middle school division. Teams came from the following schools: Caddo Magnet High School, Ringgold High School, Loyola College Prep, John Berchmans Catholic School, Alexandria Country Day School, and Louisiana School for Math, Science and the Arts. 1st and 2nd place individual awards were given for each of the 46 competitions staged (23 in each division). 1st, 2nd and 3rd place was awarded for overall team performance. BPCC faculty and staff contributed a total of 135 volunteer hours preparing and facilitating the event.

During 2016-2017, Deana Elliott, SNAH Student Success Coordinator, attended all clinical program orientations to make students aware of the resources available. She was a guest speaker at the LCTCS Annual Executive Assistants Meeting, a guest speaker for the LCTCS LACUA Annual Conference, a two-time guest speaker at the Staff Senate Lunch and Learn, and gave four professional development workshops during Fall/Spring Be-back on Mindset and Customer Service-The Disney Way. Mrs. Elliott developed four new presentations addressing issues including resiliency, customer service, financial literacy, and academia burnout. She gave 12 workshops on time management, student success, study strategies, and job readiness. She completed sixty-three remediation sessions with nursing students. Over 700 students received academic and personnel guidance from the SNAH Student Success Coordinator.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) awarded continuing accreditation to the Medical Assistant program following the self-study submission in June, 2016 and the onsite surveyor review in November, 2016. The program was found to be in substantial compliance with the Standards established by the Medical Assisting Education Review Board (MAERB). The next comprehensive program evaluation and site review will be prior to Spring 2026. Program retention is 92% and graduation rate is 83% for 2016-2017, with 7 students receiving the associate degree in Medical Assistant and 10 receiving the Technical Diploma. The 2016 Annual Report Form for Continued Accreditation was submitted and the data demonstrated compliance for the retention, graduation survey, and certification exam pass rate thresholds. The program is meeting its mission to provide quality education in medical office entry-level clinical, administrative, and professional skills.

The Medical Office Specialist program continued to offer two concentrations, medical coding and billing and reimbursement. Ten students took the national certification exam for Certified Professional Coder on April 29, 2017. Eight of the ten students passed on their first attempt, far exceeding the national certification pass rate of 50%. Seventeen students earned the Technical Diploma in Medical Office Specialist. The program graduation survey results indicated that 100% of graduates felt the curriculum prepared them for entry-level employment. Employers expressed good or excellent reporting of graduate's knowledge of ICD, CPT and billing and reimbursement skills. The program continues to meet the goal to prepare students to work in a variety of healthcare settings as medical coders or billing and reimbursement specialists.

Beginning in the fall 2016, Trey Wynn, Registered Pharmacist, became the BPCC Pharmacy Technician Program Director, replacing Terri Mundy,

who retired after 13 years of service. Clinical retention was 100%, with 22 students graduating. The 2016 Pharmacy Technician Certification Board (PTCB) Exam pass rate for 2016 program graduates was 100%. Glenwood Regional Medical Center was added as a new clinical site. The program met all criteria and standards to maintain ASHP accreditation.

The BPCC Physical Therapist Assistant program graduated 19 students in the summer 2016.

During the spring of 2017, the PTA program at BPCC completed a 3-year review of all outcomes from 2014-2017. The results of this program review indicated strengths of the program in numerous areas, including:

- 100% licensure pass rate for graduates of 2014—2016 (representing 56 total graduates)
- 93% retention and 100% attainment of program and course learning outcomes for graduates of 2014--2016
- 100% satisfied or very satisfied graduates as indicated on graduate surveys 2014--2016
- 100% satisfied or very satisfied employers as indicated on employer surveys 2014--2016
- 100% employment of graduates within 6 months of passing licensure examination 2014--2016

The outcome data indicated that the clinical education program is well developed and benefited from strong regional support of student internship opportunities and highly qualified clinical instructors. The review of the curriculum indicated that the graduates are well equipped for passing the licensure examination and for providing high-quality physical therapy services. Employers reported that BPCC PTA graduates are extremely knowledgeable, skilled and professional.

The PTA program continues to successfully fulfill its mission to provide an accredited program of instruction in Northwest Louisiana and the surrounding area for student who desire to pursue education in physical therapy at the associate degree level and to serve the needs of the regional physical therapy community through graduation of well-qualified physical therapist assistants to work under the direction of physical therapist in a variety of clinical environments.

The Occupational Therapy Assistant program graduated 16 occupational therapy assistants and admitted a new clinical class of 20 during the 2016-17 academic year. Program performance as measured by the National Board for Certification in Occupational Therapy examination indicates a 100% pass rate over the last three years with 13 of 15 of the 2016 graduates passing the certification exam on the first attempt. The OTA retention and graduation rates continue to be consistently high with an average of 88% for the past three years. The program has maintained accreditation through the Accreditation Council on Occupational Therapy Education (ACOTE) with the next on-site evaluation scheduled for 2022-23. The program consistently pursues relationships with area employers, consumers of occupational therapy services and other allied health programs through community service, OT promotion events, providing continuing education and opportunities for inter and intra-disciplinary relationships through assignments and projects. Data obtained from 2015 graduate surveys revealed that 100% of students “agree” or “strongly agree” that the program curriculum and fieldwork components prepared them for the national certification exam. Employer surveys indicated that 100% of employers of 2015 graduates were “agree” or “strongly agree” that 2015 BPCC OTA program graduates work under the supervision and direction of an OT in an ethical, legal, safe and professional manner. Student Exit Survey data available for the 2016 class indicated that 100% “agree” or “strongly agree” that the didactic and fieldwork portions of the program adequately prepared them as an OTA. Comprehensive evaluation measures conclude that the program successfully fulfills its mission to provide students with the academic instruction and support services necessary to earn an Associate of

Applied Science degree in Occupational Therapy Assistant and graduate well-qualified occupational therapy assistants committed to serving the needs of the regional occupational therapy community and strengthening the local economy.

The Surgical Technology program graduated 11 students during the 2016-17 academic year. The 2016 Annual Report Form for Continued Accreditation was submitted and the data demonstrated compliance for retention, graduate/employee surveys, and certification exam pass rate thresholds for 2016. The program is meeting its mission to provide quality education in surgical technology entry-level clinical and professional skills.

The 2016 paramedic program cohort started in January of 2016 and finished in April of 2017, with 16 students graduating. Seven of these graduates have completed the testing process and are licensed paramedics as of June, 2017. The 2016 cohort was the first group of students to take the new scenario based practical exam station from the National Registry of Emergency Medical Technicians. The 2016 cohort marked the first time that the paramedic program has use technology to deliver program content live over distance. A compressed video classroom was set up at Desoto EMS in Stonewall and several students attended class there. These students did just as well in class as the students who attended at BPCC.

The 2017 paramedic program cohort began in January of 2017 and will finish in April of 2018. The use of technology was expanded to incorporating Mediasite into the didactic instruction. Mediasite allows us to broadcast class sessions live and record them for future use by the students. The content can be viewed on any computer with an internet connection. This frees the program from relying on expensive compressed video equipment and stationary classrooms. Students can attend class at their EMS station or from home if they live far from campus.

Re-accreditation documentation for the BPCC Phlebotomy Program was submitted to the National Accrediting Agency for Clinical Laboratory Scientists (NAACLS). The program significantly exceeded the new NAACLS benchmarks for certification pass rate, graduation rate, and graduate placement rate. If approved by the NAACLS Board of Directors, the Phlebotomy Program will be reaccredited for the next four years, until December 2021. The current pass rate for the program on the American Society of Clinical Pathologist (ASCP) national certification exam is 93% compared to the national pass rate of 89%. Program retention and graduation rates for the last year are 93%. Graduates of the program expressed satisfaction with the program on the clinical evaluation survey and the graduate survey. Employers expressed satisfaction with the graduates they hired on the employer survey. The program is meeting its goals of increasing knowledge, skills, and interpersonal communication techniques of entry level phlebotomists to make them more marketable in the health care industry.

The Associate of Science Nursing program graduated 38 nursing students in the fall of 2016. Of these students 31 graduated from the traditional track program and 7 graduated from the LPN to RN Transition track. The pass rate on the NCLEX exam for the traditional cohort was 93% and the pass rate for the LPN to RN cohort was 100%. The BPCC overall pass rate of 95% was above the national average of 82%, as reported by the National Council of State Boards of Nursing. The retention rate for this cohort was 92% and the employment rate was 91.9%. The spring 2017 cohort graduated 20 students with a retention rate of 50%. The National Council Licensure Exam (NCLEX-RN) pass rate is not yet available. In August 2016 a self-study was submitted to the Accreditation Commission for Education in Nursing (ACEN). In October an on-site survey was completed and in March 2017 the ACEN awarded continuing accreditation to the program, with the next self-study due in 2024. During the same period the ASN program received continued full approval from the Louisiana State Board of Nursing. Two new clinical sites were added in the past year. Willis Knighton Rehabilitation Center was used for third level mental health rotations and The Glen Retirement Center was used for level one

fundamentals rotations. There are currently 106 students in enrolled in the clinical level nursing program. Area employers and graduates “strongly agree” and “agree” BPCC graduates are well-prepared as novice nurses and the graduate employment rate remains high. The program is currently meeting its goal to prepare entry-level associate degree nurses for safe and competent nursing practice utilizing the cognitive, psychomotor, and affective domains,

The Respiratory Therapy (RT) Program graduated 10 local students as well as 3 distal satellite-site students during the 2016-2017 academic year, recently admitting 21 local students and 5 distal satellite site students for the class of 2018. The partnership, via consortium agreement, with Louisiana State University Health Sciences Center in Shreveport, LA continues as well as the memorandum of understanding with Louisiana Delta Community College in Monroe, LA. The RT Program was again granted full accreditation status with the Commission on Accreditation for Respiratory Care (CoARC) with documented exceptional board exam pass rates well above the national average – current 100% pass rate for the 2016-2017 cohort on the Therapist Multiple Choice Board Exam at the advanced Registered Respiratory Therapy (RRT) level. Employer satisfaction surveys represent a high level of satisfaction with program graduates; certain graduates were employed simultaneously at multiple healthcare facilities. The program continues to meet the needs of the local healthcare community as well as rural communities through our distal satellite-site program. Program graduate surveys also reflect a high level of satisfaction of program graduates. In summary, comprehensive evaluation measures conclude that the program successfully fulfills its mission to provide students with the academic instruction and support services necessary to earn an Associate of Applied Science degree in Respiratory Therapy and graduate well-qualified Respiratory Therapists committed to serving the needs of the regional healthcare community, strengthening the local economy.

The Associate of Science degree continues to meet the needs of students pursuing completion of the first two years of college in preparation for application to allied health and nursing programs at four year colleges and universities. The Associate of Science Louisiana Transfer degree prepares students wishing to pursue a four year degree in life or physical science. Sixty-seven students graduated with the associate degree in general science and 4 earned the Louisiana Transfer Degree Associate of Science degree.

The Medical Unit Coordinator, ECG Telemetry Technician, and EMT technical competency area certificates provided students with short term training to enter the workforce.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide resources for faculty and staff participation in professional development activities.	100% of faculty will successfully complete their approved professional development plan; 100% of staff will participate in a minimum of 3 hours of professional development activities.	All faculty successfully completed their professional development plans and all staff participated in a minimum of three hours of professional development	Faculty and staff integrated information gained during participation in professional development to enhance job	Provide necessary resources to ensure faculty and staff access to professional development opportunities

workshops.

performance

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Complete a comprehensive review of the Medical Assistant, Physical Therapy Assistant, Nursing, and Occupational Therapy Assistant programs and utilize outcomes of the program review to develop strategies for program improvement.	Completed program reviews	A comprehensive review of the Occupational Therapy Assistant, Physical Therapist Assistant, Nursing, and Medical Assistant programs was completed.	Area of strength and weakness were identified during the program review process.	Implement strategies to address identified areas of weakness.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Achieve reaccreditation of the Nursing, Phlebotomy, and Medical Assistant programs.	Notification of continued accreditation	The Commission on Accreditation of Allied Health Education Programs (CAAHEP) awarded the Medical Assistant program continuous accreditation until spring 2026. The Accreditation Commission for Education in Nursing (ACEN) awarded the BPCC Nursing Program continued accreditation until 2014. In the Spring 2017, a self-study of the BPCC Phlebotomy Program was submitted to the Accreditation Council of the National Association of Clinical	During the process of program self-study changes were made to ensure compliance with specific accrediting agencies.	Ensure that all accredited programs operate within the accreditation guidelines

Laboratory Laboratory
Scientist. The program
will receive notification
of accreditation status
in the summer 2017.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Submit documentation of compliance with all standards and guidelines to maintain accreditation of all eligible programs.
2. Provide opportunities for faculty and staff participation in professional development opportunities.
3. Facilitate the relocation of select program and courses to the new Nursing and Allied Health building.
4. Utilize results of program reviews to improve program outcomes.
5. Engage in community service activities to promote the mission of the Science, Nursing, and Allied Health Divisions.

Division of Academic Affairs

Division of Technology, Engineering, and Mathematics

DIVISION SUMMARY

The Division of Technology, Engineering, and Mathematics pursues opportunities to integrate workforce experiences in the academic preparation of students. Through this pursuit, the Division has developed dynamic relationships with industry partners which have yielded several new programs: TCA in Process Technician, CTS in Engineering Graphics, CTS in Advanced Welding Technology, and an AAS in System Administration. Industry partners also led the development of a new concentration in the AAS in Oil and Gas Production Technology program (Process Technology). In addition to ensuring the curricula are relevant, industry partners support the Division's efforts to secure external funding. This year the Division received an additional \$1,660,350 in private donations and state grants due to the support of industry partners. The Division's commitment to workforce integration earned Bossier Parish Community College the designation as a Center for Workforce Excellence in Cyber Technology.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
The Division of Technology, Engineering, and Mathematics will enhance educational programs and services to maximize student development and satisfaction through purchase of equipment and/or technology that aligns with employer expectations	Amount of equipment and technology purchased to support TEM programs	\$2,405,069.94 was spent on equipment to support TEM programs.	No changes are suggested based on the assessment outcome.	Continue to leverage grant opportunities to provide equipment to support TEM programs.
The Division of Technology, Engineering, and Mathematics will maximize personnel, fiscal, and	Number of professional development activities attended by TEM employees.	TEM employees attended 271 professional	No changes are suggested based on the assessment	Continue to leverage grant opportunities to provide faculty and staff with

physical resources by leveraging grant funding to provide employees professional development activities.

development activities. outcome.

professional development opportunities.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
The Division of Technology, Engineering, and Mathematics will promote institutional effectiveness through systematic planning, evaluation, and assessment of outcomes of programs and courses.	<ol style="list-style-type: none"> 1. Advisory Board Meeting Minutes 2. Course learning outcome data collected 	<ol style="list-style-type: none"> 1. Advisory Board Minutes recorded for 3 TEM program meetings. 2. Course learning outcome data collected at the close of each session (summer, fall, and spring). 	<ol style="list-style-type: none"> 1. Development of an TCA in Process Technician, CTS in Engineering Graphics, and a concentration in Process Technology in the AAS in the Oil and Gas Production Technology Program. 2. Determination of specific changes that were implemented is unclear. 	<ol style="list-style-type: none"> 1. Continue to hold active advisory board meetings. 2. Establish a date for collection of implementation of specific improvements, a date for collection for data to measure the impact of said implementation, and a date the evaluation of the data will be completed by.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Develop and implement a course learning outcome data collection process with specific timelines for each phase of the review, evaluation, and analysis.



