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DIVISION SUMMARY

STRATEGIC PLANNING

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<th>Assessment Results</th>
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<tbody>
<tr>
<td>Engage the Governor's Office on the land acquisition west of campus by soliciting more support from legislators friendly to the project.</td>
<td>Documentation of land acquisition for program expansion.</td>
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<tr>
<td>Create new strategies to meet the needs of Our LA2020 goals.</td>
<td>New strategies that reflect the needs of Our LA2020 goals.</td>
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<tr>
<td>Increase number of faculty/staff attending on-site and online professional development opportunities.</td>
<td>Documentation of professional development workshops attended by faculty and staff to show a 5% increase.</td>
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</tr>
<tr>
<td>Work with the design/build team and the project management team to ensure the timely completion of</td>
<td>On schedule completion of Building H fourth floor build out.</td>
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</tbody>
</table>
Building H fourth floor build out.

**Department Measurable Strategy**

Study the capacity for existing human resources to make the best use of data infrastructure in the promotion of student success.

**Performance Indicators**

A determination to hire or not hire additional personnel.

**Performance Indicators**

Apply the "Back to BPCC" initiative for Spring 2018 enrollment of stop-out students. Enroll 100 stop-out students.

**Performance Indicators**

Launch of the program; number of students enrolled in the program; and creation of a database of employers in the region with tuition assistance programs.

**Assessment Results**

Enroll 100 stop-out students.

**Assessment Results**

Launch of the program; number of students enrolled in the program; and creation of a database of employers in the region with tuition assistance programs.

**Assessment Results**

Launch of the program; number of students enrolled in the program; and creation of a database of employers in the region with tuition assistance programs.

**Changes Based on Assessment Outcomes**

**Strategy(ies) for the Future**

**PRIORITIES FOR THE COMING ACADEMIC YEAR**
DIVISION SUMMARY

During the 2017-18 academic year, the Office of Institutional Effectiveness Initiatives (IEI) facilitated 76 faculty and staff professional development presentations/workshops on campus, and a total professional development attendance was 837. IEI oversaw the training of 150 college personnel on the Integrated Data Platform application "Inspire for Advisors." BPCC's Open Campus Mobile project was recognized as a best-practice design, earning four national awards including the American Association of University Administrators' "Nikolai Khaladjan International Award for Innovation," Community College Futures Assembly "Bellwether Top Ten Finalist" award, Wharton School of Business's STARS "Reimagine Education" shortlist, and the National Council of Instructional Administrators' "Student Access, Persistence, and Completion" award. Personnel from IEI provided nine presentations and workshops, including national conference presentations for AAUA, NISOD, AACC, League for Innovation, Community College Futures, and Reimagine Education. Personnel also presented two international, day-long workshops on best practices in online design, engagement, and retention. IEI was also chosen to present a podcast for AACC's inaugural series "Community College Voice." Personnel also had an article published in League for Innovations' "Learning Abstracts." This year, BPCC's Open Campus lecture viewing minutes reached a record viewing of 850,000 minutes, with users accessing Open Campus learning content from 180 countries/territories. Total Open Campus viewing minutes has now surpassed 3.4M minutes, with a record 206 countries/territories worldwide. During its U.S. Dept. of Education "First in the World" grant year two, BPCC made significant progress in the design of the mobile app’s second iteration: throughout the beta-testing/Randomized Control Trial (RCT) process, BPCC’s FITW team, along with instructors and treatment students involved in the trials, identified a set of advanced app features and functions most likely to engage and retain under-prepared students. IEI submitted two grant proposals: one was awarded by the Consortium for Belizian Educational Cooperation (COBEC) to fund travel expenses to present two online design workshops at two-year colleges in Belize. The second submission was to LCTCS to create an English as a Second Language course within BPCC's Open Campus and offer as Open Educational Resource; results are pending.

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<tr>
<td>Conduct a second round of</td>
<td>Number of students involved</td>
<td>1,100 students were</td>
<td>Feedback from</td>
<td>Publicly Release Open</td>
</tr>
</tbody>
</table>
randomized control trials (RCT) of Open Campus mobile application in designated three (3) developmental courses and thirty or more total course sections.

in the randomized control trials
Number of sections involved
34 sections were involved in the RCTs.

in the randomized control trials
Number of courses involved
Three courses participated in Round 2 RCTs: Math 098, Math 099, English 099.

Randomized Control Trials will be used to refine the features and functions of the Open Campus Mobile App phase 2.

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<tr>
<td>Align on-campus professional development presentation and workshop offerings with stated needs and objectives of College personnel as expressed through evaluations and feedback.</td>
<td>Percentage of satisfaction recorded through workshop evaluations; evaluation responses; BPCC Report Card Results</td>
<td>Evaluation Responses: &gt;82% of attendees assessed workshops as &quot;Excellent&quot; or &quot;Very Good.&quot; *Note: BPCC did not administer the BPCC Report Card, so no results were available.</td>
<td>Continue to align workshops/presentations with stated needs of faculty/staff and the College's Strategic Plan.</td>
<td>Align professional development workshops/presentations to reflect Strategic Planning goals.</td>
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<td>Partner with campus divisions to fund outside speaker/professional development workshop for faculty in-service.</td>
<td>Number of outside professional development workshop sessions offered.</td>
<td>18 outside professional development workshop sessions were offered.</td>
<td>No changes needed.</td>
<td>Continue to partner with divisions and departments to bring professional presenters to campus.</td>
</tr>
</tbody>
</table>

PRIORITIES FOR THE COMING ACADEMIC YEAR

Priorities for the coming year include supporting the College's Strategic Plan by aligning professional development activities to match stated goals, releasing Open Campus Mobile Phase 2 application for public use, and moving forward with the College's international partnerships formed through the Consortium for Belizean Educational Cooperation (COBEC).
DIVISION SUMMARY

The Institutional Advancement and Grants Department underwent major departmental changes in FY18. Personnel changes, location changes, management changes, and fiscal changes are a few of the impacts on the Department as a whole. The list below outlines major accomplishments during the last year.

• Exceeded the LCTCS OLA 2020 goal for Foundation assets; Goal: $4.5M; actual assets at June 30, 2018: $4,673,269.26.
  * Executed the BPCC 100 in November 2017; lower budget and raised $12,500 from the event.
  * Helped TEM Division finalize the Davis Foundation family gift; leveraged the AEP Credit Counts grant for expanded use; secured $45,000 in scholarships from the Community Foundation for departmental scholarships; submitted BoR proposals to secure $60,000 in additional scholarship money
• Attended/sponsored community events; luncheons; banquets including the Bossier Chamber LABI breakfast, the State of the City luncheon, and the Women in Leadership luncheon; as well as Rotary meetings and Lions Club meetings
• Participated in every Advancement Subcommittee meeting – including March face-to-face meeting in Baton Rouge.
• Established the first Alumni campaign “Give 50 for BPCC” in the last six years; annual campaign -- $50K in 50 Days earning $261,955
• 50th Anniversary Reception during spring commencement; hosted Studer focus group meetings
• Coordinated the Emsi Economic Impact report/study; distributed materials to the Foundation Board
• Worked with AA to help with graduation activities; reception; retiree luncheon; provided food for Super Saturday events; CMT event; Career Compass events
• Met with the LCTCS lawyer to discover process to generate revenue on campus. Completed phase I – CEA approval; working on drafting documents for next phase; researched serving Fro Yo in Building F for fall 2018; researching licensing opportunities; vending contracts.
• Worked with the VC of AA to find efficiencies in the scheduling process; enrollment ratio improved from summer 2017 in fall 2017 and spring 2018—saving more than $157,000.
• Performed analysis of grant performance on campus—both credit and non-credit grant projects.
• Some notable projects for Dr. Bateman: 2018 Capital Outlay project for LED lights on ball fields; CMT event; Emsi Economic Impact Study; Institutional Aid Project; Program Health Index; Studer Education; MOU with LA Tech for Building H usage; written various letters of support/gratitude; attended Special Session in Baton Rouge.
• Hired Susie Stinson as the Development Director. Moved Admin Coordinator and Bookkeeper offices downstairs—better coordination and teamwork with all personnel in the same area.
• All Foundation investment funds were transferred to Plancorp; experiencing an average rate of return of 2.6% for the year.
• Successfully scheduled, planned, and executed Board meetings for 17-18 reducing the meeting time and increasing efficiency of documentation.
• Executed the first business and industry mail campaign; sent to area businesses—both donors and members of area chambers of commerce.
• Spent a significant amount of time and research to update data files; donor files—both electronic and hard copies; as well as the accounting mechanisms of the Foundation, including a full audit by HMV and a complete internal audit.
• Worked with Studer Education in re-establishing campus priorities and strategic plan; underspent the Institutional Advancement departmental budget by 85%; underspent the FY18 Foundation total budget by 41%; submitted FY19 budget with a reduction of 32% of costs.
• Increased communication with students through campus communication plan using email and text messages to reach all student directly about the availability of scholarships; worked with Division Deans to find appropriate applicants for scholarships; The Foundation spent $32,221 in college support efforts including individual division support, Chancellor’s Fund; community relations.
• Increased correspondence with donors, including personal, hand-written notes to major donors and BPCC retirees and personnel.
• All documents have been audited, culled, and destroyed as provided in the institutional records retention policy. All closets, offices, file cabinets, etc. have been cleaned out; storage unit has been cleared out and the account closed.

### STRATEGIC PLANNING

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<td>Increase the number of student scholarships by 10% through ongoing fundraising efforts therefore, increasing the number of students able to attend the College.</td>
<td>The number of scholarship awards disbursed compared to 2016-2017.</td>
<td>The Foundation did not increase the number of scholarships awarded in AY17-18. However, more efforts were made to work with individual Deans to promote scholarships within area divisions.</td>
<td>The Foundation will continue to work with Deans to promote scholarship opportunities. The Department will also work with the Chancellor's office to convert institutional waivers to scholarships when possible.</td>
<td>The Director worked with Admissions to refer students to the Foundation when they do not qualify for institutional waivers. The Foundation will also have a table during general registration to promote scholarships directly to students.</td>
</tr>
<tr>
<td>Promote scholarship opportunities on and off campus.</td>
<td>Number of contacts (emails/text messages) to current students advertising</td>
<td>The Advancement Department worked with Admissions to get</td>
<td>Despite increased efforts, the Foundation still did</td>
<td>The scholarship calendar for AY18-19 will allow time for spring awards to seniors</td>
</tr>
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<tr>
<td>Develop an annual fundraising plan for the BPCC Foundation.</td>
<td>Implementation of program and funds raised for the program during FY19.</td>
<td>The Foundation held annual campaign in spring 2019. Moving forward, the annual campaign will span both fall and spring. Funds raised in FY18--$844,666.25 in revenue.</td>
<td>All restricted accounts were audited. The Department discovered that the bulk of the operating budget is generated through unrestricted funds. However, most of the funds raised are restricted. This has posed a problem with budgetary spending in the past.</td>
<td>The Department created a fundraising plan and budget based on restricted versus unrestricted funding. This will allow the office to generate the operating capital needed.</td>
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<td>Implement a new Alumni Engagement Project to connect with BPCC Alumni to foster new and existing partnerships with alumni employers/industry and contribute to the growth of the college.</td>
<td>Number of new industry partnerships established through alumni engagement.</td>
<td>Established new industry partnerships in Engineering through the establishment of the first Endowed Scholarship in Engineering.</td>
<td>The Foundation is updating data management software to better track partnerships, prospects, and alumni engagement for better metrics in FY19.</td>
<td>The new data management policies will help maintain and track donor relationships and alumni engagement for better metrics in FY19.</td>
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<tr>
<td>Provide professional development opportunities for Advancement and Foundation staff.</td>
<td>Total number of professional development opportunities attended by staff from Advancement and Foundation.</td>
<td>The Advancement and Grant personnel attended on campus and off campus professional development opportunities. The Director of Advancement and the Development Director attended a total of 11 off campus professional development opportunities.</td>
<td>The CASE Conference for Advancement and Public Relations professionals was the most beneficial to learning more about fundraising campaigns and tactics for colleges. Increased participation in the state and regional CASE organizations will be part of the FY19 plan.</td>
<td>The Director of Advancement and the Development Director will attend the CASE Conference designed specifically for Community Colleges and the Director will attend a CASE Conference on Leadership Development in NOLA. Additionally, the Directors will present with fellow LCTCS colleagues at the CASE IV Conference in spring 2019.</td>
</tr>
<tr>
<td>Develop and implement a targeted gifts campaign celebrating the 20th Anniversary of the BPCC Foundation and/or a targeted campaign centered around the opportunities in the new Allied Health Building.</td>
<td>The amount raised in both campaigns and engagement of new donors.</td>
<td>This goal was intended for FY19, which is the actual 20th anniversary for the Foundation. The annual campaign for Spring 2018 was titled &quot;$50K in 50 Days&quot; and raised $261,955 from mid-April through June 30th. New donors were engaged both on campus and in the community.</td>
<td>The $50 in 50 Days campaign was successful. However, more work needs to be done to engage more alumni. Targeted email campaigns by major is one idea to implement in FY19.</td>
<td>The Advancement team will draft a comprehensive fundraising plan for the 20th Anniversary of the Foundation including fundraising events and annual campaign.</td>
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<tr>
<td>Research, propose, and implement cost-saving measures for the institution.</td>
<td>Number of programs, projects, and proposals submitted to help reduce costs and increase campus efficiency.</td>
<td>The Director of Advancement worked with Academic Affairs on a scheduling efficiency project. The project resulted in 81 few sections offered in Fall 2018. This equates to savings of over $157,000 in adjunct faculty costs plus the additional facilities overhead costs. This project will increase enrollment ratios on campus and make better use of college resources. The Grants Office prepared an Energy Savings proposal for submission to the Public Service Commission for funding. The project would convert the approximate 6,200 light fixtures on campus to LED lights and install mini-split air conditioners in server closets. The energy savings total over $500,000 per year.</td>
<td>The scheduling project will have a long-term impact on the college as Deans practice enrollment ratio improvement. This practice will lead to continue cost savings. The Energy Efficiency project was not funded by the Public Service Commission for FY18. However, the college was encouraged to resubmit for FY19 funding. Other funding options are being pursued.</td>
<td>The department will continue to look for efficiency opportunities on campus. The Studer Education effort has included a pillar on Process Improvement. For AY18-19, working through the Studer process should lead to future opportunities for efficiency programs.</td>
</tr>
</tbody>
</table>
**Department Measurable Strategy**

Develop new revenue streams for the college.

**Performance Indicators**

1. Number of new revenue streams identified.
2. Amount of money raised through new revenue streams.

**Assessment Results**

New revenue streams were explored for the BPCC Foundation and the Cavalier Athletic Association. Legal documents required by LCTCS have been drafted. New revenue streams included: transcript services, degree verify, and a new frozen yogurt robot machine in building F (starting August 2018). The total raised for FY18 -- $38,841.00.

**Changes Based on Assessment Outcomes**

More revenue streams have been identified and need more research and implementation. Possible streams include facility rental, brand licensing, and management of the athletic facilities.

**Strategy(ies) for the Future**

The legal documentation required for management of external revenue opportunities took longer than expected. The documents have been drafted as overarching management agreements so as opportunities are presented, the legal paperwork is already in place.

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**PRIORITIES FOR THE COMING ACADEMIC YEAR**

- Increase grants 100% for the campus by both number and amount
- Develop and execute holistic fundraising plan – 20th Anniversary of the Foundation
- Work with Development Director to create and present at least 5 major gift proposals of $25,000 or greater
- Develop Willis Knighton proposal -- $5M over 5 years for naming rights to Building H
- Reach $6.25M total assets goal
- Grow additional revenue streams – Foundation and CAA
- Grow Alumni database and improve Alumni engagement
DIVISION SUMMARY

The Public Relations Office is responsible for building and maintaining the Bossier Parish Community College brand and conveying it to the necessary target audiences to promote strength and academic excellence.

The Public Relations Office implements all the communications strategies for the College. The Office handles all of the following:

- Marketing and advertising efforts
- Media relations between the College and the external sources
- Creative services for the College divisions, departments, programs, and services
- Internal communications via Campus Memo/BPCC Daily
- Radio, photography, TV productions
- Scheduling for College Speakers’ Bureau engagements
- Coordinating of events involving the public, community partners, etc.
- Maintaining and producing social media marketing efforts
- Is responsible for advancing the BPCC brand throughout the Northwest Louisiana region, state and nation.

This year, the Public Relations Office has been involved in many projects across the College. Here is a list of many of them:

- Management of a quality social media presence on Facebook, Twitter; Instagram & YouTube
- Daily campus-wide communications with BPCC Daily; Campus Memo
- Planned, advertising buys (working with ad reps from all media outlets), implementation for BPCC Registration ad campaigns – Fall, Winter, Spring, Summer
- Planned, organized, and implemented ceremonies between BPCC and other colleges (worked with other PR representatives to plan the ceremony, agenda, press releases, media, social media):
  - 7-31-17 BPCC-LSUA – MOU Nursing
  - 4-23-18 BPCC-LA TECH – MOU Building H
  - 5-17-18 BPCC-NSU – MOU Comm Media
- Planned, organized, and implemented Nursing and Allied Health Building Open House/Grand Opening (August 24)
- Planned, organized, and implemented Building Dedications
• Planned, organized, and implemented the Regional Science Olympiad competition (8 teams participating)
  o working with teams/coaches to register/payment
  o order trophies, medals
  o scheduling volunteers to work
  o determining home base classrooms, ordered trophies
  o work the day of event (6:30am-4:00pm) – announce winners
• Planned, organized Louisiana State SkillsUSA (high school) Opening & Closing ceremonies on BPCC campus
• Planned, organized, and implemented BPCC’s participation on LCTCS Workforce Day at the Capitol
• Planned, organized, and implemented (with committee) – LCTCS’ CMT Empowering Education Tour
  o Video production of 4 student stories
  o Promotion through press releases, invitations,
  o Setup – cleaning, decorating Theatre green room and dressing room
    Work/monthly conference calls with LCTCS & CMT staff
• Provided BPCC materials/promos for community events:
  Bossier Parish Schools i3 Art Expo – Camp Cavs flyers for 2nd grade bags, Advertiser for Innovation Room
• Event coordination for campus AND community events to be held on campus.
  o Reservations for room usage for community, educational and non-profit events
  Table skirting, prep, and cleanup for events
    50th Anniversary – Birthday Bash (with Student Life)
    Academy Day for local high school students to learn about military academies
    Fiction Writers Conference – June 2017
    LACUE Conference – June 2017 & January 2018
    Fibrosis Walk – May 5, 2018
• Graduation Committee – setup for Summer, Fall, Spring graduations – make signage for stage party and reservations
• Participated in New Faculty/Staff Orientation meetings during Be Back week – presentation for PR
• Production of Fall, Spring & Summer catalogs for Workforce Development & Continuing Education department
• Writing and distribution of news releases (June 2017-May 2018) on BPCC programs, events, registrations throughout the year
  owe recorded the following this year:
    Approx. 1722.00 inches of unpaid media articles (news releases in media)
  • Increase of 578.5 inches from 2016-17
    Approx. 1272.25 inches of paid advertising
  • Increase of 312.35 inches from 2016-17
  • Online Orientation updates
• Videography
  o Graduation: Production and Rendering: 4-5 days
  o Dr. Bateman Admissions Welcome Video – Recorded, Edited
  o Dual Enrollment student promo video
  o Schedule drone footage for Fall advertising commercial
• Production of College ads for:
  o SB magazine (monthly) & online
  o Bossier Press – BIZ magazine (monthly)
  o City Life magazine
  o Forum magazine
  o Billboards – registrations (Fall, Spring, Summer), Winter Session, Camp Cavs, BPCC100
  o Caddo Schools Parent magazine ad
  o Teen Princess ads
  o Mobile advertising – KSLA, KTBS
  o Internet advertising – KTBS, Townsquare
  o Radio – all three radio groups
  o Military Relocation Guide
• Social Media advertising campaigns:
  o Designed/ scheduled BPCC OnDemand social media ads
  o Designed/ scheduled BPCC CTP (HiSET, ESL social media ads)
  o Designed/scheduled BPCC Winter Session (Dec 2017)
  o Designed/ scheduled BPCC Open Campus 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
• Production/design of advertising, flyers, web banners, C3 slides, social media graphics, postcards, videos, promotional items, signage for various departments:
  o Career Compass Registration Day – June 2017
  o Guidebook – 50th Anniversary design
    ALL of Exact Target’s graphics for Recruiting
  o Registration signs
  o Quad banners
  o BSS Division brochure
  o 2017-18 General Catalog cover
  o Upstate Rising program/logo
  o 50th Anniversary – logo, postcard of year events
  o BPCC 100 – advertising and signage
  o Nurse’s Pinning Ceremony - programs, photography
o 3 Graduation programs, photography, press releases – Summer, Fall, Spring
o CNA program: Graduation invitations program & photos
o Christmas Show: Flyers, Performers List, VIP reservations & BPCC display table
o BPCC banner for Bossier youth baseball tournament – able to be reused for other events
o Promoting livestreaming of BPCC’s Graduations – Summer, Fall, Spring
o BPCC Foundation needs – flyers, programs, certificates, pledge cards, invitations to events, etc.
o Bossier Chamber advertising/sponsorship
o Recruiting Office needs:
  . Preview Days -- invitation, flyers, advertising
    Production of ALL Recruit graphic materials for Recruiting to send
o Donna Service Gallery info cards for art shows – Fall and Spring – and attending shows/receptions for photos/social media
  Advanced Welding National Welding Month promotion – flyers, social media, programs
o Open Campus promotion – pushcards, press releases
  o QEP – logo and other promotions
  o Design logos for programs/divisions
  o Parking permits for Campus Police
  o 50th Anniversary Graduation reception invitations
  o College Transition Program flyers, postcards, signage, social media graphics
  o Camp Cavs Youth summer camp flyers, press releases
  o Men’s Basketball Tryout flyer
    Advising – promotion of Super Saturday events, Advising after 5
  o Advanced Registration – flyers, web banners
  o Sigma Kappa induction programs
  o Chancellor’s Christmas card production
  o Regional Science Fair promotion/photography
  o Creating and organizing PowerPoint templates across the campus
  o Creating certificates and printing for everyone on campus
  o Odd jobs like creating graphics, flyers, promotions for student Organizations (i.e. OTA, Rotaract)
o Business Cards
• Assist with ACTUAL promotion of events – getting word out on campus & public through graphics/flyers/invites/graphics, etc:
  o Combat Warriors Parking spot – dedication (ordered signage from Wounded Warriors)
o Christmas Show (physically distribute flyers to ALL BOSSIER PARISH ELEM schools from Plain Dealing to Elm Grove)
o Debate Reception – recognition
o Drug awareness speaker promotion
o Chancellor Forums
o English Honor Society induction
o HR Job Fairs
o Career Services Job Fairs
o College Transition Programs/Common Ground Open House
o Music events
o OTA student backpack checks
o Nursing Pinning
o Cavalier Preview Nights
o CAPA productions
o Regional Science Fair
o Science Olympiad
o College Goal Sunday – Financial Aid
  Veteran Job Fairs
  o Foundation events
  o Savoir Faire reception
  o Super Saturday promotion
• Designed retractable banners for divisions/departments
  o SNAH
• Speakers Bureau - faculty speakers for Bossier Parish Library
• Participated in student mock Comm Media interviews
• Participate(ed) in Acalog Catalog implementation meetings
• Participate(ed) in COBEC conference planning meetings
  o Production of pins and totes for conference, ordered
• Attended events off-campus representing BPCC
  Bossier Chamber of Commerce Women’s Luncheon
  o Bossier Chamber of Commerce Business Development committee
  o Attended area PIO/PR Officers group – monthly luncheons
  o SkillsUSA state competition in Lake Charles
• Photography for campus events/activities:
  o Ms BPCC
    Golf Tournament team photos & event photos
  o SkillsUSA photos
  o Savoir Faire reception
  o Sigma Kappa Induction
  o Summer, Fall, and Spring Graduation
  o New Women’s Basketball Coach reception
  o Softball Signing and season awards
  o BPCC 100
Additional on-campus Student Life activities
- LCTCS photography – Building H & L
- Attended the LCTCS conference in New Orleans, LA – Sept 20-21, 2017
- Attended LCTCS PR group meetings in Baton Rouge
- Entered 5 into local Addy Awards – Champions in the Classroom won silver
- Entered 8 items into NCMPR Paragon Awards