*Division of
Business Affairs*



Division of Business Affairs

Executive Vice Chancellor for Business Affairs

DIVISION SUMMARY

The 2016 - 2017 fiscal year included several accomplishments including the ribbon cutting for the new 400 space parking lot and the completion of the new Nursing and Allied Health building. The Executive Vice Chancellor will continue to monitor the financial and business aspects of the College while overseeing seven departments within the College: Computer Services, Environmental Health and Safety, Finance, Human Resources, Physical Plant, Purchasing and Campus Security.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development for faculty and staff.	Documentation of professional development workshops attended.	Attendance at Staff Senate professional development opportunities.	Provide new information for professional development to staff.	Continue professional development opportunities.
Acquire property of 22.4 acres west of campus.	Documentation of the acquisition of 22.4 acres west of campus.	Capital Outlay: Priority 1: \$300,000 Priority 2: \$1,000,000 Priority 5: \$3,900,000	Capital Outlay priorities were increased.	Continue to monitor purchase process.
Begin construction of the STEM building with completion by Spring 2017	Construction progress reports of STEM building construction begun.	Substantial completion.	Project is complete.	Continue campus enhancement.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide a secure campus for faculty, staff, and students.	<ol style="list-style-type: none"> 1. Number of reported incidents. 2. Documented scheduled security patrols and/or mock exercises for monitoring and securing the campus. 	No major incidents.	Enhanced campus security.	Continue to improve campus security.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Restructure the Business and Finance Offices to increase efficiency and improve student services.	<ol style="list-style-type: none"> 1. Documentation of restructured Business and Finance Offices. 2. Documented improvement in student services. 	Completed in the Spring 2017.	Office restructured and student services were improved.	Continue campus enhancement.

PRIORITIES FOR THE COMING ACADEMIC YEAR

The Executive Vice Chancellor will continue to work toward the land acquisition and the continuation of the Master Planning initiative for the campus. Monitor progress of expansion of IT infrastructure and website redesign. A study (and timeline) for the asphalt overlay for the parking lots will begin. Continue to provide safe and secure surroundings for faculty, staff and students.

Division of Business Affairs

Campus Security

DIVISION SUMMARY

The Campus Police is responsible for the safety and security of all persons and property at BPCC. Campus Police is the primary reactor in situations involving criminal acts. Medical emergencies, student or civil disturbances, and all parking enforcement on campus. Campus Police is responsible for initiating investigations as situations warrant and maintaining incident reports and supporting documentation.

Campus Police offers personal escorts to and from buildings or vehicles when requested.

Campus Police gathers all criminal incident reports from BPCC and local police agencies to complete the annual Jeanne Clery crime report to the Federal Government. All statistics involving pertinent crimes are listed on the BPCC website and in print form for interested persons to review. Also on our website, we list Crime Prevention Tips, both on and off campus.

There were no major incidents on campus this past year and our crime statistics are second to none in the Louisiana Community College System. We judge our division effectiveness by the amount of crime on campus. Our proactive approach to criminal behavior prevents situations from escalating.

All BPCC police officers are commissioned by the State of Louisiana. Our division has a certified POST (Police Officer Standards and Training) Training Officer. This division fulfills all POST in-service training requirements both in classroom instructions and firing range qualifications.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide campus-specific training to officers	Documentations of training received by officers.	All officers working for Bossier Parish Community College are versed in police prodecures and applicable laws.	Assessment complete.	Documentation of training received by officers.

<p>Department Measurable Strategy</p> <p>Evaluate effectiveness of police patrols.</p>	<p>Performance Indicators</p> <ol style="list-style-type: none"> 1. Evaluation by Safety Committee. 2. Crime Statistics 3. Incident Reports 4. Jeanne Cleary Act Reporting Statistics 5. BPCCR Report Card 6. Daily Activity Reports 	<p>Assessment Results</p> <p>Annual statistics show our results and Daily Activity Report from officers documents all police patrols.</p>	<p>Changes Based on Assessment Outcomes</p> <p>Assessment complete.</p>	<p>Strategy(ies) for the Future</p> <p>Address safety concern successfully and continue the use of Daily Activity Reports.</p>
<p>Department Measurable Strategy</p> <p>Expand the emergency notification system to the new building.</p>	<p>Performance Indicators</p> <p>Emergency Notification System expanded to new building.</p>	<p>Assessment Results</p> <p>The Emergency Notification System "Cav Alert" is used by faculty, staff, and students for notifications of school emergencies and closures.</p>	<p>Changes Based on Assessment Outcomes</p> <p>Assessment complete.</p>	<p>Strategy(ies) for the Future</p> <p>Evaluate the Emergency Notification System.</p>

PRIORITIES FOR THE COMING ACADEMIC YEAR

To maintain a safe and secure campus for all personnel and students.

Division of Business Affairs
 Computer Services Department

DIVISION SUMMARY

The Computer Services Department continues to expand and improve its service to faculty, staff, and students by continuously upgrading BPCC's computing environment and providing new features. The department is committed to support the mission of the college.

During the fiscal year, in addition to the Computer Services Department activities listed as "Measurable Strategies," the Computer Services Department has utilized \$800,000 in grant funds to overhaul the entirety of the network infrastructure. The department staff assists faculty, staff, and students with accessing the information required for their needs; assisted in planning, coordinating and installing upgraded hardware campus wide. Our support and operation team resolved numerous work requests submitted through Service Desk. The Computer Services Department staff attended numerous professional development opportunities throughout the year. According to the Planning Council's 2016-2017 Report Card, 90% of faculty and staff who completed the survey, responded favorably to the services and knowledge of the department.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Improve access to online help for students, faculty and staff.	Increased web traffic to support pages.	Comparison of the number of entry points of web traffic to support pages to the previous year.	Consolidated Computer Services and Educational Technology webpages to single instance on web.	Pending Public Relations web design will further optimize web help pages.
Participate in professional development opportunities.	Number of professional development opportunities in which the individuals	Staff attended Microsoft, Cisco, and Banner professional	Staff is more knowledgeable and better able to	Continue to participate in professional development opportunities.

participate.

development.

successfully perform duties.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Demonstrate accountability of Computer Services Department through submission of internal reports.	BPCC report card, Webalizer online statistics, ERP online audit reports and Service Desk reports	<ol style="list-style-type: none"> 1. According to BPCC Report Card, 98% of respondents agreed that Computer Services staff demonstrated a high level of knowledge and 92% agree that they know whom to contact with technology questions and problems. 2. Monitored results 3. Monitored results 4. Monitored results 	<ol style="list-style-type: none"> 1. Addressed any issues identified on BPCC Report Card. 2. Addressed any issues identified from statistics report. 3. Addressed any issues identified from audit reports. 4. Addressed any issued identified from Service Desk reports. 	<ol style="list-style-type: none"> 1. Continue to strive for improved ratings. 2. Continue monitoring results. 3. Continue monitoring results. 4. Continue monitoring results.
Implementing virtual desktop environment for students.	Achieve milestones of system design; hardware and software acquisition, programming, deployment and reassessment and adjustments if needed.	Did not attempt planning and implementation.	Abandoned due to budgetary constraints	Will revisit when funds and resources allow.

PRIORITIES FOR THE COMING ACADEMIC YEAR

- Computer Services will finalize integrating the STEM building into existing infrastructure.
- Computer Services will continue to persue server room and electrical/space modifications to improve environment conditions.
- Computer Services will continue to decommission VMS/SIS system and replace with web application.
- Computer Services will utilize NIST Cyber Security framework to guarantee data security.
- Computer Services will work with other departments to participate in grant funded opportunities to meet college goals.

Division of Business Affairs
Environmental Health and Safety

DIVISION SUMMARY

The Department of Environmental Health and Safety has continued to develop delivery of the various required safety training classes over the 2016-2017 year. The mandated defensive driving course is offered to the employee's desktop to eliminate the need for face to face training. All inspections of elevators and life safety equipment by the State Fire Marshal were deemed satisfactory and the Office of Risk Management yearly audit was scored at 90.94% out of 100% providing the college with a significant rebate on the price of insurance coverage.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Maintain compliance with the State Office of Risk Management.	Analyze audit findings and make necessary changes to assure compliance.	This years audit rating was 90.94%. Several areas were lacking sufficient documentation for the audit.	We have addressed the issues with documenting the required trainings.	Increase next years audit rating now that these issues have been addressed.
Strengthen relationships with local public safety agencies to define special assistance and the needs of the institution.	Review logged response times during calls for assistance	Response times remain low and adequate for our needs.	None at this time.	Continue to review response times and strengthen the relationship with local safety agencies.
Increase the number of successful deliveries of safety training via e-	Record percentage of delivery receipts.	The email delivery of safety training is not as	We have started delivering the	Continue to deliver the required safety training and

mail.		successful as previous methods.	required safety training to each department in person.	monitor the delivery receipts.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Conduct rigorous inspections to identify potential physical and litigious hazards.	Records of all inspections and associated correspondence requesting corrective actions.	Several items have been found in each building during inspections that need to be addressed such as broken floor tiles, ceiling tiles, and lights.	We are addressing these issues as quickly as possible.	Continue to perform inspections as required and address the issues that are found.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Continue to deliver and document the required safety training and documents.
2. Strive for higher percentages of employees receiving safety training and documents.
3. Address safety issues to reduce the number of accidents and incidents.
4. Train each employee at high risk for Blood Borne Pathogens.

Division of Business Affairs
 Finance Department

DIVISION SUMMARY

The Finance Department has experienced an organizational restructuring in the current year due to the loss of our Comptroller. As a part of the restructure the Comptroller position was eliminated and replaced with a General Ledge Accountant, and the vacant position filled with a Fiscal Analyst. Part of the Comptroller's duties have been distributed to the AVC for Finance, the General Ledger Accountant and the Fiscal Analyst.

The Finance Department continues to work with the Grants Department to ensure a seamless flow of documentation and an accurate and timely processing of documents.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Attend a minimum of three career enhancing professional development opportunities throughout the year for the Finance Department employees	Attendance at a minimum of three career enhancing professional development opportunities throughout the year for the Finance Department employees.	Staff attended the LCTCS Annual Conference, the EDGAR Conference, Statewide Travel Training, and various webcasts and conference calls. Also attendance at SACUBO and LCPA conferences.	As funds are available, additional training will be provided to various staff.	Continued efforts towards training.
Update the Finance Policies and Procedures to conform to Banner.	Updated Finance Department Policies and Procedures	Work continues on this strategy but remains	No changes anticipated	Each section in the Finance Department has been assigned

accurately conform to the Banner System.

incomplete, as this is a massive undertaking.

their respective policies and procedures and completion is planned for no later than December 31, 2017.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Identify and/or expand cost-saving methods for the College.	Report of any cost-savings to the Executive Vice Chancellor for Administration	Periodically, as specific savings opportunities came to light, they were discussed with the Executive Vice Chancellor, and when deemed appropriate, implemented.	This will continue to be a priority for the Finance Department.	Continued assessment for cost-savings measures.
Educate Faculty and Staff in Banner Self-Service on the Finance and Student modules	Number of BPCC employees provided guidance by Finance Department staff.	The need for specific training of new employees has dropped with the retention of staff; however, as occasions arise, the Finance staff works with the individuals to train them in the use of Banner Finance and A/R modules.	This continues to be a priority of the Finance Department. The more others understand Banner Finance and A/R modules the more accurate our financial information will be.	The Finance Department will always be available to other areas of the College to improve understanding and functionality of the Banner and A/R modules.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Complete the updating process of the Finance Policies and Procedures and Finance Forms and place user-friendly access on our website.
2. Continue the development of the Cash Flow Analysis Process to provide upper management with the best information possible.
3. Develop additional methods for analyzing revenue and expense flows.

Division of Business Affairs

Human Resources

DIVISION SUMMARY

The Human Resources department achieved most of the goals set for the 2016-2017 Strategic Planning year. There were many personnel changes within the College due to budget adjustments related to student enrollment. Several layoffs were coordinated and implemented by the Human Resources office in December 2016 and January 2017. These layoffs changed some of the goals set for the 2016-2017 HR Strategic Planning year. Due to the current condition of layoffs and hiring freeze, the HR staff postponed any attendance to job fairs. Civil Service conducted a full HR review audit in January 2017 and the HR department received an excellent rating. The Civil Service Commission commended the BPCCC HR department for their excellent review. The Human Resources office prepared for the implementation of the new FLSA rule changes effective December 1, 2016 which was halted by a Texas Judge in November 2016. The College was not able to provide performance adjustments to classified or unclassified staff for fiscal year 2016-2017. An Executive Order from the Governor froze the authority to award merit adjustments to all classified and unclassified employees. An employee benefit fair was held in October 2016 to correlate with benefits annual enrollment. The Multicultural Relations and Diversity coordinator hosted several activities during the first half of the academic year. With the layoffs and HR personnel changes, the multicultural activities were reassigned to the Student Life office. The Human Resources staff developed their skills and knowledge through professional development web-based training and/or webinars offered through professional presenters, and the state and federal governments. The HR staff developed their skills related to the HR module of the XE Banner system and the electronic State application system through teleconferences and/or webinars. The HR staff provided training for employees regarding the electronic time reporting, assistance with annual mandatory ethics and sexual harassment prevention training and new hire orientation. The HR Director served as a team member on the SACSCOC committee and the HR staff assisted with providing documentations needed for the accreditation report. The Banner Document Management System (BDMS) was postponed until more research into the system use and equipment was reviewed.