**STRATEGIC PLANNING**

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<td>Increase the number of posts to social media.</td>
<td>Comparison of the number of daily and weekly Facebook, Twitter, and YouTube posts, likes, favorites, shares, and subscribers to the number from last year.</td>
<td>Increase of an average of 2-3 more social media posts daily and weekly over last year.</td>
<td>Continue to increase the number of daily and weekly social media posts.</td>
<td>Increase the number of social media posts daily and weekly.</td>
</tr>
<tr>
<td>Design new and redesign current program pushcard publications in order to provide program-specific information to the community.</td>
<td>Number of pushcards designed for College programs.</td>
<td>Redesigned 5 pushcards and designed 5 pushcards for College programs.</td>
<td>Continue to design and redesign pushcards for College programs.</td>
<td>Increase the number of program pushcards needed to be designed.</td>
</tr>
<tr>
<td>Attend more Public Relations-related and/or Social Media-related workshops and seminars.</td>
<td>Number of Public Relations-related and/or Social Media-related professional growth seminars (on and off campus) increased by 5% from previous academic year.</td>
<td>1-2 seminars between all employees in PR.</td>
<td>Continue to increase the number of professional growth seminars.</td>
<td>Increase the number of professional growth seminars attended by PR office personnel.</td>
</tr>
<tr>
<td>Increase news releases about BPCC programs and events.</td>
<td>Number of news increased by 25% monthly.</td>
<td>This strategy was implemented by measuring the number of column inches news articles.</td>
<td>Continue to increase the number of daily news releases to local media outlets.</td>
<td>Increase the number of news articles by 25%</td>
</tr>
</tbody>
</table>
Stories appeared in print, videos, and online. 1722.00 inches of unpaid media articles (news releases in media) was calculated - an increase of 578.5 inches from 2016-17

<table>
<thead>
<tr>
<th>Department Measurable Strategy</th>
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<th>Strategy(ies) for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and develop a digital signage (College TV system) advertising revenue policy/plan.</td>
<td>Actual date the policy/plan is created and the number of advertisers.</td>
<td>This strategy is still in progress.</td>
<td>Continue to plan and develop a digital signage advertising revenue policy/plan.</td>
<td>Create a digital signage advertising revenue policy/plan.</td>
</tr>
</tbody>
</table>

PRIORITIES FOR THE COMING ACADEMIC YEAR

- BPCC’s publications –
  - Create division brochures -- Business; Liberal Arts; CAPA
    - COMPLETED: TEM, SNAH, BSS
  - Continue to create pushcards for every program in each division

- Create videos for student stories & programs
- Write more feature-type stories to distribute to media and on social media
DIVISION SUMMARY

The Office of the Vice Chancellor for Academic Affairs and the Division of Academic Affairs had a very successful and productive 2017-2018 academic year and experienced many successful initiatives. During the 2017-2018 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 received the approval of the Louisiana Community and Technical College System and The Board of Regents for a modification of the Associate of Applied Science in Oil and Gas Technology with two concentrations including Process Technology and Production Technology. The College, also, offered the following newly approved programs this academic year: 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 2017-2018 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 and successfully submitted a report to the Louisiana Community and Technical College System of the Program Health Index in which the College’s programs were reviewed. The Academic Deans, also, submitted thirty-six (36) proposals including fifteen (15) new courses, thirteen (13) course name changes, six (6) curriculum updates, one (1) course update, and one (1) course deletion to the Academic Affairs and Curriculum Committee for approval to strengthen and expand programs. All of these academic submissions were approved by the Academic Affairs and Curriculum Committee. 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 nine (9) academic programs in 2017 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. The nine programs reviewed during 2017 included the following: the Associate of Applied Science in Healthcare Management, the Certificate of Technical Studies in Business Entrepreneurship, the Associate of Applied Science in Medical Assistant, the Associate of Applied Science in Physical Therapist Assistant, the Associate of Science in Nursing, the Associate of Applied Science on Occupational Therapy Assistant, the Certificate of Technical Studies in Medical Assistant, the Associate of Applied Science in Computer Information Systems, and the Certificate of Technical Studies in Advanced Manufacturing and Mechatronics. Currently, the Academic Divisions are reviewing sixteen (16) academic programs in 2018, including the following: the Associate of Applied Science in TEACH 1-5, the Certificate of
Technical Studies in Accounting, the Certificate of Technical Studies in Retail Management, the Associate of General Studies and the Certificate of General Studies, the Certificate of Technical Studies in Phlebotomy, the Technical Diploma in Medical Office Specialist, the Technical Diploma in Surgical Technology, the Associate of Applied Science in Engineering, the Associate of Applied Science in Industrial Technology, the Associate of Applied Science in Construction Technology and Management, the Certificate of Technical Studies in Programing for Digital Gaming, the Certificate of Technical Studies in Construction Technology, the Certificate of Technical Studies in Information Systems Security Professionals, the Certificate of Technical Studies in Energy Services, and the Certificate of Technical Studies in Health Information Technology.

This year, the College continued the process of the 2018 Reaffirmation of Accreditation by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC). 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 and implemented. 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 utilized to comply with SACSCOC credentialing standards and improve the alternative credentialing process. A revised Substantive Change policy with detailed procedures aligning with SACSCOC standards was implemented to provide oversight of initiatives such as off-campus program offerings and services. In the 2017-2018 academic year, the College accomplished the following regarding reaccreditation: coordinated a successful SACSCOC On-Site Visit; submitted the SACSCOC Focused Report prior to the On-Site Visit; and submitted the Response Report in response to the SACSCOC On-Site Visiting Committee Report. 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 developed a Quality Enhancement Plan (QEP) and identified leadership for the QEP. To prepare for the implementation of the QEP, a QEP pilot was initiated in the fall 2017 semester. The College will receive the formal announcement of the reaffirmation of accreditation at the SACSCOC 2018 Annual Meeting in December in New Orleans, Louisiana.

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 Bossier Parish Community College and Louisiana Tech University Memorandum of Understanding regarding Building H; the articulation of the Associate of Applied Science in Industrial Technology Automation and Controls Concentration or the Advanced Manufacturing and Mechatronics Concentration to the Bachelor of Science in Industrial Technology with the University of Texas at Tyler; the articulation of the Associate of Communication Media Mass Communication concentration to the Bachelor of Arts in Communication with a Broadcast and Digital Production Concentration with Northwestern State University; and the articulation of the Associate of Science in Nursing to the Bachelor of Science in Nursing with Louisiana State University at Alexandria. Also, the Academic Deans are currently updating several continuing articulations with Northwestern State University and Louisiana Tech University and finalizing a memorandum of understanding regarding the College’s Associate of Science in Nursing articulating to the Bachelor of Nursing with the University of Mary Hardin- Baylor. Additionally, the College is signing an agreement concerning 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
Mrs. Lesa Taylor-Dupree, Vice Chancellor for Academic Affairs, supervised the Division of Academic Affairs and the Division of Academic Planning during the 2017-2018 academic year. Mrs. Taylor-Dupree had a productive and successful year representing Bossier Parish Community College and leading the Academic Divisions of the College. A primary focus for the Vice Chancellor was to serve faculty, staff, and administration, to increase enrollment and student completion, and to enhance student success and retention. Mrs. Taylor-Dupree, throughout the year, attended several conferences including the Southern Association of Colleges and Schools Commission on Colleges Annual Meeting Conference in Dallas, Texas; the LCTCS Annual Conference in New Orleans, Louisiana, the LCTCS Strategic Planning Workshop for the Chief Academic Officers in Baton Rouge, Louisiana; the LCTCS Joint Strategic Planning Workshop for Chief Academic Officers, Chief Student Services Officers, and Institutional Research Officers in Baton Rouge, Louisiana; several meetings of the Statewide Articulation Transfer Council and the Statewide General Education Committee in Baton Rouge, Louisiana; and the Degree Works training workshops in Baton Rouge, Louisiana, and on both the Bossier Parish Community College campus and the Delta Community College campus. 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 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. Other statewide committees on which Mrs. Taylor-Dupree served included the Chief Academic Officers Council and the LCTCS Accreditation Council. She served on many committees, councils, and teams at the College, 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 serves as the SACSCOC College liaison and 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, 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 the Division of Technology, Engineering, and Mathematics; the Division of Science, Nursing, and Allied Health; and the Division of Behavioral and Social Sciences. 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, accreditation and SACSCOC, 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 and to create enrollment and retention strategies. 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.

Accomplishments of Academic Divisions

Each Academic Division engaged in many activities had many accomplishments. A few of the accomplishments from each division are highlighted below.

Academic Affairs

Institutional Effectiveness, Strategic Planning and Assessment
• Coordinated a successful SACSCOC On-Site Visit through careful planning for the committee’s travel and accommodations, scheduling interviews, and preparing and organizing documentation prior to and during the visit
• Submitted SACSCOC Focused Report prior to On-Site Visiting Committee Visit and submitted Response Report in response to SACSCOC On-Site Visiting Committee Report
• Coordinated preliminary work for fall 2018 launch of the QEP through piloting fall 2017 classes, scheduling Teacher Institute in spring 2018, and transitioning new QEP Director in summer 2018
• Led strategic planning efforts for the College through Planning Council leadership during 2017-2018 and helping to facilitate Chancellor’s new strategic planning initiative with Studer Education

Academic Planning
• Graduation Information
  | Graduates          | 142 |
  | Fall 2017          | 267 |
  | Spring 2018        | 414 |
  | Total              | 792 |
• Placement Testing Information
Placement Testing Opportunities Provided for Academic Year 2017-2018: 70
Placement Tests Administered for Academic Year 2017-2018: 6,076
• Student Evaluation of Classes Information
Number of academic course evaluated: 2,080
Behavioral and Social Sciences Division

• The Behavioral and Social Sciences Division, in cooperation with the QEP Director and Dr. Holly French-Hart, finalized the QEP course material, Master Syllabus, the Teacher Institute Training, and Curriculum Committee approval for the fall 2018 launch of FYSE 001: First Year Student Experience in fulfillment of the SACSCOC mandated QEP five year proposal.

• Due to the request of local, parish, and federal law enforcement agencies and on the advisement of the Criminal Justice Advisory Committee, the Behavioral and Social Sciences Division proposed and acquired the approval of the Curriculum Committee to add a Criminal Justice Internship course as an elective within the Associate of Applied Science in Criminal Justice. This course will allow BPCC to fulfill the request of these agencies for BPCC CJUS interns, as well as allow the College’s best students to acquire invaluable experience in their chosen fields.

• With Curriculum Committee approval, the Behavioral and Social Sciences Division expanded the course offerings in the field of sociology for both the Criminal Justice majors and LA Transfer Social Sciences majors. Majors in Criminal Justice may now use any offered sociology course as the required three hour elective for the AAS degree instead of being limited to the only two course choices that existed when the CJUS program was first offered at the College. The double listing of the social psychology course as both a psychology/sociology course offering brings the BPCC course in line with the offering of colleges and universities in honoring the course for either a psychology or sociology BA degree, benefiting LA Transfer students of either future degree plan.

• The TEACH Program Directors have added test preparation training for students taking the required Praxis I and Praxis II standardized test. This additional training has increased the number of students who have successfully completed the program. Along with this addition, the opening of the Louisiana Tech University location in Building H and the contacts established with LA Tech personnel have opened the possibility that avenues will be established with LA Tech that could well strengthen the TEACH program.

Business Division

• Used Inspire for Advisors to email Business majors concerning Advanced Registration

• Changed textbooks to digital media books to help students save money

• Culinary - Skills USA Louisiana State Competition at Sowela College

• Culinary - Catered for the Upstate Rising Event

• Culinary - Catered the Rotaract Invitational

Communication and Performing Arts Division

• The BPCC Debate Team remained at the top of the standings, as the nation's largest intercollegiate debate organization concluded its national championship tournament on March 27, 2018 at Whitworth University in Spokane, WA. The BPCC team earned the regular season Community College National Championship, breaking the organization's all-time record for ranking points earned by a community college and finished with a 3rd place ranking among all colleges and universities. In Spokane, the team concluded the season by earning the Community College National Championship at the national championship tournament as well.

• Louisiana Skills USA results qualify 19 students to attend the national competition happening June 24-30 in Louisville, KY. Students, who were recognized for their skill category, placed in first, second and third bringing home gold, silver and bronze medals for their achievement. In addition, Communication Media students Sara Patterson and Emily Barmore were elected as state officers and will participate in the leadership conference.
Singers from Bossier Parish Community College competed in the annual National Association of Teachers of Singing (NATS) State Chapter student competition on Saturday, March 10, 2018 at McNeese State University in Lake Charles. Of the BPCC students competing, Joshua Bell placed first in his Men's Sophomore Classical division.

The 2018 Award Season in the CaPA Division highlighted the many talented students within the individual programs. The Comm Media Showcase happened on May 3, 2018 with a huge turn out to celebrate the winning student work chosen by adjudicator Frank Hamerick, Associate Professor of Photography at LA Tech. The winning categories included first, second, and third place in photography, graphic design, video, and sound and music recording. The following night, The Cavalier Players Awards Banquet celebrated the achievements made in the BPCC Theatre 2017-2018 season. Special mention of student achievements include Taylor Brown for the Tom Carleton Award For Student Excellence in Theatre, Mikah Thomas for the Entertainer of the Year Award, and Aislinn Kimbrough for the Stephen W. Slaughter Techie of the Year Award.

Educational Technology Division

Training – The vacant position of Training Coordinator has been filled. A new training agenda, including face-to-face and virtual training sessions, has been implemented. Additionally, a training session was offered to an off-campus BPCC partner.

QM initiative – An on-site QM training session by a certified QM trainer was provided as part of the larger initiative to bring as many BPCC online/hybrid courses to a status of “QM ready.”

Video lectures – Through the product Mediasite, a record number of video lectures have been included in BPCC’s online/hybrid courses.

Canvas Procedure Manual – A comprehensive procedure manual has been produced to provide comprehensive documentation on all Canvas procedures. The manual is customized for BPCC, focusing on the online course template and college eLearning policies.

Innovative Learning Division

Strengthened partner relationships and advanced BPCC’s reputation as a provider of Veterans Services

Strengthened partner relationships and advanced BPCC’s reputation as a workforce provider of high-wage, high-demand employees
Institutional Research and Assessment Division
• The Office has spent this year sharpening the focus on retention, persistence, and graduation rates. The following initiatives are some examples: increase the use of the Civitas Illume software to predict at-risk students and encourage them to continue, focus efforts on retention and success reporting to respective offices on campus, the purchase of a Premium Plan for the National Student Clearinghouse that will help make more accurate reporting possible, and all office staff have taken part in contacting students to encourage re-enrollment and answer questions for them.
• The Office helped with the SACSCOC Reaffirmation process by serving on the Leadership Team, collecting all requested data for each of the principles, reviewing and editing the responses in Xitracs, collecting and organizing all student learning outcomes for the college departments, participating in meetings with the On-site Review Committee, and attending the Annual Meeting.
• The Office has answered over 500 campus-wide requests for data and survey development, in addition to the 124 standing requests that the office fills for outside entities each year. The office staff has also served on a total of 11 college committees or subcommittees.
• The Office created the Strategies for Success and Annual Report collections tool and organized and created the report for the goals and outcomes for the campus. Also, the office staff reviewed each strategy submitted and served on the Planning Council and its subcommittees to aid in the planning and reporting process.

Learning Commons Division
• Solar Eclipse: partnered with Student Life on August 21, 2017 at 11:30 a.m. Five hundred solar glasses were given away to faculty, staff, and students.
• Ordering e-books through Global Online Bibliographic Information (GOBI)
• Study Room reservation (students can reserve their own study rooms online)
• Partnering with Step Forward Little Free Library the objective was to build home libraries for young readers in Northwest Louisiana. Meadowview Elementary School was the targeted school that needed assistance.

Liberal Arts Division
• The Writing Lab increased its efforts to serve students by adding Writing Lab revision events for both fall and spring. English instructors volunteered throughout the day and worked with students on revising essays. Thirty-nine students took advantage of these revision opportunities.
• The division review of ENGL 101 was completed, resulting in a change to the master syllabus and an adoption of the division’s first inclusive access textbook. These two changes will make it easier for students to focus on improving writing skills without lowering the academic standard of the course.
• BPCC’s Team ART has taken a major step in its efforts to establish a Studio Art Certificate by working with several community partners to develop the division’s first internship course, ART 299, Applied Internship in Art. The course was approved by the Curriculum Committee in spring 2018.
Science, Nursing, and Allied Health Division
• The faculty and staff completed 889 hours of professional development, including attendance at workshops and conferences. The Science, Nursing, and Allied Health Division (SNAH), with funding from Carl Perkins, sponsored the Strength Based Training course in the fall 2017, which was completed by all program faculty and science faculty in positions of leadership.
• The faculty and staff performed 1,410 hours of community service. Major events included the Region I Science and Engineering Fair, the Science Olympiad, and activities sponsored by BPCC Green, including recycling and campus clean-up.
• Students earned 337 associate degrees, certificates, and technical competency areas in disciplines offered by SNAH.
• Graduates of Nursing and Allied Health programs exceeded the national average pass rate on certification and licensure exams for all disciplines. Graduates of the Occupational Therapy, Respiratory Therapy, Physical Therapy, and Phlebotomy programs achieved a 100% pass rate on national certification/ licensure. The Nursing program was recognized as having the second highest NCLEX pass rate in the country, and the Surgical Technology program was recognized by ARC-ST for BPCC’s Role as a “leader in surgical technology education”, based on pass rates on the CST exam.
• The Nursing, Pharmacy Technician, and EMT and Paramedic programs, along with anatomy and physiology courses, were relocated to Building H.

Technology, Engineering, and Mathematics Division
• Became a Center of Workforce Excellence in Cyber Technology
• 2017 CompTIA Academy Post-Secondary Rising Star award for students taking IBCs in Cyber
• Planned Cyber Range event with (Innovative Learning, Computer Services, and TEM) to be hosted this summer
• Created five new articulation agreements, created a new Associate of Applied Science in Systems Administration, and created a new process concentration within the Associate of Applied Science in Oil and Gas Technology

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. 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 2017, two in fall 2017, and two in spring 2018. The number of graduates conferred for the 2017-2018 academic year was 792. The College awarded 1,116 associate degrees, technical diplomas, certificates, and technical competency areas to these 792 graduates. During the 2017-2018 academic year, the Division of Academic Planning experienced many successful initiatives this academic year. The Division provided seventy (70) regularly scheduled and on demand placement testing opportunities during the academic year. During the 2017-2018 academic year, 6,076 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 2017, fall 2017, and spring 2018 graduating classes. The information concerning general education competencies gathered from this standardized testing of 109 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 2017-2018 academic year, 297 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; coordinated the courses for the College for the Louisiana Board of Regents Master Course Articulation Matrix; provided Banner support related to Banner and Curriculum, Advising, and Program Planning (CAPP); provided information for the foundation of the building of Degree Works; 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 for all classes for the fall 2017 semester and the spring 2018 semester and providing student evaluation statistics to both Academic Deans and faculty. Within the College class schedule, 2,080 academic classes were evaluated, which included 37,560 evaluations being sent to students providing an opportunity for students to evaluate their instruction.

Dr. Holly French-Hart, Associate Vice Chancellor of Institutional Effectiveness, Strategic Planning and Assessment, was the recipient of the 2017 John and Suanne Roueche League of Innovations Excellence Award. She served on the Christmas Show Committee and LCTCS Accreditation Liaison Peer Group. She served as Chair of the Planning Council Institutional Effectiveness Subcommittee, and she was Member At-Large of the Shreveport Opera Board of Directors. Not only was Dr. French-Hart a member of American Association for Women in Community Colleges, but she was also an AACC Commission Member for Communications and Marketing. Additionally, Dr. French-Hart participated in the following professional development webinars: “Managing Off-Campus Instructional Sites,” “Web Accessibility Training for OCR Compliance,” “Financial Avenue Overview,” and “Rolling Out a New Assessment Reporting Systems (Xitracs).” She participated in two (2) trainings: Safety Training and Degree Works Training. She, also, participated in the Ladies in Leadership Luncheon, the Harvard Institute for Management and Leadership in Higher Education, and the SACSCOC Drive-in Meeting. Dr. French-Hart attended six (6) conferences: SACSCOC Summer Institute in Austin, Texas; Destination High Performance: Higher Education The Studer Group in New Orleans, Louisiana; Assessment Institute Indiana University-Purdue University in Indianapolis, Indiana; SACSCOC Annual Meeting in Dallas, Texas; Civitas Summit in Austin, Texas; and AACC in Dallas, Texas.