The HR Director and the HR Assistant Director worked with Civil Service and the Chancellor to implement the layoff of twenty-seven employees in the Physical Plant office, Environmental Safety office, Computing Services department, Human Resources department, Communications and Performing Arts, Technology, Engineering and Mathematics, College Transitions Programs, and Student Life. There were nine unclassified employees and eighteen classified employees laid off during December 2016 and January 2017. A total of thirty-five positions were eliminated due to the layoff process; nine unclassified positions and twenty-six classified positions. The HR Director along with the HR staff, Purchase Director and the Associate Vice Chancellor of Finance, worked with the Chancellor to request approval from the Civil Service Commission to enter into a contract with a third party vendor for custodial services. The Civil Service Commission granted approval in January 2017 which resulted in the

elimination of twenty classified positions. Due to the layoffs, the Human Resources office did not attend any job fairs during the 2016-2017 fiscal year.

Civil Service conducted a full HR review audit in January 2017. The College HR department received a commendation for achieving 100% compliance in 19 of 20 categories reviewed such as 6.5g verification, appointing authority approval, and action reported within 30 days with 100% compliance in the PES evaluation category. The Civil Service Commission commended the BPCC HR department for their excellent review during the April 5, 2017 meeting and issued a commendation letter to Chancellor Bateman and the HR Director.

The Office of Human Resources prepared for the new changes in the FLSA rules effective December 1, 2016 by reviewing all positions under the new salary threshold of \$47,476.00. There were sixty-nine positions that were under the new salary threshold for non-exempt status under the new FLSA rules. Sixty-nine new positions were created within the pay system to prepare to move employees into the non-exempt status positions. The HR Director hosted training sessions to educate the sixty-nine employees affected by the new FLSA changes on completing electronic hourly time sheets. The new FLSA changes were halted by a Texas Judge in November 2016 until further review. No further action has taken place with the FLSA rule changes.

Catapult health checks were scheduled for health insurance participant employees during the months of February and March 2017. Health insurance participants may receive an insurance premium discount for health checks through Catapult or their primary physician. A benefits fair was scheduled for October 2016 for full-time employees to visit with voluntary insurance providers. Several voluntary insurance providers were scheduled on campus throughout the fiscal year to meet with employees individually. BPCC HR hosted a TRSL General Session for members.

The College had eighty-four full-time vacancies during the 2016-2017 planning year. Human Resources staff assisted hiring supervisors in filling the positions with forty new hires, seven promotions and five lateral moves. Many vacant position duties were merged into current encumbered positions to better utilize current workforce and reduced labor costs. Six staff and faculty positions were created due to grants in the TEM department, and the restructuring of position duties and/or student need. The College had seventy-two full-time employees leave employment at BPCC during the fiscal year. A total of forty-four full-time positions were eliminated through the three layoffs. A total of 167 adjuncts were employed during the academic year. A total of thirty-two New Hire orientations were conducted by HR staff. An Executive Order from the Governor froze the authority to award merits adjustments for all unclassified and classified employees during the 2016-2017 fiscal year. The HR staff participated in a Department of Labor phone survey in April 2017. The survey would provide information for the Department of Labor to assess job duties at educational institutions

Human Resources staff developed their skills by attending and participating in the following webinars and/or web-based training: Teri Bashara, HR Director-LCTCS HR quarterly meetings, LCTCS Title IX training, IRS & ACA webinar, Responding to Violence in the Workplace seminar, Climate Survey webinar, FLSA webinar, Banner XE training, Principles of Inclusivity webinar, CPTP Coordinator webinar, State Travel Card training and annual training-Sexual Harassment Prevention and Ethics.

Shannon Jones, HR Assistant Director – TRSL webinar, Banner XE training, OGB HR training, Civil Service La Careers Webinar, CPTP training-Leave Management and SCS Dept. Overview and annual training-Sexual Harassment Prevention and Ethics.

Christina Hughes, HR Analyst 1-TRSL webinar, OGB Annual Enrollment Meeting, CUPA I-9 webinar, ORM Defensive Driver training, Banner XE training, Postage Module training, Civil Service webinar, BPCC website meeting, and annual training-Sexual Harassment Prevention and Ethics.

Martha Silva, HR Analyst 1-Banner XE payroll training and annual training-Sexual Harassment Prevention and Ethics.

Mandy Cole, HR Administrative Coordinator 3- inter-department cross training and annual training-Sexual Harassment Prevention and Ethics.

The planning year has had many employment and benefit changes and the Human Resources department has maintained a level of excellence in delivering service to employees and visitors/guests. The new planning year will provide more opportunities to offer service to employees and improvement to the department's efficiency.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide activities and events related to cultural, socioeconomic and educational diversity.	Attendance records	Attendance records	None.	Due to layoff, this program moved to Student Life.
Implement the Banner Document Management System (BDMS).	<ol style="list-style-type: none"> 1. Trained staff to use BDMS. 2. Procedures for the use of BDMS. 3. Daily use of BDMS to scan documents 	<ol style="list-style-type: none"> 1. BDMS system on hold for now. 2. Assess the need for scanning documents through BDMS. 	None.	Determine if the cost of use and equipment is feasible.
Provide opportunities to recruit qualified candidates.	<ol style="list-style-type: none"> 1. Electronically posted position announcements. 2. Attendance record from job fairs. 	<ol style="list-style-type: none"> 1. Electronic posted positions. 2. HR Staff did not attend job fairs due to a hiring freeze and layoffs. 	None.	Provide ways to attract qualified candidates.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide informational meetings for employees regarding benefits and HR processes/policies.	1. Attendance records from meetings.	1. Employees were provided necessary information related to their job duties.	None.	Review processes to determine necessary meetings for employees.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Implement Department of Labor FLSA legislation within current payroll and employment.	1. Updated job descriptions 2. New non-exempt unclassified positions in the Banner system. 3. Alternate ways to compensate full-time non-exempt employees in exempt part-time positions.	1. Administration understood how federal laws can affect future academic planning related to employee's job classification.	None.	Keep abreast of federal law changes related to FLSA.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Fully implement Banner XE within the payroll process
2. Provide flu shots for cost at Benefits Fair
3. Work with LCTCS on HR Initiative projects in enhance HR services
4. Implement vendor products to streamline work processes and services.
5. Research vendor products to update job description with ADA compliance.

Division of Business Affairs
Physical Plant

DIVISION SUMMARY

The Physical Plant Department continues to maintain the campus to enhance the appearance and ensure the safety of faculty, staff, students and visitors. The department has received and completed over 1200 online maintenance requests. This number does not include the "emergency" phone call requests. Three graduation set ups were completed as well as setting up for campus wide luncheons and other various activities on campus.

Physical Plant personnel fulfilled over 200 key requests with available keys or cut new keys if necessary.

We continue to rent two vehicles to assist faculty and staff with travel costs and paperwork. There are three vehicles available for College use including one state owned vehicle. Over 300 vehicle or fuel card requests were processed through the online request form.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Expand use of electronic equipment for all maintenance requests from faculty and staff.	Maintenance Requests are submitted online from the Physical Plant webpage.	These requests were expanded to include an after hours building unlock request as well as a custodial service request.	None	We will continue to send out reminders to let people know how to submit the requests.
Coordinate opportunities for Physical Plant employees to review safety procedures for equipment and chemicals at bi-weekly custodial staff meetings.	Meeting minutes with attendance records, equipment manuals and MSDS information are available in the Physical Plant office.	The custodial service was outsourced in January of this year.	This Strategy should be removed due to this service no longer being in this department.	

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Evaluate College grounds and landscape maintenance performed by an outside vendor to ensure a positive and welcoming learning environment.	Staff are assigned to oversee the maintenance of the grounds through an outside vendor.	The grounds and landscape are maintained to the satisfaction of the Physical Plant Department.	None	Continue to monitor the outside vendor to oversee this service.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Promote awareness of electronic form for all key requests submitted by faculty and staff through campus wide email at the beginning of fall and spring semesters.	Number of Key Requests received and acted upon are totaled through the campus email software.	Over 200 key requests were submitted and fulfilled throughout the year.	The online maintenance requests seem to be working. No change is needed.	We will continue to send out reminders to let people know how to submit the requests.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Evaluate the efficiency in the method of prioritizing maintenance requests submitted by faculty and staff.	Results of BPCC Report Card	75.3% of faculty and staff agree that maintenance requests are completed in a timely manner.	Strive to decrease the amount of time between when the maintenance request is submitted and the work is completed.	Continue to efficiently prioritize maintenance request to increase overall satisfaction of faculty and staff.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Maximize efficiency of the vanpool service to assist students in need of transportation.	Number of van routes; Vehicle maintenance records.	The vanpool service was dissolved in January of 2017.	This point should be removed as the vanpooling service no longer exists.	

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Maintain the HVAC system to have it operate as efficiently as possible.
2. Address cosmetic and structural deficiencies to provide a more pleasant work/learning environment.
3. Work closely with the Custodial Vendor to ensure that faculty, staff, and students are pleased with the cleanliness of the campus.
4. Work with the Grant Department to find solutions to make the campus more energy efficient.
5. Work to include the new building in all services.

Division of Business Affairs
Purchasing Department

DIVISION SUMMARY

Purchasing Department is comprised of the following areas: Purchasing, Receiving, Property Control/Inventory. We achieved our goal of providing quality and timely services to the faculty and staff while adhering to Louisiana Law in reference to procurement laws. Wayne Villemarett our Property Control Manager retired and Crystal Ashby-Tuggle was hired as the new Property Control Manager. We processed 2,438 purchase orders, 48 contracts, 1,697 receiving reports, 2,160 movable property transfers, 650 new items tagged and added to the inventory and 1,671 surplus items.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Ensure delivery of all items purchased within 5 working days. For items too large to move, ensure that a work order is put in within 5 days of receipt or location confirmation.	Log of deliveries	Each item received was logged, delivered and signed by receiver on a daily basis.	Log of deliveries continues to keep track of all items received and delivered.	A delivery log will continue to be used.
Educate faculty and staff in Banner Self-Service System on the Purchasing modules.	Number of BPCC employees trained by Purchasing Department staff.	2 Trained	Additional training continues to be provided for the Banner Software.	Continue to assist faculty and staff with the Banner Software

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Assist faculty and staff with processing of the following: Requisitions, Purchase Orders, Receiving Reports, Contracts, and Check Requests.	Number of people that request training sessions and/or follow up training sessions.	6 Request and 1 follow up training.	Additional training continues to be provided for the Purchasing Dept. required forms.	Continue to assist faculty and staff with the processing of forms required by Purchasing.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Updating Contract & Procurement Forms on the BPCC Website.	New forms on BPCC Website	Forms provided on Website very helpful when explaining required information needed for processing.	No Changes	Website forms will continue to be updated.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development opportunities for staff	Number of professional development opportunities attended by staff.	Zero attendance	Encourage staff to attend at least 1 - 2 professional development opportunities	Continue to encourage attendance of the professional development opportunities that are offered.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Overall, the Purchasing Department had a successful year. Our goal of maintaining a continuous supply of goods and services necessary to support the BPCC community was accomplished. We sent out information to the campus community via email to keep everyone updated on changes to policy and procedure. The Purchasing Department seeks to continuously improve customer relations with our faculty and staff. We have promoted training within our department to increase our working knowledge to help our customers (faculty and staff) with their requests.



*Division of
Economic Development*



Division of Economic Development

Vice Chancellor for Economic and Workforce Development

DIVISION SUMMARY

During the 2016-17 academic year, the Division of Economic and Workforce Development worked to implement its vision of a community energized and prepared for workforce and personal development, growth, and opportunity through its mission to provide excellence and innovation in talent development to benefit individuals, employers, and citizens of our region by delivering customized, relevant education and training, offering high-stakes test services, and enhancing access to employability and opportunities for career advancement.

To connect businesses to solutions to fuel our economy and workforce, BPCCC's Economic and Workforce Division works with the Workforce Development Boards in our area (#70 and #71), the Coordinating & Development Corporation along with the North Louisiana Economic Partnership, the Greater Bossier Economic Development Foundation, the Greater Shreveport Chamber of Commerce, the Bossier Parish Chamber of Commerce, the Minden Chamber of Commerce, the Strategic Action Council, the Small Business Development Center, the BioMedical Research Foundation, and represents BPCCC in the Northwest Louisiana Next Generation Sector Partnership initiative.

Programs that fall under the Division of Economic and Workforce Development include: Workforce (training grants and customized corporate training) and Continuing Education (professional, recreation/leisure, and youth programming), the Testing Center, and the Program for Successful Employment.

Through Workforce, 21 training grants were written and approved for this year, 8 were written and approved for 2017-18 implementation, 3 more have been written and submitted and awaiting approval, and 4 more are being written. 3,945 employees have been trained through training grants during 2016-17 with 1,696 of those unduplicated. BPCCC Workforce Solutions received a 100% Customer Satisfaction Report by training grant employers.

Continuing Education completed customized training for Martin Specialty Coating, L'Auberge Resort and Casino, Pickett Industries, Sci-Port, Frymaster, Bossier Parish School Board, Barksdale Air Force Base Spouse Employment Initiative, and Goodwill industries of NW Louisiana. Industry specific courses included Food Safety Certification, Real Estate 90 hour pre-licensing program, Certified Nurse Assistant Training, Notary Public, Paralegal Certificate, OSHA, Medical Coding, Louisiana Contractor's Accreditation Institute, Property and Casualty Insurance pre-license, and Life and Health Insurance pre-license. Enrollment in non-credit courses for 2016-17 was 1,104 with 1,038 unduplicated showing an increase of

154 from the previous year.

The Testing Center BPCC's Testing Center, including the Barksdale Air Force Base National Test Center, had an outstanding year. The total number of testers served grew from 5,497 to 5,979. The 8.4% increase in testing activity is distributed over 16 different test services offered at the two locations. Combined revenue generated in BPCC's Testing Center and at BAFB National Test Center grew from \$77,321 to \$80,410, an increase of almost 4%.

HiSET, Louisiana's high school equivalency test, represents about 50% of the tests delivered at BPCC with HiSET testing also provided at Caddo Correctional Center. Other test services provide the general public as well as students opportunities to earn a wide variety of industry-based certifications and credentials needed for success in the workforce. DANTES-funded CLEP and DSST testing is provided to hundreds of active duty military enabling them to earn college credit for a wide variety of academic courses.