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). She served on the Student Success Task Force for LCTCS and was appointed Chair of the Placement and Assessment Sub-committee. Ms. Adams attended the following four (4) professional development workshops: “Student Organizations: How They Benefit the College,” “Active Shooter/Workplace Safety Demonstration,” and Preventing Early Attrition: Pathing Students to Success from Application through First Year,” and “Degree Works.” She participated in four (4) trainings: CPTP Sexual Harassment, Travel Card Certification Course for Card Holders, Louisiana Code of Ethics for State Employee, and Defensive Driving. Furthermore, Ms. Adams attended the NODA Annual Conference in Louisville, Kentucky and participated in eight (8) workshops: “Supporting Families of First Generation Students,” “Exploring Rural Students’ Experience & Sense of Belonging in the Urban University Setting,” “Creating and Growing a Dynamic First-Year or Transfer Student Peer Mentor Team,” “Inspiring Student Success: Making the Most of Peer Connections in a Case Management Model,” “Last Night I Took an L, but Today I Bounce Back: Promoting Resiliency in Today’s College Student,” “The Experience of Students of Color Transitioning to a PWI,” “Maximizing Student Success through Data-Driven Peer Mentoring,” and “Creating the Future We Want: A Conversation with Dr. Beverly Tatum.” She participated in the following webinars: Next-Generation ACCUPLACER and Banner
Navigating XE. Along with overseeing the graduation process and placement testing during the fall, spring, and summer semesters, Ms. Adams also assisted with the SACSCOC Accreditation Visit and began to implement Next-Generation ACCUPLACER.

Mrs. Cynthia Johnson, Specialist of Academic Planning, attended two (2) professional development workshops: “Active Shooter/Workplace Safety Demonstration” and “Degree Works.” Furthermore, she participated in five (5) training workshops: Louisiana Code of Ethics for State Employees, CPTP Preventing Sexual Harassment, Travel Card Certifications Course for Card Holders, Office of Risk Management Defensive Driving, and Navigating Banner XE. Mrs. Johnson served on the Graduation Committee. Not only did Mrs. Johnson collect and maintain data for LCTCS and Board of Regents, but she also compiled data for the Board of Regents’ Master Course Articulation Matrix for 2018-2019. Additionally, she assisted with preparation for the SACSCOC Accreditation Visit in 2017, updated the Articulation on the BPCC website, and assisted Innovative Learning with proctoring Challenge Exams for the Youth Challenge Program (YCP). Another important role Mrs. Johnson had was processing all curriculum requests that were given to the Academic Curriculum Committee.

Mrs. Rachael Carter, Coordinator of Academic Planning, served as the Lead for Degree Works implementation and created/maintained the Student Evaluations within Canvas. She assisted Admissions/Registrar’s Office in creating “cleanup” reports for Registration. Furthermore, Mrs. Carter created and maintained Curriculum, Advising, and Program Planning (CAPP), which is the Degree Evaluation within Banner, and she maintained the accuracy of the candidates and awarded graduates by running COGNOS. She participated in the following nineteen (19) WebEx and conference call workshops: Degree Audit Oral Discussions/Presentations; eCommunities; Driving Student Success: Using Holistic Assessment to Improve Retention and Completion Rates; Change of Program Demonstration; Banner Overview and Navigation (Banner 9.x); Driving Student Success; Degree Works Cohort 1 Scrum Call; Degree Works Implementation; Scribe Readiness Call (Degree Works); From Background to Behaviors: Framing the Strengths and Challenges of Traditionally Underserved Populations; Holistic Assessment, Placement, and Support: Strategies for Addressing Developmental Education’s Biggest Challenges; EvaluationKIT; Driving Student Success: Completion Rates; Decision Planning Visit; From Background to Behaviors; BPCC Degree Works Meetings with Scribe; Campus Descriptions, Black Out dates for next year, and LoLA Credentials Emails; EvaluationKIT Administration Product Training; and Training for Scribing.

Mrs. Katrina Sproles, Administrative Assistant for the Vice Chancellor for Academic Affairs, participated in seven (7) professional development opportunities: “Civitas Inspire for Advisors,” “Avoiding Academic Burnout,” “What is the QEP,” “Customer Service: ‘The Disney Way’,” “Safety Seminar,” “Faculty Burnout,” and “Active Shooter in the Workplace.” Additionally, Mrs. Sproles completed two (2) trainings: Louisiana Code of Ethics for State Employees and CPTP Sexual Harassment. Not only was she a member of Staff Senate, but she was also a member of the Shreveport Chamber’s Young Professionals Initiative. Mrs. Sproles served on the Graduation Committee, Planning Council, SACSCOC Leadership Team, and SACSCOC Subcommittee-Goal 5 Institutional Effectiveness. She also contributed to special projects, including Building H Dedication, BPCC 50th Bash, BPCC Employee/NSU and BPCC Employee/Tech Reduction spreadsheet, and SACSCOC Accreditation Visit. Mrs. Sproles contributed to the ongoing coordination of SACSCOC Summer Institute travel, as well as SACSCOC Annual Meeting travel, BPCC Employee/NSU MOU Tuition Reduction, and BPCC Employee/LA Tech MOU Tuition Reduction.

STRATEGIC PLANNING
<table>
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<tr>
<th>Department Measurable Strategy</th>
<th>Performance Indicators</th>
<th>Assessment Results</th>
<th>Changes Based on Assessment Outcomes</th>
<th>Strategy(ies) for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide scheduled and on-demand placement testing opportunities for students</td>
<td>Number of opportunities for scheduled and on-demand placement tests.</td>
<td>The Division of Academic Planning and the Vice Chancellor for Academic Affairs provided seventy (70) opportunities for students to take placement tests. Also, the Division administered 6,067 placement tests.</td>
<td>No changes are needed.</td>
<td>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.</td>
</tr>
<tr>
<td>Create new academic programs and/or revise existing academic programs</td>
<td>Number of academic programs created and/or revised</td>
<td>The College modified the Associate of Applied Science in Oil and Gas Production Technology to become the Associate of Applied Science in Oil and Gas Technology in order to now offer two concentrations: one in Process Technology and one in Production Technology. This modification was approved by the LCTCS and the BoR. Additionally, in order to strengthen and update existing academic programs, the Vice Chancellor for Academic Affairs and</td>
<td>All changes and updates have been implemented for the 2018-2019 academic year and are now available to students.</td>
<td>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.</td>
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| Utilize the College website and/or Canvas website for graduation information and placement testing | 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 | 1. The Division of Academic Planning and the Vice Chancellor for Academic Affairs revised and updated graduation information on the College website eleven (11) 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 sixteen (16) times during the academic year. | No changes are needed. | The Division of Academic Planning and the Vice Chancellor for Academic Affairs will utilize the College website to post, disseminate, and update information as needed regarding graduation and placement testing for the next academic year. |

The Academic deans submitted the following to the Academic Affairs and Curriculum Committee: fifteen (15) new courses, thirteen (13) course name changes, six (6) curriculum updates, one (1) course update, and one (1) course deletion. All were approved.
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<tr>
<td>Create new articulation agreements and update or revise existing articulations with four-year universities</td>
<td>Number of articulations created and updated or revised</td>
<td>The Division of Academic Affairs and the Academic Deans 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;</td>
<td>The new articulations and the articulation updates are in effect.</td>
<td>The College will investigate opportunities to create new and/or update and expand existing articulations.</td>
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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 of 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
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<tr>
<td>Participate in and provide professional development opportunities</td>
<td>1. Number of professional development opportunities in which the staff within Academic Affairs and Academic Planning participated</td>
<td>The staff within the Division of Academic Planning and the Division of Academic Affairs participated in 192 professional development opportunities.</td>
<td>No changes are needed.</td>
<td>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. The Division of Academic Affairs is in the process of creating a New Faculty Institute for the 2018-2019 academic year.</td>
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<td>2. Number of professional development opportunities provided for Academic Affairs, Academic Deans and Directors, faculty and staff</td>
<td>2. The Division of Academic Planning and the Vice Chancellor for Academic Affairs provided professional development opportunities focusing on SACSCOC including information regarding the on-site visit, the accreditation standards, the Quality Enhancement Plan, and the Teacher Institute for the Quality Enhancement Plan.</td>
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Department Measurable Strategy
Review all required paperwork for candidates for graduation and monitor the graduation process

Performance Indicators
1. Number of graduates for 2017-2018 academic year
2. Number of credentials awarded for 2017-2018 academic year

Assessment Results
1. The College graduated 792 students during the 2017-2018 academic year.
2. The College awarded 1,116 credentials during the 2017-2018 academic year.

Changes Based on Assessment Outcomes
The change implemented for 2017-2018 was to expand the graduation ceremony to include the College Transition Program. No other changes are needed.

Strategy(ies) for the Future
The Division of Academic Planning and the Vice Chancellor for Academic Affairs will monitor the graduation process for students, review the graduation paperwork for all candidates for graduation, and collaborate with the Academic Deans and the Registrar and Admissions Office regarding graduation processes.

Department Measurable Strategy
Review academic programs in accordance with the rotation cycle within the College academic program review policy

Performance Indicators
Number of academic program reviews completed

Assessment Results
The Academic Divisions reviewed nine (9) academic programs in 2017 in accordance with the cyclical rotation as defined in the

Changes Based on Assessment Outcomes
The program results and the program improvements are stated in the formal program reviews within the appropriate

Strategy(ies) for the Future
The Academic Deans will review academic programs in 2018-2019 according to the program review schedule.
systematic planning and assessment outcomes for the continuous improvement of programs and services of the College. The nine programs reviewed during 2017 included the following: the Associate of Applied Science in Healthcare Management, the Certificate of Technical Studies in Business Entrepreneurship, the Associate of Applied Science in Medical Assistant, the Associate of Applied Science in Physical Therapist Assistant, the Associate of Science in Nursing, the Associate of Applied Science on Occupational Therapy Assistant, the Certificate of Technical Studies in Medical Assistant, the Associate of Applied Science in Computer Information Systems, and the Certificate of Technical Studies in Advanced Manufacturing and Academic Divisions.
Currently, the Academic Divisions are reviewing sixteen (16) academic programs in 2018, including the following: the Associate of Applied Science in TEACH 1-5, the Certificate of Technical Studies in Accounting, the Certificate of Technical Studies in Retail Management, the Associate of General Studies and the Certificate of General Studies, the Certificate of Technical Studies in Phlebotomy, the Technical Diploma in Medical Office Specialist, the Technical Diploma in Surgical Technology, the Associate of Applied Science in Engineering, the Associate of Applied Science in Industrial Technology, the Associate of Applied Science in Construction Technology and Management, the Certificate of Technical Studies in Mechatronics.
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<tr>
<td>Monitor general education core competency assessments for candidates for graduation</td>
<td>1. Administration of the Education Testing Service Proficiency Profile to associate degree candidates</td>
<td>1. The College administered the Educational Testing Service Proficiency Profile to 109 associate degree candidates for graduation in the summer 2017, fall 2017, and spring 2018.</td>
<td>No changes are needed.</td>
<td>The College will administer the Educational Testing Service Proficiency Profile and the Bossier Parish Community College Graduation Survey to candidates for graduation each semester.</td>
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<td>2. Number of candidates for graduation completing the Bossier Parish Community College Graduation Survey each semester</td>
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### Department Measurable Strategy

**Increase student enrollment through participation in recruiting events.**

### Performance Indicators

- Number of recruiting events and advertised registration opportunities in which Academic Planning and Academic Affairs participated.

### Assessment Results

- The Academic Divisions participated in all campus wide advertised recruiting events including advance registrations, registrations throughout the semesters, registrations during the summer, Super Saturday, Career Compass Registration, Cavalier Preview Nights, recruiting events created by each academic divisions which were program specific, etc.

### Changes Based on Assessment Outcomes

- A committee was created to review and expand recruiting opportunities and registration opportunities.

### Strategy(ies) for the Future

- The College and the Academic Divisions will expand recruiting opportunities and registration opportunities for the next academic year.

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### Department Measurable Strategy

**Submit required documents for the College’s 2018 reaffirmation as well as other annual SACSCOC reports by established deadlines**

### Performance Indicators

- Documents and reports submitted to SACSCOC by established deadlines

### Assessment Results

- The College accomplished the following regarding reaccreditation: coordinated a successful SACSCOC On-Site Visit; submitted the SACSCOC Focused Report prior to the On-Site Visit; and submitted the Response Report in response to the SACSCOC On-Site Visiting Committee

### Changes Based on Assessment Outcomes

- No changes are needed.

### Strategy(ies) for the Future

- The College will remain current with all accreditation requirements and inform the campus community of any changes and engage the faculty and staff in accreditation initiatives including the Quality Enhancement Plan.
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| Evaluate current institutional effectiveness practices for improvement, currency, inclusivity, and utility in achieving college goals | Improvements or new practices initiated for promoting institutional effectiveness across the campus | From fall 2017-spring 2018, the College partnered with Studer Education to conduct organizational assessments of institutional practices and gather data to determine priorities for strategic planning and improving the College’s operations for both students and employees. | While work is still ongoing with the Studer Education Group, thus far, the following practices have been implemented or improved:  
1. Modification of the format of BPCC Daily for clearer communication and navigation  
2. Initiation of the New Faculty Institute  
3. New employee recognition with a reception at the Be-Back meeting | 1. More changes in procedures and the addition of new practices will occur in 2018-19, based upon the results of the data collected by the Studer Education Group.  
2. By October 2018, the new strategic plan should be complete as well as a performance scorecard for reporting.  
3. Replacement of the BPCC Report Card with an Employee Engagement Survey will be considered.  
4. A Leadership Development Institute will be implemented at the College. |
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<td>Participate in SACSCOC</td>
<td>Attendance of representatives at the SACSCOC Annual Meeting, the SACSCOC Summer Institute, and any other SACSCOC meetings, workshops, or webinars scheduled throughout the year</td>
<td>Representatives from the College participated in the SACSCOC Summer Institute on Quality Enhancement and Accreditation in Austin, Texas, in July 2017; the SACSCOC Annual Meeting in Dallas, Texas, in December 2017; and the SACSCOC Meeting Regarding Accreditation Changes in Shreveport, Louisiana, in February 2018.</td>
<td>No changes are needed.</td>
<td>Representatives from the College will attend the SACS Summer Institute on Quality Enhancement and Accreditation in Atlanta, Georgia, in July 2018; and the SACSCOC Annual Meeting in New Orleans, Louisiana, in December 2018. SACSCOC webinars will be presented throughout the year, and representatives will have the opportunity to participate in these, also.</td>
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4. Offering a Staff Retreat in the summer to provide professional development opportunities for staff unable to attend during Be-Back week.

5. Creation of a Strategic Planning Steering Committee comprised of faculty and staff to craft new pillars for the College’s strategic plan.
PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Create strategies to improve student enrollment.

2. Create strategies to increase student success and retention.

3. Create strategies to increase student completion of academic credentials.

4. Improve an existing fall course class schedule and create a concise spring course class schedule to meet the needs of students and to increase the enrollment ratios for the fall semester and the spring semester.

5. Create Career and Technical Certificates based on current Technical Competency Areas.

6. Expand existing articulations and partnerships with colleges and universities and 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.
DIVISION SUMMARY

In keeping with the mission of Bossier Parish Community College to for the "innovative delivery of quality courses and programs", the Division of Educational Technology devoted a significant amount of time this year developing new initiatives to improve student success in the electronic learning experiences provided by the College. The Electronic Learning Committee, under the leadership of the Dean of Educational Technology, authored and approved important online course design policies. Additional policies were authored and approved by the Electronic Learning Committee that defines attendance in the online classroom. These policies effectively standardize the "look-and-feel" of BPCC's online and hybrid courses offering students a consistent online course experience across the various disciplines. In the area of faculty training, the Division created a system for tracking the progress of faculty training in the use of the Learning Management System, related software, and for completion of the Quality Matters (QM) training course offered by the Division. The Division developed a new training regiment that includes a series of three face-to-face trainings on an individual topic with one of the sessions being recorded and achieved for online viewing. In a renewed commitment to creating quality online courses, the Division hosted a live Quality Matters Training for faculty led by a QM certified instructor. Technicians from the Division continued to oversee the use of Mediasite, a video streaming and recording system. In this reporting period, documentation indicates an increased use of video lecture capturing. Video lectures are uploaded to online courses giving students an increased awareness of their instructors and a more personal learning experience. Members of the Division attended the Louisiana E-Learning Task Force conference in Baton Rouge, LA. As a result of the information and knowledge obtained at the conference, the Division hosted its inaugural E-Learning Summit which addressed the state of affairs of electronic learning at Bossier Parish Community College. The summit also explained current national E-Learning trends, and discussed potential changes to existing Best Practices and policies for E-Learning at the College. The Divisions Learning Management System Administrator, Gary Ware, continued to provide back-up support for the state-wide Learning Management Administrator by assisting with technical support issues and running necessary data reports. The Divisions Technician, Russell Johnson, managed all utilization of the screen capturing initiatives at the College including the organization and management streaming and archiving video lectures as well as events such as graduation ceremonies. The Divisions new Training Coordinator, Christian Garrett, conducted an increased number of face-to-face training sessions on topics related to the virtual classroom. These sessions are also recorded and archived for future playback. The Divisions Administrative Assistant, Tammy Roy managed the registration process to all of Division training events including managing sign-ups and the printing and distribution of completion certificates. Training Coordinator, Christian Garrett performed a training session for a local organization named Common Grounds titled Learning Styles in the Virtual Classroom marking the first time the Division provided training to an outside entity. Tammy Roy and Christian Garrett also participated in the College's Super Saturday registration event by assisting new students with myBPCC orientation and providing a general overview.
of the appearance of an online course. The Division provided physical facilities and equipment to assist the Colleges Open Campus program in the ongoing work of offering free non-credit online courses in a variety of subject areas. The Division also provided faculty training and professional development opportunities associated with Be-Back week in a variety of areas related to electronic learning and using the Learning Management System. The Division has added an additional staff meeting uniquely designed to address technical issues related to the College's instance of the Learning Management System. This meeting is co-led by Administrator, Gary Ware and Technician, Russell Johnson. The Division continues to meet weekly for Division staff meetings.

STRATEGIC PLANNING

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<tr>
<td>Support the College in the use of the college's Learning Management System used for online, hybrid, and face-to-face courses.</td>
<td>Number of training events provided to faculty, staff, and students by the Division of Educational Technology either inperson or online with video tutorials and step-by-step guides.</td>
<td>A variety of online training events are available online, including mandatory online training course for using the Colleges Learning Management System and for Quality Matters (QM). Additionally, brief online trainings on a variety of topics are made available through Tech Tips which are created by the Division and made available to faculty and staff members through the Colleges daily distribution of the BPCC Daily. The Division provided 2 Mediasite training events during the week of Be-Back. Additionally, the Division offered a total</td>
<td>The Division will increase the number of face-to-face and online training opportunities, on topics pertaining to the use of the Learning Management Systems as well as educational theory for online instructors. The Division will improve effectiveness of making online and hybrid course instructors aware of current Best Practices for instruction in the electronic learning environment.</td>
<td>The Division will schedule training events with an increased amount of advertising. We will track the completion rates of training sessions, review feedback and evaluations, and follow up with faculty members who were not in attendance to determine if it was a scheduling issue or some other hindrance. We will utilize the Learning Management Systems Inbox to communicate directly with faculty members regarding training events to compliment the traditional methods of advertising.</td>
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### Department Measurable Strategy
Integrate the "Quality Matters" standards and principles into the design of online and hybrid courses.

### Performance Indicators
Number of courses reviewed for QM standards and principles, returned to instructors for adjustment, and returned to the Division of Educational Technology for final review.

### Assessment Results
There are no significant numbers to report regarding this initiative. While several courses were initially reviewed for standards and principles, the return rate from the faculty members was minimal, therefore final reviews did not occur.

### Changes Based on Assessment Outcomes
The Division proposes a change to the approach for reviewing online and hybrid courses for Quality Matters (QM) standards. In this new approach, the Division's training coordinator will work directly with a designated subject matter expert from the various disciplines to develop a model course that meets QM standards in which other courses will replicate. This approach will greatly enhance the Division's success rates of integrating QM standards and principles and speed the process as well.

### Strategy(ies) for the Future
Create a policy through the College's Electronic Learning Committee approving this process and developing realistic timelines for measuring success.

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<tr>
<td>Participate in professional development opportunities in 6 face-to-face training sessions; Learning Styles and Social Learning.</td>
<td>Number of professional development opportunities</td>
<td>The Dean of Educational</td>
<td>Encourage the</td>
<td>Consider the workgroups the Division is currently</td>
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<tr>
<td>Integrates the &quot;Quality Matters&quot; standards and principles into the design of online and hybrid courses.</td>
<td>Number of courses reviewed for QM standards and principles, returned to instructors for adjustment, and returned to the Division of Educational Technology for final review.</td>
<td>There are no significant numbers to report regarding this initiative. While several courses were initially reviewed for standards and principles, the return rate from the faculty members was minimal, therefore final reviews did not occur.</td>
<td>The Division proposes a change to the approach for reviewing online and hybrid courses for Quality Matters (QM) standards. In this new approach, the Division's training coordinator will work directly with a designated subject matter expert from the various disciplines to develop a model course that meets QM standards in which other courses will replicate. This approach will greatly enhance the Division's success rates of integrating QM standards and principles and speed the process as well.</td>
<td>Create a policy through the College's Electronic Learning Committee approving this process and developing realistic timelines for measuring success.</td>
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person and online and utilize the information to design and implement future training opportunities for faculty and staff.