The Program for Successful Employment (PSE) provided services to 30 students with intellectual disabilities and/or Autism. Four of those were working to earn an associate's degree; 26 were working to obtain industry-based credentials and to maintain productive employment. PSEs most significant accomplishment this year was obtaining Comprehensive Transition Program (CTP) accreditation for the Program for Successful Employment II. CTP is a post-secondary, federally-accredited program for individuals with intellectual disabilities and/or Autism that allows students access to federal financial aid. There are two pathways for PSE II: the career diploma pathway and the traditional academic degree pathway. Additionally, BPCC has assisted Baton Rouge Community College in implementing their own PSE program modeled after BPCC's Program for Successful Employment, which was implemented in February 2017. Another PSE accomplishment includes the incorporation of industry-based certifications into the PSE program with PSE staff earning the Customer Service IBC, the PSE classroom instructor earning the NCCER Core Instructor certification, and three students earning IBCs. Additionally, the van funded by the Beard Foundation for PSE has arrived and will start transporting students beginning in the Fall of 2017.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Develop and nurture partnerships with business and industry, economic development organizations, community organizations, high schools, and other post-secondary institutions to meet Our Louisiana 2020 goals of a 10% increase.	Number of new partnerships.	There were 62 total partnerships in Economic and Workforce Development for 2015-16. Partnerships have increased to 191, a 208% increase for 2016-17.	Celebrate growth with staff responsible and encourage continued success to benefit BPCC and our	1. Review BPCC's non-eligible business partner list in my Division and developed a "target" list for expansion of those included in 2 of the 5 critical areas; 2. Call past and present IWTP employers for feedback/relationship building; 3. Be diligent in data collection throughout the year.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development opportunities for staff.	Documentation of the number of professional development opportunities provided.	Staff participated in a wide array of professional development opportunities appropriate to their positions and interests onsite and online at BPCC as well as through AACC, NCWE, LCTCS, and other entities.	Based on the value of exposure to new ideas, the Division for Economic and Workforce Development will continue to seek professional development opportunities as possible within budget and staffing constraints.	Actively seek professional development opportunities to develop leadership, learn/share best practices, and foster growth, creativity, and positive morale.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Analyze and evaluate the success of Workforce Development & Continuing Education.	Increase the: 1. Number of students served; 2. Revenue earned.	1. The number of students served during 2015-16 was 2,016 (884 WDCE; 954 IWTP; 178 corporate) compared with 2,860 to date for 2016-17 (1,038 WDCE; 1,696 IWTP; 126 corporate), an increase of 844 (71%) to date over the previous year. 2. The net revenue earned during 2015-16 was \$243,870.92 compared to \$309,803.01 earned through June 22, 2017, representing an increase to date of	Continue to provide leadership and positive feedback.	Continue to make personal contact with business leaders in our region and across the state.

\$65,932.09 (79%) over the previous fiscal year.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Analyze and evaluate the success of the Testing Center.	Increase the: 1. Number of test options; 2. Number of tests delivered; 3. Revenue earned.	As of June 22, 2017: 1. The number of tests grew by 115 (3.5%); 2. The number of tests delivered grew by 482 (8.8%); 3. Revenue earned grew by \$3,080 (3.98%).	Seek ways to expand and grow BPCC's Testing Center.	1. Compare tests offered at BPCC's Testing Center to other LCTCS Testing Centers to identify additional tests to offer. 2. Compare BPCC's Testing Center staffing structure to other LCTCS Testing Centers to identify opportunities to streamline expenditures and boost profitability.
Analyze and evaluate the success of the Program for Successful Employment.	Increase the: 1. Number of students enrolled; 2. Number of students enrolled in credit courses; 3. Number of students employed.	Results of 2016-17 PSE Performance Indicators: 1. No increase; 32 students enrolled both years; 2. No increase; 4 PSE students enrolled in credit courses this year; 5 enrolled last year; 3. 37.5% increase in the number of PSE students employed: 8 last year and 11 this year to date (1 more pending).	Contract changes initiated by Louisiana Rehabilitation Services has negatively impacted PSE. However, the recently approved Comprehensive Transition Program providing PSE II students with access to federal financial aid will open additional doors for our PSE students.	While working to increase the number of PSE students enrolled in BPCC, increase the number of PSE students in credit courses, and the number of PSE students employed, expand access to industry-based certifications. Recruit additional business partners and community advocates for BPCC's PSE I and PSE II students.

Division of Economic Development

Workforce Development and Continuing Education

DIVISION SUMMARY

Workforce Development and Continuing Education developed and delivered workforce programs for the purpose of providing Louisiana individuals and businesses the most advanced, customized and relevant education and training. Programs housed in the division include [1] Continuing Education; [2] IWTP through the Louisiana Workforce Commission; and [3] Workforce Training Initiatives. Programs are developed through business partnerships which allow us to create training that is relevant, effective and specific to business/industry and individuals needs.

Continuing Education provides a wide-variety of affordable, non-credit lifelong learning opportunities to meet the diverse needs of the community. Offerings include personal enrichment courses to meet an extensive assortment of interest, professional development opportunities to provide the community workforce skills training and continuing education, computer applications training and a variety of online courses. Web-based online registration system allows additional access to courses for the community.

Continuing Education completed customized training for Martin Specialty Coating, L'Auberge Resort and Casino, Pickett Industries, Sci-Port, Frymaster, Bossier Parish School Board, Barksdale Air Force Base Spouse Employment Initiative, and Goodwill industries of NW Louisiana. Industry specific courses included Food Safety Certification, Real Estate 90 hour pre-licensing program, Certified Nurse Assistant Training, Notary Public, Paralegal Certificate, OSHA, Medical Coding, Louisiana Contractor's Accreditation Institute, Property and Casualty Insurance pre-license, and Life and Health Insurance pre-license.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Raise funds for workforce training scholarships through the 3rd Annual BPCC Spring Swing Golf Tournament.	1. Net revenue earned for scholarships. 2. Number of teams participating.	1. Net revenue earned for scholarships was \$12,958.87. 2. 19 teams participated. While we had fewer teams, we	No changes based on assessment results.	Golf tournament will continue each year, with the goal of always increasing new revenue and number of teams with each tournament.

increased scholarship revenue by \$1,628.87.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Pursue IWTP grants and other funding opportunities to meet the demands of the workforce and community.	<ol style="list-style-type: none"> 1. Number of grant funding and IWTP proposals submitted. 2. Number of IWTP participants trained. 3. Quality rating received for services we provided to employers. 	<p>Twenty-one (21) IWTP grants were written and approved during 2016-17; eight (8) IWTP grants were written, approved and will be active in 2017-18; three (3) grants are submitted and awaiting approval. Four (4) grants are in the writing process.</p> <p>2. Number of employees trained during the fiscal year from IWTP fund = 3,945 of which 1,696 were unduplicated.</p> <p>3. IWTP Customer Satisfaction Report completed by IWTP grant employers rated our services 100% with satisfaction as all employers indicated yes to all criteria.</p>	<p>Workforce Development and Continuing Education work diligently to identify the training needs of local and state businesses to effectively develop training programs that meet those needs.</p>	<p>Continue to meet the needs of employers in Louisiana through the IWTP program as well as other funding programs.</p>
Provide resources for professional development through participation in local, regional, and nationwide workforce training and development organizations.	<p>Number of professional development activities attended.</p>	<p>Staff attended professional development opportunities onsite at BPCC, but those outside of BPCC were</p>	<p>Professional Development is an integral part of an employee's growth and maintaining a</p>	<p>Continue to offer and provide professional development through participation in local, regional, and national workforce training and development organizations.</p>

limited due to budget constraints and limited staffing.

productive BPCCEmployee. Workforce Development and Continuing Education will continue to provide opportunities for professional development to its employees when budget and personnel constraints allow.

Department Measurable Strategy

Analyze non-credit course and instructor evaluations and make any necessary changes to improve the quality of courses offered.

Performance Indicators

1. Results of evaluations;
2. Changes made to courses based on results of evaluations.

Assessment Results

1. Of the 591 Continuing Education courses evaluations received, 98% (579) felt the course met their expectation with a response of good or excellent, and 99.66% (589) felt the instructor preparedness and presentation were good or excellent.
2. Based on the results of evaluations, no changes were made to current courses. However, new courses were added based on feedback of additional courses they would like to see offered.

Changes Based on Assessment Outcomes

Instructors are encouraged to improve upon any weak areas noted in evaluations. Courses are modified to make improvements.

Strategy(ies) for the Future

Monitor non-credit course and instructor evaluations and make any necessary changes to improve the quality of courses offered.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Grow enrollment by developing courses that meet the needs of business/industry and the community.	<ol style="list-style-type: none"> 1. Overall enrollment. 2. Net revenue earned. 	<ol style="list-style-type: none"> 1. Enrollment in non-credit courses for 2016-17 was 1,104 with 1,038 unduplicated showing an increase of 154 over the 2015-16 fiscal year. Enrollment in Corporate Training was strong with 166, with 126 unduplicated. 2. Net Revenue earned (course revenues/instructor expenses) for 2016-17 was \$309,803.01, an increase of \$65,932.09 over 2015-16 fiscal year. 	Continue to focus on corporate and BPCC training within IWTP grants to enhance the non-credit courses offered through the division.	Track overall enrollment in non-credit courses as well as net revenue earned.

Division of Economic Development

BPCC Testing Center

DIVISION SUMMARY

BPCC's Testing Center, including the Barksdale Air Force Base National Test Center, had an outstanding year. The total number of testers served grew from 5,497 to 5,979. The 8.4% increase in testing activity is distributed over 16 different test services offered at the two locations. Combined revenue generated in BPCC's Testing Center and at BAFB National Test Center grew from \$77,321 to \$80,410, an increase of almost 4%.

HiSET, Louisiana's high school equivalency test, represents about 50% of the tests delivered at BPCC with HiSET testing also provided at Caddo Correctional Center. Delivering HiSET is rewarding to Testing Center staff as they witness testers of all ages and backgrounds complete this important life-changing educational goal. Other test services provide the general public as well as students opportunities to earn a wide variety of industry-based certifications and credentials needed for success in the workforce. DANTEs-funded CLEP and DSST testing is provided to hundreds of active duty military enabling them to earn college credit for a wide variety of academic courses.

The Testing Center added Comira Testing during 2016-17. Unfortunately, Comira was purchased by another company and there were few testing opportunities. An additional testing service, Professional Assessment Network (PAN) is due to be added in early 2017-18. PAN will offer a wider variety of testing opportunities needed by the local workforce including TSA, FBI, USPS, and others. Test services include Pearson VUE, CLEP, DSST, Distance Education Proctoring, Castle Worldwide, EC Council, Siemens, Certiport, Nocti, MSSC, LSLBC, HiSET, WorkKeys, Comira, ServSafe, and Certiflor.

The Testing Center participated in two studies during 2016-17. First, Educational Testing Service conducted field testing for new versions of their Writing test. Students at Butler Educational Complex and the Camp Minden Youth Challenge Program participated. ACT, Inc. conducted a WorkKeys Linking Study to provide feedback from testers on the updated WorkKeys assessments that are required to earn a National Career Readiness Certificate. Students from Arcadia High School and others participated in the Linking Study.

The Testing Center is preparing for an exciting new year. Replacement computers are due to be installed in early July, a new digital assessment will soon be available to allow testers the opportunity to provide feedback on their testing experience and customer service, a Facebook page is now available for the Testing Center with increased opportunities to promote industry-based certifications and other test services, and preliminary plans are being developed to expand the Testing Center.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Encourage staff to complete professional development activities including test credential updates, webinars, and on-campus seminars.	List of professional development activities including test credential updates, webinars, and on-campus seminars completed by each staff member.	1. List available for professional development activities.	No changes based on assessment results.	Continue to encourage staff participation in on-campus professional development opportunities, webinars for test companies, and other professional development opportunities as budget allows.
Add a new test service that will help meet academic and workforce testing demands.	<ol style="list-style-type: none"> List of industry-based certifications and professional licensure exams available once new test service is added. Number of exams delivered for new test service. Revenue earned from new test service. 	<ol style="list-style-type: none"> List of exams available exams has been updated. Currently, 3,365 different exams are offered. Number of exams delivered for Comira - 3, HiSET Field Study - 57, WorkKeys Linking Study - 45 Revenue earned from Comira - \$90, HiSET Field Study - \$600, WorkKeys Linking Study - \$0. 	No changes based on assessment results.	Add an additional test service. Note: Comira was purchased by another company.
Improve technological capabilities of BPCC Testing Center and BPCC BAFB National Test Center.	Implementation of BPCC Student Technology Fee Proposal replacing 16 computers at the BAFB Test Center and 6 computers at the BPCC Test Center, all of	1. 22 computers were purchased and are scheduled to be installed in July 2017.	No changes based on assessment results.	Evaluate remaining computers and submit additional BPCC Student Technology Fee Proposal if others are due for replacement.

which are at least five years old.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Develop online survey to be completed by test takers.	Development of online survey for test takers.	1. Two tablets were purchased to be used by test takers to complete online survey. 2. Survey has been developed and is in process of being implemented.	No changes based on assessment results.	Make online survey available to test takers at BPCC and BAFB. Evaluate results of surveys to improve customer service.
Revise Testing Center website and online registration system to update information and make website and test registration more user friendly.	Documentation of improvements made to website and online registration system.	1. Suggestions have been submitted for Campus website revision project.	No changes based on assessment results.	Continue to work on revisions as the Campus website project continues.
Increase marketing of Testing Center and BAFB National Test Center through social media sources.	1. Number of informational submissions related to industry-based certifications, professional licensure exams, etc. 2. Number of views on social media.	1. Facebook page developed. Hours, location, etc. posted but no informational submissions yet. 2. 21 "Likes" and 13 "Following."	No changes based on assessment results.	Post at least one item weekly to generate followers and interest in available test services.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Increase test appointment options by offering Thursday evening hours and additional Friday testing.
2. Implement Professional Assessment Network test service.
3. Continue efforts to add FAA testing.
4. Submit an additional Student Technology Fee proposal if additional computers are out-of-warranty.
5. Make online digital survey available to testers at BPCC and BAFB National Test Center.
6. Submit proposal to enlarge BPCC Testing Center.

Division of Economic Development

Program for Successful Employment

DIVISION SUMMARY

The Program for Successful Employment serviced 30 students with intellectual disabilities and/or Autism; four working towards earning an associate's degree and 26 working towards obtaining Industry Based Credentials and maintaining gainful employment. Our greatest accomplishment this year was obtaining Comprehensive Transition Program (CTP) accreditation for the Program for Successful Employment II. CTP is a post-secondary program federal accreditation for individuals with intellectual disabilities and/or Autism. There are two pathways for PSE II; the career diploma pathway and the traditional academic pathway working towards earning a degree. BRCC modeled BPCC's Program for Successful Employment and it was implemented in February 2017.