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<td>Assess the design, development, and implementation of new tutorials and technical support information</td>
<td>1. Number of hits on Help Desk Center and throughout the college's LMS. 2. Student survey results of technical support services provided by the division.</td>
<td>There were a total of 504 help desk cases closed during the reporting period for this report.</td>
<td>The traditional Help Desk is no longer located on the College's website. Students needing assistance with the associated with and schedule online professional development opportunities in which the whole staff will participate in together.</td>
<td>Strategically increase the awareness of the technical support option available to students from within their online, hybrid, or web-enhanced course through all</td>
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Technology, Charles Cameron, attended a total of 7 professional development opportunities. Technician Russell Johnson completed a Professional Certificate for Google IT Support, which included a total of 6 courses. Mr. Johnson also attended 4 other professional development events. Training Coordinator, Christian Garrett, attended 9 professional development events. Learning Management System, Gary Ware, attended 4 professional development events. Administrative Assistant, Tammy Roy, attended and completed a total of 8 professional development opportunities.
**Department Measurable Strategy**

Enhance the quality of course design in order to achieve improvement in online and hybrid courses offered by the College.

**Performance Indicators**

- Number of courses evaluated for the inclusion of the critical course design elements defined in the College's Online Course Design Policy.

**Assessment Results**

- All online and hybrid courses offered by the College in this reporting period were evaluated for the critical course design elements as defined by the College's Online Course Design Policy.

**Changes Based on Assessment Outcomes**

- Increase the number of communications reminding Deans and faculty of the critical need for the completion of training events. Increase the awareness of all new or updated E-Learning policies utilizing all communication channels provided by the College.

**Strategy(ies) for the Future**

- Consider additional face-to-face training opportunities at non-traditional times such as evenings to provide greater access to training opportunities.

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**Department Measurable Strategy**

Identify problems affecting the practice of electronic learning in the areas of course design and delivery and proposing updates to existing policies and creating new available communication channels at the College.

**Performance Indicators**

- Number of updated or new policies submitted to the Electronic Learning Committee, the Vice Chancellor of Academic Learning Management system now access technical support within their online, hybrid, or web-enhanced courses. The Division will increase the awareness of this excellent technical support option by emphasizing it more in all training materials.

**Assessment Results**

- A total of 4 policies have been written, approved by the Electronic Learning Committee and sent for

**Changes Based on Assessment Outcomes**

- Continue to update existing policies to reflect current industry language available communication channels at the College. Additionally, the Division will strategically increase this awareness to all faculty so that such information can be included in a course introduction or instructor syllabus.

**Strategy(ies) for the Future**

- Add members to the Electronic Learning Committee who have extensive online teaching experience in order to improve
PRIORITIES FOR THE COMING ACADEMIC YEAR

The Division of Educational Technology will be performing more Quality Matters (QM) training that in previous semesters. In the initiative to standardize the "look and feel" of online, hybrid, and web-enhanced courses, it is important that all courses meet the same standards of quality for the design and delivery. A top priority in the upcoming year is to establish some general education courses as officially QM certified courses and allow them to serve as a model for other courses. Training will be in the online environment as well as face-to-face. The Division will produce a user manual for all users of the Learning Management System (LMS). This manual will be available for printing or for online viewing. This manual will be maintained and updated by the Division in order to keep it current with any changes or updates to the LMS. The Division will also conduct an increased number of trainings in the area of Lecture Capturing. Recording lectures is strongly encouraged to personalize the online course and to effectively deliver course content in the online environment and therefore increased training opportunities will be necessary. The Division also plans to offer a first annual E-Learning Summit focusing on the current state of affairs of electronic learning at the College along with proposed plans to remain a leader in the field.
DIVISION SUMMARY

During academic year 2017-2018 Institutional Research and Assessment staff 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 assisted with placement testing, Career Compass Day, and graduate exit exam administration. The 5th Annual OLA2020 was submitted to the LCTCS Board of Supervisors Regents in July 2018.

Reporting functions performed by the Office included the campus response to HCR69; Gainful Employment; Our Louisiana 2020; 2017-18 Common Data Set; Louisiana Performance Accountability System (LaPAS) Quarterly Performance Progress Reports; fall, spring and summer preliminary FTE and Headcount Census; 2017-18 Operational Plan; Integrated Postsecondary Education Data System (IPEDS) Registration, Fall Collection, Winter Collection, and Spring Collection reports; summer, fall and spring Graduation Exit Surveys; Non-credit Enrollment Data Report; the Annual Survey of Colleges; the College Board Survey; Title III Enrollment and Eligibility Report; 2014-15 SACS Institutional Profile; 2017-18 SACS Financial Profile and Indicators Data; fall 2017 Retention Report; administered the Survey of Entering Student Engagement (SENSE) and the Community College Student Success and Engagement survey (CCSSE); and the 2017-18 BPCC Report Card. The College’s 2017-18 Annual Report was compiled from submissions from all campus units.

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<tr>
<td>Collect and compile Student Learning Outcomes data</td>
<td>Student Learning Outcomes data collected</td>
<td>Student Learning Outcomes have been collected each semester from all deans.</td>
<td>No changes necessary</td>
<td>Collect and compile Student Learning Outcomes data</td>
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<td>Facilitate administration of</td>
<td>Results of SENSE, and</td>
<td>SENSE 2017</td>
<td>The BPCC Report</td>
<td>Facilitate administration of</td>
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<td>Provide data to units of the College to enhance institutional effectiveness</td>
<td>1. Data provided to units for Strategies for Success and the Annual Report.</td>
<td>1. 2015-2016 Annual Report and 2016-2017 Strategies for Success posted online.</td>
<td>No changes necessary</td>
<td>Provide data to units of the College to enhance institutional effectiveness</td>
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<td>2. Student graduation and retention reports for the fall and the spring semesters.</td>
<td>2. All reports emailed and or posted online</td>
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<td>3. Data reports provided to individual units in response to requests.</td>
<td>3. All data request answered</td>
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<td>Demonstrate fiscal and programmatic accountability and compliance through local, state, and federal reporting functions.</td>
<td>Development and submission of IPEDS, LaPAS, HCR69, OLA2020 and Annual Reports.</td>
<td>All reports submitted on or before deadline. Results distributed to Executive Administrators and Deans and published to IR website.</td>
<td>No changes necessary</td>
<td>Show accountability and compliance through local, state, and federal reporting functions.</td>
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PRIORITY FOR THE COMING ACADEMIC YEAR

1. Advance the work of the cross-functional campus data team to ensure accurate data on first submission. Foster a collaborative relationship among departments to exchange ideas and problem-solve data discrepancies.

2. Encourage IRA personnel to participate in professional development training related to accurate data collection and reporting or to find new ideas on how to deliver data and analyses that will inform college decision-making.
DIVISION SUMMARY

During the 2017-2018 academic year, The Division of Behavioral and Social Sciences made many contributions toward the continued success and growth of the Bossier Parish Community College community. The Division of Behavioral and Social Sciences continues to promote student success through maintaining and developing academic excellence in our associate degree programs in Criminal Justice, Teacher Education, and Early Childhood that will prepare graduates for jobs in the related career fields.

To assist in increasing the number of highly qualified and effective teachers in Louisiana's classrooms, the division continues to offer the Associate of Science in Teaching degree (Grades 1-5). The AST program was created in 2007 with an initial enrollment of 5 students, there has been steady growth within the program over the past seven years. With the implementation of teacher prep workshops for both ACT and PRAXIS testing, there has been a steady improvement in graduation numbers. Our AST graduates continue to transfer into teaching programs at four year institutions to continue towards certification, or have already earned their teaching certificates and are teaching in Louisiana public schools.

To meet the demands of the area childcare workforce and the Quality Rating System (QRS), established in 2008 by the Department of Child and Family Services, formerly DSS, the Division offered the Care and Development of Young Children (CDYC) Associate of Applied Science (AAS) degree in summer 2009. Enrollment in CDYC courses has increased from 19 students in summer 2009 to 109 students for Fall 2017, indicating a 75% growth. CDYC program enrollment data has remained over 100 students.

At this time, the Louisiana Board of Education and the BESE Board are reviewing and updating the direction of Early Childhood studies going forward.

Recruiting efforts for the division's Criminal Justice program continues to be a high priority. Twenty-Six (26) presentations were made to area law enforcement academies during the 2017-2018 academic year. In-person presentations will continue for academy recruits before graduating from the training academies. Each recruit is provided with an information packet detailing the education opportunities for peace officers completing the Louisiana POST (Police Officers Standards and Training) Council. Fifteen (15) credit hours are given in select criminal justice courses at BPCC.

The program director, faculty and staff have worked diligently to bring new growth, success and opportunity to the program. Additional interest has
been generated due to the expansion of the CJUS program to include four (4) Certificates of Technical Studies and a Technical Diploma. The CTS and TD is stackable into the AAS in Criminal Justice, allowing the student to build specific skills and specialized training related to job classification and demand in the structure of criminal justice agencies. Each CTS is designed to show recognition of extensive training in one of the primary areas of law enforcement: criminal investigation, police procedures, police/community relations or corrections. The process of policing has always been the focus of this program. In light of that emphasis, the BPCC Criminal Justice Program has always worked closely with the Criminal Justice Advisory Board of police personnel ranging from local, state, and federal agencies, as well as our 4 year academic partners.

The past year's program evaluations, findings and subsequent suggestions have led to a greater efficiency in the class time offerings, and course format presentation/design. Students seem to be very appreciative of the options now available for them to consider in planning their curriculum program. The Criminal Justice program has three full-time faculty and two adjunct instructors. A very high degree of student satisfaction in all areas of the program is still the experienced norm.

Many features are attributable to the success of the Criminal Justice program. The individualized counseling each criminal justice student receives is paramount. This allows the student to easily see a pathway for completion, but considers the student's particular needs. There is high expectation and accountability for all criminal justice students. Another dominating factor contributing to program growth, are the availability of necessary online classes to complete one's criminal justice degree completely through that format, including an accelerated 12-month format called 'One and Done'. This has allowed students from all across Louisiana and beyond, an opportunity, which was not available only a few years ago.

In fall 2017, Mr. Cain presented a BPCC wide presentation concerning "Narcotics and Dangerous Drugs." In spring 2018, Mr. Richard Pool presented a BPCC wide lecture concerning the issue of "Domestic Violence."

In fall 2017, Mr. Cain presented a BPCC wide presentation concerning "Narcotics and Dangerous Drugs." In spring 2018, Mr. Richard Pool presented a BPCC wide lecture concerning the issue of "Domestic Violence."

The division's goal is to continue an aggressive campaign for a very visible presence in the community maintaining contact with area law enforcement academies. Increasing the recruiting territory to include law enforcement academies outside Caddo/Bossier parishes is also being pursued.

### STRATEGIC PLANNING

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<th>Assessment Results</th>
<th>Changes Based on Assessment Outcomes</th>
<th>Strategy(ies) for the Future</th>
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<tbody>
<tr>
<td>Participate in parish level Early Childhood Networks in the region for recruitment and promotion of the Care and Development of Young Children program.</td>
<td>Number of events attended by the faculty.</td>
<td>4 events were attended by the faculty.</td>
<td>None</td>
<td>Waiting on finalization of State of Louisiana changes to the B-5 program.</td>
</tr>
<tr>
<td>Participate in campus and local</td>
<td>Number of events attended by</td>
<td>34 events were</td>
<td>None</td>
<td>Continue the same.</td>
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</table>
education events to recruit students for academic programs within the division.