Other accomplishments include: PSE staff earned the Customer Service IBC, the PSE classroom instructor earned the NCCER Core Instructor certification, 3 students have earned Industry Based Credentials and the PSE van arrived and will start transporting students fall 2017.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development opportunities for staff.	Number of professional development activities attended.	The PSE staff attended both professional developments as well as certification courses throughout the year. All together there were 10 professional development activities attended.	The PSE staff will continue to attend professional development activities to provide best practices within the department.	Seek additional professional development activities.
Track graduate employment.	1. Percentage of graduates that are gainfully employed	67% of graduates that were gainfully	PSE will continue to	PSE will apply for grants to support the Transportation for

after 90 days;
2. Percentage of graduates that are gainfully employed after one year.

employed after 90 days; 60% of graduates are gainfully employed after one year.

work on transportation methods/programs to assist our students in maintaining gainful employment.

Success (TFS) project.

Department Measurable Strategy

Performance Indicators

Assessment Results

Changes Based on Assessment Outcomes

Strategy(ies) for the Future

Partner with outlying parishes to expand the Program for Successful Employment to serve an increased number of students with disabilities

Number of PSE students served in outlying parishes

BPCC partnered with Webster parish and will serve multiple students in the fall of 2017.

BPCC partnered with Baton Rouge Community College and they modeled the PSE program. There program was implemented in February 2017.

Continue to seek additional resources which will allow BPCC to pursue additional outlying parishes with a goal of servicing more students to promote programmatic success.

Department Measurable Strategy

Performance Indicators

Assessment Results

Changes Based on Assessment Outcomes

Strategy(ies) for the Future

Grow program enrollment by obtaining Comprehensive Transition Program accreditation.

Increase student enrollment ages 18 and up

The Program for Successful Employment II obtained Comprehensive Transition Program accreditation. This program will be implemented in the fall of 2017.

BPCC will now have to programs to service students with intellectual disabilities and/or Autism.

Expand this opportunity for students throughout the state of Louisiana.

PRIORITIES FOR THE COMING ACADEMIC YEAR

- To obtain funding for the Transportation for Success (TFS) Project.
- To increase enrollment numbers for both PSE and PSE II.
- To collaborate with other LCTCS institutions and expand the PSE programs.



*Division of
Student Services*



Division of Student Services

Vice Chancellor for Student Services

DIVISION SUMMARY

The Student Services Division had a very productive year. This was a year of restructuring in order to absorb duties, changing policies concerning the new admissions requirements, and finding innovative ways to enhance enrollment.

This year brought many changes to the Admission's/Registrar's Office. This office lost one person in the RIF. Two other staff members found jobs with higher pay, and one staff member retired. Because of this reduction in employees, the Dean of Enrollment Management and the Registrar have had to restructure the office with the staff taking on more duties to absorb the positions that cannot be filled. In 2016, the LCTCS changed admissions policies for all colleges. BPCC was given until summer 2017 to fully implement the change because we are in our SACS accreditation process. The Dean and the Registrar have been working to change all admissions policies to conform to the new admissions policy, and they have now completed the implementation. The Dean has hosted professional development workshops to apprise faculty and staff of the new admissions criteria. Each LCTCS college was offered the opportunity to participate in the LCTCS Enterprise Management System. BPCC did choose to participate, and the Dean and the Registrar created a plan and are working on additional plans to implement future communication plans through the EMS to communicate with applicants and enrolled students. BPCC's plan involves communications from BPCC Admissions, Banner, and the LCTCS EMS. In winter 2016 and spring 2017, approximately 32,000 communications were sent through LCTCS EMS. In May 2017, the Admission's Registrar's Office called 818 summer applicants offering to help them register for summer or fall. They emailed a reminder of opportunities available for summer sessions to summer 2016, winter 2016, and spring 2017 applicants and enrolled students who had not registered for summer. On May 21, 2017 this office texted summer 2016, fall 2016, spring 2017, and summer 2017 applicants and enrolled students who had not registered for summer.

Athletics had an outstanding year! Cross Country hosted its first home cross country meet in the fall. Baseball finished 6th place in the conference and had two players named to 1st Team All-Conference. One player received a scholarship to D1 SFA, and two players received scholarships to D2 SAU. Softball finished 2nd in the conference and advanced to the regional tournament. Softball had three players who were named 1st Team All-Conference and 1st Team All Region. Four softball players were named to 2nd Team All-Conference, and two players were named to the Region 14 All-Academic Team. Men's Basketball advanced to the conference tournament for the first time in 17 years! They finished 5th in North region 14, and 10th seed in the regional tournament. One player was named LABC's 2017 College Player of the Year, one player was named 2nd Team All-Region, and one player was named to the Region 14 All-Academic Team. Women's Basketball had a tough season this year and did not advance to

regionals for the first time, but they did end up with one player named All-Conference and one player named All-Conference Honorable Mention. Intramurals had a great year as well. In fall 2016, Athletics offered three events. Spring 2017 saw an expansion of events to include Intramurals in the Quad (a huge success) and a 3 on 3 Faculty/Staff basketball game. Intramural Rec Time was very popular with our students. We averaged 30 students in the fall and 25 in the spring during Rec Time Free Play. We offered 40 sessions in the fall and 30 sessions in the spring. Because the new fee passed, we are going to expand intramurals to include flag football, video gaming and other activities suggested by the students.

In 2016-2017 the BPCC@NSU staff worked with Allison Martin for the First in the World Grant. BPCC@NSU developmental math and English classes participated in the grant. The BPCC@NSU staff met with Allison and a consultant from the University of Texas along with Begonia Perez Mira from NSU. The classes were selected to encourage the use of the new phone app for Open Campus. Melanie McBride from NSU meets with the BPCC@NSU students once each semester to assist students who are ready to transfer to NSU. Thus far this year, BPCC@NSU has 32 completers that have entered NSU. This year, BPCC@NSU staff created and began offering 8-week math courses to help students complete transferability in two semesters. In addition, the staff worked in conjunction with NSU to create a new 5-hour math course, Math 099N, to assist students who are attending NSU and need completion of a developmental math course. The first offering of the course did not fill, but we are hoping this will be a viable course in the future. The BPCC@NSU staff work very closely with Career Compass and have developed a strong relationship with that group of counselors.

The Center for Student Success is comprised of three areas of service: Academic Advising, Career Services, and Disability Services. For 2016-2017 (As of May 19, 2017), Academic Advising had a total of 13,555 student visits (6,931 unduplicated). In spring 2017, Academic Advising had a Spring Call Blitz and contacted 648 students who had applied for spring but were not attending nor had they enrolled in another institution. The advisors were successful in reaching approximately 550 of the 648 students. On April 11-13, 2017, Academic Advising hosted an Advanced Registration Kick Off in Building F. The staff talked to students about advanced registering for summer and fall 2017. In mid-July, Academic Advising is planning a Super Saturday Fall Registration event that will target new, existing, and potential students who work during the week and need to come in on a Saturday to register for classes. The team participated in the LA Gear Up Conference and visited with over 200 students. LA Gear Up (Gaining Early Awareness and Readiness for Undergraduate Programs) targets low income, first generation, minority students to encourage them to pursue a college degree. The Advising Team handed out informational packets and give-a-ways to these students and spent time visiting with them telling them that college IS in their future. Academic Advising has partnered with CTP for the 5 for 6 program. Through a grant from the LCTCS, we have hired LaNelda Scott as a part-time Career Coach to work in conjunction with the CTP staff to identify students eligible for the 5 for 6 program. LaNelda is visiting adult education centers and working closely with staff at Shreve Memorial and Providence House to better serve these students. She works very closely with Justin Tison in CTP as well. For fall 2016, we tested six students for the 5 for 6 program. Four of the six enrolled, and three completed the two academic classes. Presently, we have 18 students who qualify for the program with 5 students that will be taking the TABE test. ATB testing for fall 2017 has begun, and the projected number for fall 2017 is 20 students enrolled in the 5 for 6 program.

In fall 2016, Disability Services served 124 ADA students and 81 ADA students in spring 2017. For both semesters, Disability Services provided 649 accommodation letters to instructors. Through a Carl Perkins grant, this department was able to secure two Read Desk Scanner-Readers-Magnifiers and two Orion Talking Scientific Calculators to assist students with vision and learning disabilities. ADA students were celebrated at a Disability Services Luncheon Buffet. This office also participated in the Multicultural event Autism Awareness Month by creating an Autism Awareness display. Disability Services also offered two professional development seminars during 2016-2017: "Common Challenges and Tips for

Supporting ADA-Identified Students” and “Solutions for Avoiding Gender-based Discrimination.”

Kathy Busch, Coordinator of Career Services does an outstanding job of representing BPCC in the community. This year, Kathy was named one of the Top Ten Diplomats by the Bossier Chamber of Commerce. In representing BPCC with the Bossier Chamber, Kathy has attended the following Bossier Chamber events: eight Diplomat Brown Bag meetings; four Diplomat Leadership meetings; three Diplomat Team Lunch meetings; and twelve ribbon cuttings/ground breakings. Kathy has presented six resume or interview class presentations to our BPCC students. Kathy processed 250 Federal Work Study applications for 2016-2017 with approximately 62 FWS students being hired. She helped host the fall 2016 Graduate Career Fair that had 17 participants including the Dallas Police Department and Willis Knighton System, and she helped host the spring 2017 Graduate Career Fair that had 32 participants including AEP SWEPCO, Christus Health, Willis Knighton System, U.S Air Force, Navy, and Army, and Colonial Life, just to name a few. The results of our fall and spring Student Support Services survey showed us that 90% of our students completing the survey stated that they do not use Career Services. We learned that we need to do more to inform students that we can help them identify prospective employers and begin exploring career options and to advertise to students the tools that we have available for career exploration. For fall 2016 registration, we plan to have a display table in Building F, and Kathy will be at the table informing students of the services offered by Career Services. Other avenues to enhance students’ awareness of services offered are being discussed in order to be implemented by fall 2017.

For 2016-2017 the Financial Aid Office awarded \$67,523,778 in federal aid to 15,962 students and 1,184,012.40 in state aid to 926 students. Since the FAFSA was available on October 1st, this office began downloading ISIRS in early December for the 2017-2018 award year. This was well before Financial Aid’s normal download cycle that usually begins in late February or early March. The Financial Aid staff packaged their first group of 2017-2018 students on February 21, 2017. They packaged 841 students on that day, well before the normal packaging cycle that begins in early April. The Financial Aid Office hosted College Goal Sunday on February 12, 2017. Approximately 45 students, parents, and grandparents attended. In October of 2016, the staff hosted a FAFSA Marathon and helped 67 students complete the FAFSA. Another FAFSA Marathon was held in March 2017 and 33 students were helped to complete the FAFSA. This year, the Financial Aid staff visited ten high schools to help seniors and their parents complete the FAFSA. The staff helped 278 students and 17 parents. Financial Aid is now a fully implemented paperless office. All documents submitted to the office in paper format are imaged into Banner/BDM at the time of submission. Most of the forms used in Financial Aid are now available electronically and can be loaded into BDM electronically. Students who are selected for verification are processed through an electronic process that generates a list of students who are “ready to verify.” Turn-around time for verification during non-peak processing time is 24 hours. Turn-around time for peak processing times (August-October and January) is 7 to 10 days. This spring the Financial Aid Director and Associate Director worked with Step Forward/Community Foundation to help train volunteers to complete the FAFSA. These volunteers will then help students and parents complete the FAFSA. The Financial Aid office is planning to package the first 2018-2019 students in January, and the staff is working on creating an electronic version of the Financial Aid Satisfaction Survey.

In 2016-2017, the Office of Recruiting hosted 150 campus tours (appointments and walk-ins) and 13 group tours totaling 860 students. The staff attended 31 College and Career Fairs and participated in 23 high school lunch visits, participated in 8 Job Benefits/Health Fairs, and 5 BIPSTIL visits. For BPCC College Transfer Day, Recruiting hosted 26 visiting colleges/universities in fall 2016 and 22 visiting colleges/universities in 2017. Throughout 2016-2017, the Office of Recruiting hosted 9 Cavalier Preview Nights. The staff also participated in 11 community outreach events including but not limited to Science Olympiad, Skills USA, LA Gear Up, Jobs for America’s Graduates, and Senior Projects. This year, the staff mastered Recruiter and Exact Target. They have participated in more than 20 WebEx/Conference calls and have had off-site and in-house training.

According to the Angie Jones with LCTCS, BPCC is ahead of most colleges in our system in using Recruiter. The Recruiting staff has been working with ACT to begin receiving ACT's underserved student population list. We hope to receive this soon in order to begin contacting these students. At present, Recruiting is working with CTP to get students who have completed their HiSET into our Recruit database. Recruiting is now sending Acceptance Certificates to students who have been accepted at BPCC. Recruiting has included the students at Providence House and Shreve Memorial. This has been very successful, and campus visits have increased after beginning to send the Acceptance Certificates. Recruiting also has been developing a webpage for campus tours. Prospective students and parents will be able to schedule the tours online. This office has sent a Recruiter URL campus wide for the campus staff and faculty to be able to enter information when a student walks in or calls. Once the information is entered, it goes immediately into Recruiter, and the students begin to receive correspondence.

Student Life has had a very productive year. Even though one staff member was lost in the RIF, the Student Life team absorbed the duties of this person and worked together to enhance the student experience on our campus. For example, Marjoree Harper took over Maroon Jackets, and SGA shifted to Tiffany Sandifer. Tiffany has planned to have Rotaract and SGA students work hand in hand this year with students serving in both organizations. In fall 2016, the staff piloted the Cavalier Rewards Card. They worked very hard on this endeavor to try to enhance student participation in events. Unfortunately, in the fall, only 5 students turned in cards at the end of the semester, and in spring only 4 students turned in cards. The staff is evaluating this event to determine either how to revise it or to determine if it will be continued.

Fall 2016 was extremely busy for Student Life. The events hosted in fall 2016 include but are not limited to the following: Student Life T-Shirt Drive (to make dog/cat toys to donate to the Bossier Animal Rescue); Student Life Flood Relief Drive (assisting State Senator Ryan Gatti); Dude, Where's My Class? (in conjunction with Recruiting staff helping students find their way on the first day of class); Coffee & Questions (allowing students to ask questions to staff and receive a free cup of coffee); Emoji Pillow & Dream Catchers; Photo Dry Erase Boards; Back to School Bash; Voter Registration Drive; Laptop Skins; LifeShare Mobile Blood Drive; BPCC Health and Wellness Fair; Dr. Shuey presentation (to promote awareness of rape, date rape, domestic violence, etc.); Talent Show; Arrive Alive Tour (dangers of distracted driving using a simulator); Patient Zero Escape Room; SGA Costume Contest; Tip-Off in the Quad (fall and spring); Bobby Audley Leadership Retreat; Caring Cavaliers Veteran's Day delivery to Overton Brooks VA Medical Center; Homecoming events; SKD Induction Ceremony; Aqua Massage; Student Organization Fair; Finals Fling; A Visit with Santa (National Award); and the Phi Theta Kappa Induction Ceremony (fall and spring). In January 2017, Student Life took over Multicultural Events. Since January, nine different cultural/awareness areas were highlighted on campus: the Multicultural Series Kickoff and a salute to Dr. Martin Luther King; Chinese New Year display; Black History Month display; President's Day display; Women's History Month display; Irish Month display; Autism Awareness Month display; Celebrate Diversity Month display; and Asian-American & Pacific Islander Heritage Month display. This series was very well received by students, faculty, and staff. The staff is meeting now to incorporate new events into this series for both fall 2017 and spring 2018. In January 2017, Student Life also took over the Gospel Choir. The Gospel Choir hosted a concert, and the students were amazing! We are looking into the possibility of hosting a Gospel Choir sing off event in 2017-2018. The Student Life staff made a change to the Annual Fun Day this year. Instead of having one day, they incorporated Fun Day into a week of Spring Fling activities: Intramurals in the Quad, Earth Day celebration (with Lucky Bamboo); NSU@BPCC Fun Day; and the Easter Egg Hunt. This Easter Egg Hunt was one of the most successful events we have ever hosted! Changing how Fun Day is celebrated showed a marked improvement in student attendance. Perhaps the most heartwarming event was during spring finals when the Student Life staff had therapy dogs on campus. Students loved this event! Perhaps the most exciting thing that happened to Student Life was winning the APCA 2017 National Event of the Year Award with "A Visit with Santa." We have heard that this event is being incorporated at colleges and universities throughout the country!

This year, Denise Morgan, Student Service Coordinator, handled all the paperwork, research and follow up for the following: 23 cases of Academic Misconduct; 1 Academic Misconduct hearing; 31 students in crisis; 2 student grievances; 9 student complaints; 17 military mobilizations; 64 miscellaneous student issues; 35 disciplinary issues; 4 Disciplinary Hearings; 29 Information Releases, and 142 semester issues. Denise worked with government agencies to complete 24 background checks, secured textbooks for 36 students, and assisted (without documentation) numerous students, potential students; former students, and parents with questions and concerns via phone, email, and in person regarding a vast amount of topics. Denise consistently worked across departmental boundaries to assist any area of the college.

Angie Cao, Student Services Specialist, manages the Disability Services Student Success Team. This team and Angie proctored a total of 1,038 tests in 2016-2017, 38 in summer 2016, 706 in fall 2016, and 294 in spring 2017. Angie has oversight of the Technology Fee Committee, the Student Self Assessed Fee Committee, and the STEP Council. She handles all Technology Fee requisitions and correspondence to the project managers. Angie also handles all purchase requisitions for this office. Angie has oversight of the Student Services Division web pages, and she monitors these closely, sending changes and additions to the Webmaster for the Catalog and for the website. Angie is the liaison for LAHec (Louisiana Higher Education Coalition on Drugs and Alcohol) and is responsible for administering the Core Survey and for updating the Biennial Report every two years. In addition, Angie is in charge of all registration set ups and assigning workers to areas across campus.

The Vice Chancellor for Student Services was the team lead for the ESSI: 2016. This was an exciting endeavor in which the team created a master plan to improve student success and retention. We brought back a project to complete that involves reviewing the onboarding process and revising these processes to alleviate barriers to incoming students in the admission and registration process. The ESSI:2016 Team will work with the QEP team to improve the onboarding process. Another project has been the online student orientation. The project has been a combined effort among Student Services, Public Relations, and Computer Services. We did a soft launch with students and staff, and the feedback was extremely positive! We received good suggestions especially from the students who told us that the orientation was well presented and would give any incoming or prospective student all the information needed to begin college.

At one point, Student Services was in the process of hiring a licensed campus counselor. However, with severe budget constraints, this hiring had to be cancelled. We then revamped the Personal Crisis Intervention Team (PCIT). This team met on several occasions and revised the PCIT policy, created a website for PCIT, and the team members presented a professional development seminar to inform our campus community on what to do in case of a crisis situation. Gina Rider is the lead for the Personal Crisis Intervention Team and has done an outstanding job helping our students and leading this team.

The Sexual Misconduct Policy was revised this year according to LCTCS and BoR standards. Confidential Advisors and Responsible Parties were named, and the Director of HR and the VCSS held training for these individuals in fall 2016 in order to be in compliance with this LCTCS/BoR mandate.

One of the most exciting endeavors this year was the campaign to have a new student self-assessed fee. Dr. Bateman worked diligently on the referendum so that the referendum would have the best chance of being approved by the LCTCS Board. For the LCTCS Board meeting held on BPCC's campus on November 9, 2016, all student-athletes from all sports lined up in the hallway of the second floor of Building F and welcomed

the Board members and LCTCS staff. The Board members seemed to truly enjoy this welcome. Later, the Board did approve the referendum, and in spring 2017, Athletics, in conjunction with Student Life and Public Relations began a campaign to encourage students to vote. In March, the vote passed and will help to fund over half of the athletics budget. With new coaches for baseball and softball, the successes of the athletics teams, the new student fee, tremendous support this year from the community, and the creation of a Cavalier Athletic Association, the future of BPCC Athletics is bright!

The Student Services Division created Learning Outcomes this year. We will be learning how to “close the loop” on these learning outcomes in the near future. During the creation of the Learning Outcomes, the Student Services staff decided to create one survey for all departments in this division. This survey was administered in fall 2016 and spring 2017. The questions on the survey covered a student’s experience in using the services offered in Academic Advising, overcoming barriers for academic success, completing the FAFSA, using the Financial Aid website, completing the online application, ordering transcripts, college admission requirements, intramural opportunities offered, Student Life programs, participation in SGA, Recruiting Office services, and BPCC@NSU transferability. Students were able to provide comments as well. For the most part, we received positive feedback and comments. Each area is tasked with reviewing the results of the survey and making improvements accordingly.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Administer a Student Services survey to improve the effectiveness of the departments within the Student Services Division.	Results and data from the survey.	Each area received scores of strongly agree and agree with the exception of Career Services.	Enhance the student perception and awareness of Career Services.	Enhance student awareness of the services offered by Career Services.
Promote 100% participation by Student Services staff in at least one professional development opportunity.	Percentage of Student Services staff participating in at least one professional development seminar or workshop.	100% of the Student Services staff participated in at least one professional development seminar or workshop.	None	Continue to encourage staff to participate in professional development opportunities.
Launch the online student orientation, Cavalier Connection, by spring 2017.	Completion of the launch of online student orientation by spring 2017.	The online orientation is complete and ready to be launched by July	None	Monitor the orientation and make changes as needed.

1, 2017.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Develop Learning Outcomes for Student Services by spring 2017.	Development of Learning Outcomes for all departments of Student Services by spring 2017.	Learning Outcomes were created in fall 2017.	None	Assess success of the learning outcomes each year.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Move forward to make the Redemption Semester a reality by spring 2018.

Work with the ESSI:2016 Team and the QEP team to revise and improve the onboarding process by spring 2018.

Increase the number of 5 for 6 students by 10% by spring 2018.

Help create and implement innovative events for student recruitment and enrollment.

Division of Student Services
Admissions/Registrar's Office

DIVISION SUMMARY

The Admissions/Registrar's Office has continued to be committed to providing services to students in the areas of admissions, registration, graduation, transcripts, and record maintenance. We are dedicated to meeting the needs of our students to ensure a smooth transition in achieving their educational goals. The Admissions office had an essential part in conferring 1,243 credentials for 851 graduates in the 2016-2017 academic year.

This year in the Admissions/Registrar's Office, several changes were made to better serve our students and to increase customer service. The Admissions/Registrar's personnel embraced these changes which resulted in positive results. Several new online forms were created or adjusted to increase processing time, to reduce paper, and to reduce occurrences of missing or lost documents. The Admissions/Registrar's Office staff processed 14,406 outgoing transcripts and 3,046 electronic forms,

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide staff professional development opportunities.	Number of professional development opportunities attended.	Admission staff attended 21 professional development opportunities.	Find additional relevant professional development opportunities for Admissions/Registrar's staff to attend.	Encourage participation in professional development opportunities.
Create new opportunities for students to complete the Admissions/Registrar's online	Increased number of surveys completed.	Number of surveys completed increased by 81%.	None	Continue to incorporate survey into all Admission/Registrar email

survey for improvement of services.

notifications to students.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Host and participate in events on and off campus to promote student learning about the college enrollment experience.	Number of events attended.	Admissions staff participated in thirteen events on campus and hosted two events.	Expand informative enrollment events on campus for faculty and staff.	Create new opportunities for sharing information about the college enrollment experience with students, faculty, and staff.
Collaborate with LCTCS Enrollment Services to increase communications to students and to student applicants for enrollment opportunities.	Number of students enrolled.	Number of students have not increased.	Expand communications to include texts with important deadlines and enrollment opportunities.	Continue to find innovative ways to communicate with students and encourage enrollment.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Improve communications with applicants to improve conversion rate of applicant to enrollee.

Find opportunities to promote Bossier Parish Community College in an effort to increase enrollment.

Promote professional development opportunities for Admissions/Registrar staff.

Encourage student participation in the Admissions/Registrar survey for more feedback to improve customer service.

Division of Student Services

Athletics

DIVISION SUMMARY

Athletics had an outstanding year! Cross Country hosted its first home cross country meet in the fall. Baseball finished 6th place in the conference and had two players named to 1st Team All-Conference. One player received a scholarship to D1 SFA, and two players received scholarships to D2 SAU. Softball finished 2nd in the conference and advanced to the regional tournament. Softball had three players who were named 1st Team All-Conference and 1st Team All Region. Four softball players were named to 2nd Team All-Conference, and two players were named to the Region 14 All-Academic Team. Men's Basketball advanced to the conference tournament for the first time in 17 years! They finished 5th in North region 14, and 10th seed in the regional tournament. One player was named LABC's 2017 College Player of the Year, one player was named 2nd Team All-Region, and one player was named to the Region 14 All-Academic Team. Women's Basketball had a tough season this year and did not advance to regionals for the first time, but they did end up with one player named All-Conference and one player named All-Conference Honorable Mention. Intramurals had a great year as well. In fall 2016, Athletics offered three events. Spring 2017 saw an expansion of events to include Intramurals in the Quad (a huge success) and a 3 on 3 Faculty/Staff basketball game. Intramural Rec Time was very popular with our students. We averaged 30 students in the fall and 25 in the spring during Rec Time Free Play. We offered 40 sessions in the fall and 30 sessions in the spring.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Increase the number of non-scholarship student-athletes enrolled in the college by offering sport specific classes for college credit as well as increasing the number of sports offered.	Higher number of total non-scholarship student-athletes.	Goal not met, yet still in progress.	Gather information from other schools that offer sport-specific classes as a means of increasing overall school enrollment.	Develop other methods of increasing the number of non-scholarship athletes including providing resources on outside scholarship availability to these potential non-scholarship athletes.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Develop a comprehensive Success Plan for Student-Athletes including a revised student-athlete academic advising process and Student-Athlete Orientation	The number of student-athletes who maintain academic eligibility until graduation and/or transfer the eligibility to play sports at a 4-year institution.	Goal not met, yet still in progress.	Expand our Student-Athlete Orientation for this coming fall to include multiple workshops to guide our student-athletes in their academic and athletic endeavors.	Implement an orientation program that continues throughout the school year and is not limited to just the time right before school starts. Establish a student-athlete leadership team to assist in the orientation process.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Grow current and pursue new individual and corporate sponsorships for our athletic department.	Amount of revenue generated.	Goal not met, yet still in progress.	Continue work to get an athletic association established to increase outside revenue.	Utilize the association in growing relationships already established and develop more relationships to grow this revenue source.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Secure resources for coaching association memberships; Send coaches to sport specific coaching conferences and networking events.	Number of memberships attained. Number of events attended.	Four total memberships in professional associations. Six total attendees at various professional conference/networking events.	None.	Continue the attendance of the meetings/conventions from this year and expand to ensure each athletic department staff member attends a minimum of one conference/convention each year.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Adopt an electronic communication system for use by staff and coaches to improve service to student-athletes.	Adoption of communication system.	Goal not met, yet still in progress.	Establish early in this academic year a two-pronged system for communication and information management using cloud-based apps.	Adoption of communication system by spring 2018.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Adoption of electronic communication system for staff communication as well as process/task management.

Increase revenue generated from outside sources.

Develop a more in-depth orientation and student-athlete development program.

Develop initiatives to increase the number of non-scholarship athletes participating in intercollegiate athletics.

Increase intramural opportunities for the general student population.

Division of Student Services

BPCC @ NSU

DIVISION SUMMARY

The bpcc@NSU Division has had a successful 2016-2017 academic year as reflected in the number of successful transfers from bpcc@NSU to NSU or other colleges. Course offerings have been scaled back to a specified nine courses to provide prospective and current students with the choices they need, whether developmental or college level, in order to comply with SACS. Enrollment has increased from 140 students in 2005-2006 to 253 students within the 2016-2017 calendar year. New admission requirements for university enrollment will continue to channel students to the BPCC campus in Natchitoches. Additionally, new transfer requirements will mean that students who enter our program will continue with us for approximately two semesters. We creatively began offering 8-week math courses to allow students to complete transferability in two semesters. First time freshmen at NSU who require any developmental courses will now enroll in those at bpcc@NSU. We have now designed a new 5 hour math course Math 099N to assist students who are attending NSU and need completion of a developmental math course. Even with the new requirements, bpcc@NSU students continue to successfully progress toward university admission and 32 students completed the requirements for admission to the university. Northwestern State University continues to work closely with BPCC to insure that the students in the bpcc@NSU programs are potential future students at their four-year institution.

The bpcc@NSU Division continues to be successful in attracting students from central Louisiana who do not meet the admission standards to enter local universities, particularly Northwestern State University. We are constantly in contact with Career Compass at the area schools and have developed a strong relationship with that group of counselors. The enrollment numbers for bpcc@NSU and more importantly the number of students who complete the transfer requirements indicate the importance of the presence of Bossier Parish Community College in central Louisiana. Leigh and Connie continue to provide support to the students and the instructors at bpcc@NSU. Our office has streamlined forms which now direct potential students to the online admissions process, constantly reminding students to monitor their personal files on LOLA. The bpcc@NSU office continues to relay current and correct information. Because NSU no longer offers developmental English or math courses, we have become the primary way for a university student to complete that part of his/her requirement to continue on to college level English and university algebra. We work very closely with NSU to ensure that our students will complete all necessary requirements to streamline the process of moving into NSU. Our office has done a wonderful job of spreading the value of beginning college at bpcc@NSU in order for our area students to stay in central Louisiana to complete their degree. We engage our students within the term by offering celebrations once a month at which time we serve on a specific day a specific food. As often as is possible, the staff at bpcc@NSU engages in community projects and serves the students in our program with excitement and celebration. The number of successful completers of the bpcc@NSU program who are eligible to attend a university has grown and that is even after the newer standards of 18 college hours (including Math 102 and English 101) have been in place. We invite the NSU transfer recruiter to our office every term to discuss the transfer process as our students leave BPCC to attend NSU. The use of NSU services such as the

academic services and the disabilities office has grown. We were pleased to be a part of the FITW Grant utilizing Open Campus, the free online tutorial that BPCCC offers for a variety of courses. Our developmental math and English students were a part of the groups to be monitored throughout the life of the grant. Our staff has utilized the professional development opportunities, and our staff has benefited from information presented about professional development information. The faculty for bpcc@NSU are credentialed to teach at the community college in their respective disciplines and they are not only highly qualified, they are also very caring and gifted.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development opportunities to faculty and staff.	Documentation of number, date, and attendance at professional opportunities provided.	Staff utilized professional development opportunities.	no changes	Provide professional development opportunities to faculty and staff.
Recruit and retain qualified faculty.	Number of credentialed faculty hired; number of credentialed faculty retained.	100% of faculty hired at bpcc@NSU are credentialed and were retained.	no changes	Hire the best and most qualified instructors.
Create a survey to measure the effectiveness of BPCCC@NSU.	Creation of survey.	The survey was created, and 50 students completed the survey stating that they were highly satisfied with the services at BPCCC@NSU.	no changes	Continue to administer the survey.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Comply with SACS and offer only a maximum of nine selected college courses face-to-face for any bpcc@NSU student to take. These courses will enable students to meet the standards necessary for transfer to a university. Hire the most highly qualified and experienced instructors available. Continue to work with NSU students by offering them an opportunity to take the required developmental course on their campus site that will enable these students to comply with their NSU admission. Continue to work with area high school counselors and the staff of Career Compass to promote bpcc@NSU for students who are not admissible to the university directly from high school. Advise and counsel students during their tenure as bpcc@NSU students effectively utilizing a plan of study that will outline the student's college career path. Utilize a newly developed end-

of-the-year survey as students leave BPC and enter the university. Observe and evaluate instructors in the bpcc@NSU program. Operate within the planned program budget for 2017-2018. We would also like to add a time and a day when once a semester we could treat our students to coffee at the new coffee shop on the NSU campus, possibly during finals week.

Division of Student Services

Center for Student Success

DIVISION SUMMARY

The Center for Student Success was involved in many academic and extracurricular activities at Bossier Parish Community College and in the community during the 2016-2017 year. The Center for Student Success incorporates three components: Academic Advising; Career Services; and Disability Services.

The first component consists of the Academic Advising Center. The Center had 2,152 students sign in for assistance during the Summer 2016 semester, which was a decrease of 4.6% over the last summer semester. The Center had 2,950 students sign in for assistance during the Fall 2016 semester, which was a decrease of 32% over the last fall semester, and 1,962 students sign in for assistance during the Spring 2017 semester, which was a decrease of 55% over the last spring semester.

The total number of students who signed in and received assistance from advisors for the 2016-2017 fiscal year was 7,064, a decrease of 36% over the previous year. The number of new students who signed in and received assistance from advisors for the 2016-2017 fiscal year was 2,085 which is 30% of the total number of students who signed in and received assistance from advisors for the whole year. This is a 66% increase from last year's new students.

During the month of August 2016, the Center (5 advisors), with the help of additional faculty advisors, saw 1,755 students, which topped our monthly record for the number of students served in a one month period during the 2016-2017 year. The month of July 2016 followed close behind with a total of 1,232 students seen by the Center.

During the spring semester of 2017, The Center for Student Success participated in the Caring Cavaliers Children's Book Drive sponsored by Student Life. Staff and part time faculty advisors from our department worked together to donate over one hundred books to this project. These books were donated to Eighty- First Street ECE Center and Judson Fundamental Elementary Magnet schools. Both schools are located in Caddo Parish school system.

The mission of the Center is to assist students in the development of meaningful educational plans that are consistent with their needs, interests, and abilities while strengthening their economic, social, and cultural lives. Through academic advising utilizing recommendations, accommodations,

and career assessments based on the individual needs of the learners, these students will become empowered to achieve their academic career goals. To achieve this mission, the Center provides students with a wide range of services including the following: quality academic advising to help students grow academically, academic support and guidance to students in the decision-making process related to their choice of majors and academic programs, referrals to appropriate academic divisions, interpretation of information on articulation agreements for students who intend to transfer to four year universities, and promotion of students' self-responsibility in defining and achieving their educational goals. The academic advisors use the highest ethical principles and standards of practice while providing these services to all students.

The many achievements this year included following established academic advising training, protocol with handling returned phone calls to promote student satisfaction, more collaboration with Financial Aid to meet Student Academic Progress (SAP) policy, continued participation in professional development and community service projects, and teamwork with other departments.

The Center participated in academic advising training through participation in regional and national conferences. The Center's academic advisor and Career Service liaison, Jennifer Smith and Kathy Busch, attended the 2016 Annual NACADA (National Academic Advising Association) Conference in Atlanta, Georgia through the Carl Perkins Basic grant program in October 2016. This grant has allowed the Center's staff to travel to local and national conferences for professional development to enhance the Center's services. Additionally, Peggy Fuller attended two Accuplacer Training sessions in Monroe, Louisiana and the other session with Elizabeth Ford and Tina Barth in Grambling, Louisiana. Peggy Fuller also attended the SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) Summer Institute and 2016 SACSCOC Annual Conference. Jennifer Smith attended the Student Success Institute November 6-8, 2016 in San Antonio, Texas and the 2017 Civitas Summit April 9-11, 2017 in Atlanta, Georgia.

Throughout the 2016-2017 year, the Center continues to make extensive effort to provide quality advising and promote student success. Due to the extra advisor help, the "wait time" for the students continues to be drastically reduced. The Center continues to produce and distribute a "New Student" folder, which informs new students of information relevant to their needs as first timers. To ensure quick telephone response to the students, the Center continues to utilize the procedure implemented last year: the Center has staff personnel receiving incoming telephone calls; these personnel record the message and provide an advisor with detailed information, so the advisor can return the calls. This promptness enhances and promotes a more user-friendly atmosphere and student satisfaction. For more interaction with departments and guiding other departments with general advising techniques, two of the Center's advisors, Jennifer Smith and Elizabeth Ford, presented a campus-wide professional development session during the "Be Back" Mini-conference titled "Proactive Academic Advising". This workshop focused on advising tips, student retention and an introduction on an enrollment database called Inspire for Advisors. In Spring 2017, the Center held an Advance Registration Kick-Off event one week prior to the start of Advance Registration to inform students of the upcoming registration for the summer and fall semesters, increase overall enrollment numbers, encourage existing students to register early for classes, and complete needed financial aid documents. A bookmark was created with pertinent registration information and door prizes were secured from local businesses. The Academic Advising area estimates between 700 to 800 students were contacted face to face during this event. The Spring Fling event hosted by Student Life during this same week helped to target our existing student population.

In April 2017, academic advisors, faculty advisors, and other staff had the opportunity to take part in the first Inspire for Advisors training. Inspire for Advisors is a student database used to help with proactive advising. Additional training will follow on Inspire for Advisors and other Civitas

applications as we prepare to rollout the applications out to additional faculty and staff in the Fall.

The Center, in cooperation with the Financial Aid Office, continues to participate in the ongoing process of implementing the drafted Student Academic Progress (SAP) policy. A new policy/change has been established which allows the student to visit the Center first for their Academic Plan and then proceed to the Financial Aid Office to submit their A-Plan plus their appeal packet. The SAP policy, as necessitated by changes in Federal Financial Aid guidelines, allows students the opportunity to improve their course completion rates in an effort to re-qualify to receive federal financial aid. A total of 1,396 Student Academic Progress (SAP) academic plans were created, completed and submitted to the Financial Aid Department from the Center for 2016-2017.

Members of the Center fulfilled the mission of the College and Student Services Division by 100% participation in various professional development seminars and/or workshops and by 100% participation in community service projects including but not limited to the following: BPC Foundation donors, Northwest Louisiana Food Bank, Life Share Blood Drives, American Cancer Society Denim Day, Operation Santa Clause; participating in online BPC surveys, Career Compass Day, and participating in the Eighth Grade Expo at the Bossier City Civic Center. The Center's advisors have continually provided aid for various departments by volunteering to assist with the BPC's ACCUPLACER placement testing and providing presentation/seminars on/off campus for faculty/staff personnel, etc.

The Academic Advising Center had a very productive and successful year although there was a significant challenge (e.g. budget cuts). The faculty and staff actively participated in many projects, which directly affected College policy to enhance student success. The academic advisors, along with the staff members, in this Center were involved in many professional developmental opportunities, responsibilities, and committees. While increasing advising services offered by the Center, attention was given to consistently improving existing services.

The second component of the Center for Student Success is the office of Career Services. Career Services seeks to empower students with the skills needed to excel at a four-year university or in entering the job market. Career Services is managed by Kathy Busch, Student Services staff ambassador for BPC.

Career Services offers a variety of services which are educational and beneficial to students and alumni. An overview of these services include career counseling, resume and cover letter writing assistance, mock interviews, selection interviews, recruiting sessions and job fairs, career aptitude tests and personality tests, electronic and print resources including job search databases, educational resources, networking, and information on specific careers. Job Placement is one service offered for our students. Kathy updates and manages Bossier Parish Community College's Job Board on the website accessible to alumni, students searching for jobs, and approved employers who post available jobs. This service contains a resume builder, career portfolio builder, career advice documents, and is available 24 hours daily.

The Career Services office served 602 (371 unduplicated) students who signed in and received assistance for the 2016-2017 fiscal year, which was an increase of 11% over the previous year. For 2016-2017, Kathy had 250 student worker applications processed, which was a 42% increase over the previous year and sixty-two student workers hired, which was a 34% increase over the previous year. In addition, Kathy coordinated the BPC Louisiana Regional Science and Engineering Fair March 2-4, 2017.

This year, Career Services was involved in and participated in many academic and professional development meetings. Kathy attended the 2016 Annual NACADA (National Academic Advising Association) Conference in Atlanta, Georgia through the Carl Perkins Basic grant program in October 2016. Additionally, many other professional development meetings/workshops were attended by Kathy including “Serving Traditionals to Generation Z”, “What Makes for a Competent Communicator?”, and “BPCC Admission Change Policy Workshop”. Kathy also serves as one of five members on the Bossier Parish Community College Foundation Scholarship Committee and a member of the Bossier Parish Community College Disciplinary Hearing Committee.

Furthermore, Kathy attended many extracurricular activities at Bossier Parish Community College and in the community during the 2016-2017 fiscal year. Kathy presented numerous resume and interview class presentations enabling Career Services to be of greater assistance. Each semester, a presentation with updated, qualified and competent information on resume and cover letter writing assistance, career networking advice, and career-related jobs is administered to students. Career Services participates with the Occupational Therapy Assistant program by assisting with the selection interviews to the Occupational Therapy Assistant students already in clinicals as well as helping select qualified applicants for the Occupational Therapy Assistant program. Kathy then assists the in-person mock interviews for the future graduates. She hosted the BPCC Graduate Career Fairs in Fall and Spring. This year in Fall 2016, seventeen employers participated in the BPCC Fair, and in Spring 2017, 32 employers participated in the fair. These career fairs give students, alumni, and community members the opportunity to meet face-to-face with prospective employers. At the Inaugural Reception and Gala Event hosted by Northwest Louisiana Technical College, Kathy Busch, with Career Services, was named one of the “Top Ten Diplomats” from the Bossier Chamber of Commerce. Her work with the Bossier Chamber and in our community to showcase BPCC is exemplary. She attended 38 events: eight Bossier Chamber Diplomat Brown Bag meetings, four Leadership meetings, Networking events, numerous Ribbon Cuttings, and Ground Breakings.

The third component of the Center for Student Success is the Office of Disability Services: Sarah Culpepper is the Disability Services Coordinator. In compliance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 (Section 504), the Office of Disability Services ensures that eligible students receive proper classroom modifications and academic accommodations and acts as a liaison between faculty and students. ADA students also received academic advising and assistance with registering for classes through the Office of Disability Services up until relocating to Building D. In addition to working with the faculty and staff at Bossier Parish Community College, the Office of Disability Services enlists the aid of the Deaf Action Center and the Louisiana Association for the Blind. BPCC contracted with the Deaf Action Center to handle the scheduling and oversight of interpreters for hearing impaired students.

The Office of Disability Services also collaborated with the Office of Recruiting and the Office of Student Life for multiple on-campus events promoting ADA awareness for current and future students. Disability Services attended the 2016 NACADA conference in Atlanta, GA, represented BPCC on a Title IX Panel during a LCTCS Title IX Day Retreat in Baton Rouge, represented BPCC for the Louisiana Workforce Commission Diversity Works Job Fair (held on BPCC’s campus), and offered ADA students a Disability Services Luncheon Buffet, sponsored by BPCC's Culinary Arts program. Disability Services provided BPCC faculty and staff with the following professional development sessions: “Common Challenges and Tips for Supporting ADA-Identified Students” and “Solutions for Avoiding Gender-based Discrimination.” In addition to representing BPCC on the Planning Council (Goal 1 Subcommittee Secretary) and the New Faculty/Staff Orientation Committee (Committee Chair), Disability Services also collaborated (as a volunteer member of the Multicultural Committee) with the Office of Student Life to provide an Autism Awareness Display for April’s Autism Awareness month and functioned as the team leader for the 2.10 SASOC Reaffirmation Committee

Subgroup and editor of the 2.10 and 4.1 subgroups.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Offer career counseling to both prospective and currently enrolled students.	Number of prospective and currently enrolled students who receive career counseling	The Center for Success has not received a request for Career Counseling at this time.	Career Services will use a different approach to reach both the currently enrolled and prospective students.	Provide and promote professional developments and workshops/ seminars about Career Counseling services.
Participate in professional development opportunities.	Number of professional development opportunities in which Career Services participates in 2016-2017.	The faculty and staff in the Center for Student Success participated in a number of on campus and off campus conferences, seminars, and workshops which totalled 122 professional development events.	Provided additional grants are available, increase the number of conferences, seminars, and workshops attended by the academic advisors.	Participate in professional development conferences, seminars, and workshops; to utilize the information by implementing future training opportunities for faculty/staff.
Evaluate the levels and changing student needs of all service components.	Number of students requesting special accommodations not currently offered.	Disability Services only received requests for services and accommodations the College currently offers; however, through Carl Perkins grant money, Disability Services was able to obtain two Read Desk Scanner-Reader-	None	Evaluate current ADA technology for future accommodations.

Magnifiers and two Orion Talking Scientific Calculators, which support students needing hearing-based technology.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Review student Disability Services applications and notify instructors of accommodations.	Number of accommodation letters provided to instructors as a results of the applications review.	Disability Services had 124 active students for the fall 2016 semester and 81 active students for the spring 2017 semester. Disability Services provided a total of 649 accommodation letters to instructors for the fall 2016 and spring 2017 semester.	None	None
Administer an online Academic Advising Center survey to evaluate current services.	Academic Advising Center survey results.	The consensus of the survey related that the Center's advisors' were commended on the amount of time delegated to the students, the knowledge expended, and the treatment received.	Reviewed the results of the survey and discussed changes to improve the Center's services.	Continue to strengthen the quality and services of the Center.
Update the academic plan for students regulated by the Student	Number of Student Academic Progress (SAP) academic	Completed 1,396 Student Academic	Updated all Student	Continue updating the Student Academic Progress (SAP)

Academic Progress (SAP) policy.	plans completed.	Progress (SAP) academic plans this year.	Academic Progress (SAP) academic plans for each curriculum.	academic plans as needed.
Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide professional development opportunities for faculty and staff.	Number of professional development opportunities offered by the Center for Student Success.	The Center for Student Success presented a campus-wide professional development workshop on "Proactive Academic Advising".	None.	Continue to provide and promote professional development seminars/workshops.

PRIORITIES FOR THE COMING ACADEMIC YEAR

A major goal of the Center in the 2017-2018 academic year is the continuation of enhanced communication of its mission and services to the BPCCC students, faculty, staff, and community. Furthermore, the Center advocates for the creation and implementation of student success, institutional policies, and student support services. The Center will continue to provide "New Student" folders to new students, update advisors, staff, and faculty regarding advising policies and procedures, participate in professional development opportunities, monitor effectiveness of existing services, and apply for external funding. Additionally, the Center will enhance coordination efforts between BPCCC Disability Services and campus-wide services while monitoring ADA compliance updates.

Division of Student Services

Financial Aid

DIVISION SUMMARY

The Financial Aid staff members worked very hard to ensure student financial aid awards for the fall/spring 2016-2017 semesters were processed in a timely and efficient manner. Staff members attended training workshops via webinar and some face-to-face training. As of May 8, 2017, the Financial Aid office has awarded federal funds totaling \$22,337,343.00 in federal Pell grants; \$247,200,400.00 in Supplemental Educational Opportunity Grants (SEOG); \$99,101.01 in Federal Work Study (FWS); \$20,152,036.00 in Direct Subsidized Loans, and \$24,688,098.00 in Direct Unsubsidized Loans. The Financial Aid office awarded state funds totaling 914,765.40 in TOPS scholarships and \$253,285.00 in Go Grant.

The Financial Aid office hosted the following events:

- College Goal Sunday on February 12 and had approximately 35-45 students/parents/grandparents attend.
- Two FAFSA Marathons. One took place in October 2016 and we helped 67 students complete the FAFSA. The other took place in March 2017 and we helped 33 students complete FAFSAs.

BPCC Financial Aid staff members visited area high schools and helped high school seniors/parents complete the FAFSA. We visited ten (10) high schools and helped 278 students and 17 parents complete the FAFSA.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Host several on-campus Financial Aid Marathon events throughout the year and invite all BPCC students along with high school students and parents.	Number of attendees at the Financial Aid Marathon events.	We hosted two FAFSA Marathons. One took place in October 2016 and we helped 67 students complete the FAFSA. The other took place in March 2017 and we helped 33	No changes	Host several on-campus Financial Aid Marathon events throughout the year and invite all BPCC students along with high school students and parents.

students complete FAFSAs.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Encourage staff members to participate in professional development opportunities.	Attendance/participation records indicating staff members who attended or participated in professional development events.	Staff members attended at least two professional development events.	No changes	Attendance/participation records indicating staff members who attended or participated in professional development events.
Utilize Financial Aid Satisfaction Survey to evaluate ways to improve the financial aid process and service delivery	Changes made based on responses to the Satisfaction Survey	We received six (6) completed surveys.	No changes.	Utilize Financial Aid Satisfaction Survey to evaluate ways to improve the financial aid process and service delivery
Visit area high schools to hold Financial Aid Workshops that will allow financial aid staff members to help students/parents complete the FAFSA.	Number of attendees at the Financial Aid Workshop events.	We visited ten (10) high schools and helped 278 students and 17 parents complete the FAFSA.	No changes	Visit area high schools to hold Financial Aid Workshops that will allow financial aid staff members to help students/parents complete the FAFSA.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Create an electronic version of the Financial Aid Satisfaction Survey.

Work with Step Forward/Community Foundation to help train volunteers to complete the FAFSA. The volunteers will then help students/parents to complete the FAFSA.

Division of Student Services

Recruiting

DIVISION SUMMARY

The Office of Recruiting is responsible for recruiting new students to the College. The Director of Recruiting, as well as one full-time recruiter and a part-time recruiter, attended various College and Career Fairs, High School Fairs and Trade Shows. Presentations were made at area high schools, junior high schools, and elementary schools about educational opportunities. The staff visited students throughout seven parishes located in Zone V - Bienville, Bossier, Caddo, Claiborne, DeSoto, Red River, and Webster. Visits were also made beyond to the seven parish perimeter to schools in Ouachita and Rapides Parish as well as schools in East Texas.

The Office of Recruiting served prospective students through individual campus visits, group tours, college and career fairs, community sponsored events, Cavalier Preview Night, social media, and email contacts. The staff attended forty high school and community fairs. Campus tours were conducted on a daily basis by appointment and on a walk-in basis (by availability). Campus visits/tours were administered to 50 individuals and to 13 groups/organizations during the summer, fall, and spring semesters. The Recruiting Office also planned and implemented nine Cavalier Preview Nights to give prospective students the opportunity to visit the campus and speak to academic areas about their interests, get their questions answered about the Admissions and Financial Aid process as well as receiving a walking tour of the campus. Classroom presentations and presentations to industry employees were made throughout the service area. The Recruiting Staff also visited local high schools during their lunch periods to provide outreach to prospective students.

The Recruiting Office mailed 9,748 recruitment pieces to prospective students throughout the year. These pieces included recruitment packets, Cavalier Preview Night invitations, and Acceptance Certificates. In conjunction with direct mail, the Recruiting Office also notified prospective students via email using the Recruiter/Exact Target platform. These students received notices about applying to the College, Cavalier Preview Nights, acknowledgement that their ACT and/or ISIR scores had been received, special event programs, etc.

The student recruiting team, Cavalier Express, assisted with recruiting efforts including individual campus tours, group tours, and Cavalier Preview Night as well as providing assistance in the Recruiting Office. The team also visited local elementary schools and read to four local kindergarten classes. The Cavalier Express conducted four fundraisers throughout the year.

The Recruiting Staff attended three LACRAO (Louisiana Association of Collegiate Recruiters and Admissions Officers) Articulation Workshops and distributed information about the College to high school counselors. The staff also attended the LACRAO State Conference held in Lake Charles,

Louisiana. The department collectively attended 21 professional development sessions.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Implement a revised electronic campus visit/tour evaluation for prospective students.	Completion of the revised evaluation. Results from the evaluation.	Due to the creation and implementation of other web-based forms created via Recruiter platform, an electronic campus tour evaluation was not created/implemented for 2016-17.	Work towards a campus tour evaluation to be distributed via Recruiter platform once a student checks in for a tour in the Recruiting Office.	Work with LCTCS Office to create and implement a campus tour evaluation via Recruiter platform.
Promote professional development to enhance productivity and knowledge within the department.	Number of professional development opportunities attend by staff members.	The Director of Recruiting attended twelve professional development sessions for 2016-17, and the staff attended nine professional development sessions for 2016-17.	No changes.	Continue to promote professional development opportunities within the department.
Continue to host, plan, and implement Cavalier Preview Night every 6-8 weeks for prospective students throughout the year.	Number of Cavalier Preview Nights hosted.	The Recruiting Office hosted nine Cavalier Preview Nights for 2016-2017. F2016 = 3 Sp2017 = 3 Su2017 = 3	No changes.	Continue to host Cavalier Preview Nights year round and collaborate with other areas on campus to assist with the event.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Create and implement a system in conjunction with the Admissions/Registrar's Office to notify students of acceptance to the College. (i.e.: mail acceptance letter to new applicants monthly)	Number of acceptance letters mailed to new applicants.	The Recruiting Office mailed 2,110 acceptance certificates to new applicants for 2016-17. F2016 = 971 Sp2017 = 1,139	No changes.	Continue to mail acceptance certificates yearly to students who apply to the College.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Work in conjunction with College Transition Programs to increase the number of non-traditional students admitted to BPCC.

Collaborate with Public Relations to create and implement recruitment pieces that represent a more broad/diverse population of students.

Promote professional development to enhance productivity and knowledge within the department.

Division of Student Services

Student Life

DIVISION SUMMARY

The Office of Student Life houses the Student Government Association and the student ID system, manages over twenty-five student organizations, promotes community service through the Caring Cavaliers series, provides out of the classroom education with the Multicultural Series, and hosts entertaining events on campus for the BPCC students. Below are the 2016 - 2017 events:

FALL 2016 EVENTS:

Cavalier Rewards Card Program

Welcome Week ~ Dude, Where's My Class; Coffee n Questions

Back to School Bash ~ Emoji Pillows & Dream Catchers; Photo Dry Erase Boards; Back 2 School Bash; Voter Registration Drive; Laptop Skins

SGA Fall Elections & SGA Candidate Speeches

LifeShare Mobile Blood Drive

Health & Wellness Fair

Dr. Justine Shuey ~ Title IX presentation

BPCC Talent Show

Homecoming Court Elections

Arrive Alive Tour ~ Texting and Driving Simulator

Escape Room

SGA Costume Contest

Tip off in the Quad

Leadership Retreat ~ Bobby Audley

Sigma Kappa Delta Induction Ceremony

Aqua Massage

Student Organization Fair

Finals Fling featuring Campus Spa

A Visit with Santa Claus

Phi Theta Kappa Induction Ceremony

Caring Cavaliers ~ Making and taking dog and cat toys for Bossier Animal Shelter; Caring Cards distributed Veteran's Day at Overton Brooks VA Medical Center; Toys were collected and donated to Operation Santa Claus

SPRING 2017 EVENTS:

Cavalier Rewards Card Program

National Sticker Day

Welcome Week ~ Dude, Where's My Class; Cocoa Palooze; Coffee n Questions

Homecoming Court Presentation and Dinner

Emancipation Day

Lifeshare Blood Drive

Ms. BPCC Pageant

Spring Fling ~ Intramurals in the Quad; Lucky bamboo planting; NSU @ BPCC Fun Day; Easter Egg Hunt

Savior Faire Reception / Exhibit

Sigma Kappa Delta Induction Ceremony

BPCC Gospel Choir Concert

Finals Fling ~ Campus Spa and Therapy Dogs

Phi Theta Kappa Induction Ceremony

Caring Cavaliers ~ Book Drive, Valentines Heart Pillow Sale

Multicultural Series ~ Salute to Dr. Martin Luther King, Jr; Chinese New Year; Black History Month; President's Day; Women's History; Irish American History; Autism Awareness; Celebrate Diversity; Asian American and Pacific Islander; Jewish American Heritage; LGBT Pride;

Additionally, the Student Life Office staff worked across departmental boundaries by assisting with the BPCC 100 Mini NASCAR Race, Career Compass Registration Days, and the Science Olympiad.

A Visit With Santa event won the Association for the Promotion of Campus Activities (APCA) 2017 National Event of the Year award.

STRATEGIC PLANNING

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Participate in professional development opportunities.	Number of professional development opportunities in which the Student Life staff participates.	Each Student Life staff member has participated in at least three professional	None.	This goal was accomplished but will be an ongoing goal for the Student Life staff.

development opportunities this year.

Department Measurable Strategy	Performance Indicators	Assessment Results	Changes Based on Assessment Outcomes	Strategy(ies) for the Future
Provide activities that promote cultural, socioeconomic and educational diversity.	Number of activities provided.	The Office of Student Life programmed 10 events during the Spring, 2017 Multicultural Series: Chinese New Year, Black History Celebration, Presidents' Day, Women's History, Irish American Heritage, Autism Awareness, Celebrate Diversity, Asian American & Pacific Islander Heritage, Lesbian, Gay, Bisexual, & Transgender Pride, and Emancipation Day.	Based on comments and suggestions received, the name of the series will be changed beginning July 1, 2017 from the Multicultural Series to the Diversity Awareness Series.	This goal was accomplished. Future plans are to highlight a total of eleven opportunities for Diversity Awareness education from August 1, 2017 - June 30, 2018.
Provide opportunities for minority students to access college through Student Life scholarships.	Number of scholarships awarded to minority students.	A total of 268 Student Life Tuition Waivers were awarded during the 2016-2017 fiscal year. Of this amount, 102 (38%) were awarded to minority students.	More promotion of the Student Life Tuition Waivers in local high schools.	Work in conjunction with Public Relations and Recruiting to create an informational handout that will be mailed with the student's acceptance letter / package.
Create and implement a Cavalier Rewards Program.	The number of students participating in the Cavalier Rewards program.	A total of five students fully participated in the fall semester and a total	The Office of Student Life staff	Continue to look for ways that this program could be linked electronically to the student ID

of four students fully participated in the spring semester.

have evaluated the Cavalier Rewards Program and the evaluations show that this program does not give a good rate of return on the amount of money that was spent on prizes for winners.

card so that students do not have to remember their paper card for each event.

Department Measurable Strategy Performance Indicators

Assessment Results

Changes Based on Assessment Outcomes

Strategy(ies) for the Future

Administer a Student Life online survey to improve the effectiveness of the department.

Results from the Student Life survey.

Unable to accomplish this strategy due to the loss of a Student Life staff member. Other staff members in Student Life had to absorb additional job duties creating a busy work load in the office.

To implement this goal during 2017-2018.

Complete the document that will be administered to the students using Survey Monkey in February / March 2018.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Participate in professional development opportunities.

Provide activities that promote cultural, socioeconomic, and educational diversity.

Provide opportunities for minority students to access college through Student Life scholarships.

Administer a Student Life online survey to improve the effectiveness of the department.