**Department Measurable Strategy**
Implement new Certificates of Technical Studies and the Technical Diploma in Criminal Justice.

**Performance Indicators**
- Number of graduates for new degree plans.

**Assessment Results**
New graduates were recorded in the new degree plans.

**Changes Based on Assessment Outcomes**
- More training for Criminal Justice advisors.

**Strategy(ies) for the Future**
Advising first year students will include assessing the career direction of the student and delivering to them a program checklist for CTS and TD.

**Department Measurable Strategy**
Participate in Birth to Kindergarten Statewide Committee through Louisiana Board of Regents (BOR) to ensure BPCC is a partner in the statewide transition from CDYC degree program to the 2+2 Birth to Kindergarten (B K) degree program.

**Performance Indicators**
- Attend scheduled BOR meetings and participate in statewide BOR conference calls in order for BPCC to remain informed and relevant to the statewide B to K 2+2 transition.

**Assessment Results**
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.

**Changes Based on Assessment Outcomes**
- Any changes are pending due to LDOE revisions.

**Strategy(ies) for the Future**
Comply with the final document from the Dept. of Education and make necessary revisions.

**Department Measurable Strategy**
Utilize Student Course Evaluation data to make improvements to course design and content.

**Performance Indicators**
- Documented changes to Behavioral and Social Sciences courses.

**Assessment Results**
Student indicated a need for ready access to course syllabi, current grades, and reliable announcements and information.

**Changes Based on Assessment Outcomes**
- Required that all courses including face-to-face courses develop a CANVAS shell which will include information on the course, syllabi, current grades posted and reliable

**Strategy(ies) for the Future**
Continue the practice.
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<td>Participate with the Dept. of Education at LA TECH in creating a 2+2 seamless transition for education majors to the university.</td>
<td>The formal submission to the BPCC Academic Dean; a proposal to create a partnership with LA TECH Dept. of Education.</td>
<td>Still in development, new state guidelines are in process of updating and finalizing university requirements.</td>
<td>Meeting with LA TECH education personnel is scheduled.</td>
<td>Continue to build relationships</td>
</tr>
<tr>
<td>Participate with the Dept. of Education at LSU-S in creating a 2+2 seamless transition for education majors to the university.</td>
<td>The formal submission to the BPCC Academic Dean; a proposal to create a partnership with LSU-S.</td>
<td>Still in development, new state guidelines are in process of updating and finalizing university requirements.</td>
<td>LSU-S, Education Dean attended and is now on the Advisory Board of the TEACH program.</td>
<td>Continue to build relationship</td>
</tr>
<tr>
<td>Participate in campus professional development activities for faculty and staff.</td>
<td>Number of events attended and initiated by the faculty and staff.</td>
<td>All faculty and staff reflected participation in faculty development on their end of year report and documentation.</td>
<td>No changes, continue to require professional development.</td>
<td>More faculty input in what they need in professional development.</td>
</tr>
<tr>
<td>Conduct a pilot study to determine the feasibility of offering college credit to military personnel with DOD post certification (toward the BPCC Criminal Justice degrees).</td>
<td>The formal submission to the BPCC Academic Dean; a proposal to accept DOD POST Certification toward CJUS course credit.</td>
<td>No formal submission was made. Found it difficult to obtain the information on POST from the various branches of the service.</td>
<td>Refocus on alternative military credit.</td>
<td>Canvas how other campuses are meeting the demand for military credit.</td>
</tr>
<tr>
<td>Institute formal workshop to prepare students for the exams required for teacher certification.</td>
<td>Number of students who successfully complete PRAXIS I &amp; II or alternate certification exams.</td>
<td>Student participation in workshops increased the number who successfully passed the exams.</td>
<td>Continue to offer formal workshops for ACT, PRAXIS I &amp; II</td>
<td>Schedule more varied times for the workshops, hopefully increase student ability to attend.</td>
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<tr>
<td>Propose a formal change in the current Criminal Justice Associate Degree curriculum to include acceptance of any accredited Sociology elective course in lieu of limiting it to the SLGY 201 or SLGY 202 courses.</td>
<td>Acceptance of the proposal by the Academic Dean, Curriculum committee, and Governing Boards, as necessary.</td>
<td>Proposal was accepted by the Curriculum committee and the Academic Dean.</td>
<td>Proposal to cross reference the Criminology course as either a criminal justice course or a sociology course.</td>
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**PRIORITIES FOR THE COMING ACADEMIC YEAR**

- Implement the changes from the BOR to the universities on the TEACH program.
- Implement changes in the PRAIXIS workshops to reflect the new national competencies on the PRAXIS exams.
- Implement the changes from the Department of Education on the Care and Development of Young Children degree.
- Implement the new Criminal Justice Internship class per the request of the CJUS Advisory Board.
- Continue to participate in student recruitment activities.
- Improve Advising of students.
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 2017-2018 academic year, the faculty and staff contributed to the continued success and missions of Bossier Parish Community College through institutional and community services. In addition, the Division of Business was involved in many academic and extracurricular activities at Bossier Parish Community College and in the community. This year the Division had a total of 113 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 a decrease of 38% over the last fiscal year. During the 2017-2018 academic year, the faculty and staff contributed to the continued success and mission of Bossier Parish Community College through institutional and community services.

For the academic year of 2017-2018, the Division of Business offered a total of 127 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 53% over the last fiscal year. Additionally, the faculty and staff in the Division of Business participated in many professional development activities and served on many committees. The Culinary Arts Department had multiple food displays and demos in the media and other publications. The Culinary Arts Department within the Division of Business has continually expanded and is now offering more opportunities for its students. Chef Julie continues to proctor the ServSafe test, which is accredited and the most recognized food safety certification. Chef Julie’s ability to proctor testing for ServSafe allows the Division to offer culinary arts students an opportunity to be licensed with a nationally recognized certification. For the academic year of 2017-2018, the Culinary Arts Department also attended the ACF (American Culinary Federation) Conference in Orlando, Florida, hosted and participated in several different community events, provided food for several BPCC events.

The Division maintains and updates articulation agreements with four-year institutions, including the University of Louisiana at Monroe and Northwestern State University in Natchitoches.
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<td>Continue to collaborate with local employers to evaluate internship opportunities for students and increase the number of internship sites by 10%.</td>
<td>1. Number of meetings with perspective employers. 2. Number of internship sites obtained.</td>
<td>The program directors had several meetings with all the prospective employers and we added up to 5 new participates.</td>
<td>No changes needed at this time.</td>
<td>Continue to participate and present professional development seminars/workshops.</td>
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<td>Provide professional development opportunities for the Division of Business faculty and staff.</td>
<td>Number of professional development activities attended on and off campus.</td>
<td>The Business Division faculty and staff documented the number of professional development opportunities in which they participated; they participated in more than 90 professional development opportunities.</td>
<td>No changes needed at this time.</td>
<td>Continue to participate and present professional development seminars/workshops.</td>
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<td>Utilize course learning outcome data to make improvements to Business and Health Care Management courses.</td>
<td>Documented changes to Business and Health Care Management courses.</td>
<td>The Business Division faculty and staff updated learning outcomes and made some adjustments to improve student learning.</td>
<td>Changed learning outcomes as needed.</td>
<td>Continue to update the course learning outcomes and participate in workshops/seminars about learning outcomes and assessments.</td>
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<td>Create an online survey for the Division of Business graduates.</td>
<td>Creation of survey of business graduates.</td>
<td>Not enough data collected yet.</td>
<td>None</td>
<td>Continue to administer the survey for Business graduates.</td>
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PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Pursue external funding sources for enhancement and expansion of programs and services.
2. Maintain the ACF Accreditation for the Culinary Arts Certificate.
3. Apply for the ACBSP Accreditation for the Business Program.
4. Work to strengthen the Business Internship to meet the needs of the community.
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, an Associate of Arts Performing Arts (Church 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 2017-2018 academic year, forty-eight (48) graduates received the Associate of Applied Science in Communication Media degree, five (5) graduates received the Associate of Arts in Performing Arts (Music or Theatre) degree. Also, fifty (50) students received the Certificate of Technical Studies in Communication Media, two (2) students received the Certificate of Technical Studies in Music, and five (5) students received the Certificate of Technical Studies in Theatre. Additionally, the following Technical Competency Areas were awarded: Acting (2), Broadcasting (0), Business of Music (3), Computer Animation (7), Costume Design (0), Directing (1), Film (1), Graphic Design (6), Lighting Design (1), Media for the Ministry (8), Photography (8), Scene Design (1), Sound Recording Technology (52), Theatre Technician (1), and TV Production (4).

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 279 majors in the fall of 2017 and 237 majors in the spring of 2018, the Music Program had 20 majors in the fall of 2017 and 15 majors in the spring of 2018, and the Theatre Program had 41 majors in the fall of 2017 and 37 majors in the spring of 2018. Student success rates for the academic year were as follows: communication media – an eighty-nine percent (89%) success rate, speech courses – a ninety-four (94%) success rate, music courses – a ninety-five percent (95%) success rate and theatre courses – a ninety-seven percent (97%) success rate.

During 2017-2018 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. Student skill in many of these areas was put to the test through award-winning participation on the state, regional and national levels in SkillsUSA competition. The program produced numerous television shows for KCAV TV (Suddenlink Channel 12) including The Movie Show, Strategies for Living, BPCC News, and Homework Hangout. The program also continued to work to strengthen networking and partnership 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, Waiting in Whatley, in November. The film was also chosen as an official selection for the annual “Cane River Film Festival” in Natchitoches, LA in the March, 2018. Communication Media completed the academic year with the second 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 Communication Media Club collaborated on the featured presentation—a photography exhibit of the metamorphosis of a butterfly—with costuming, sets, lighting and photography of the models all supported by students and members of the Division faculty and staff. A guest judge from Louisiana Tech University fine arts faculty judged the exhibition and students received cash awards in a number of categories and levels. BPCC Chancellor presented the “Chancellor’s Choice Award” for his choice for “Best in Show.”

The BPCC Debate Team, part of the Speech Program, received numerous regional and national awards including both the season long and national championship tournament Community College National Champions. The team finished with 163 awards, including 7 state champions, 4 Southern Forensics Championships champions, and 3 individual national champions. This marks the 10th consecutive year that BPCC has ranked amongst the top community college debate teams in the nation, and the fifth year where they have had one or more students ranked in the top 10 amongst all college and university students. The team also hosted a high school debate tournament in December 2017 and the Eddy Shell Invitational Speech and Debate Tournament in February 2018.

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 Concert Choir, and the Concert Winds; and accepted invitations to perform off-campus at a variety of venues in the Shreveport/Bossier City area. In April, the Jazz Ensemble provided a concert al fresco on the quadrangle for lunch-time enjoyment. The Music Program also invited artists including Shreveport Opera Express as well as others to the campus to perform in the Guest Artist Series. Several community performances were made by the BPCC Music Program, including the Jazz Ensemble playing background reception music at several meetings and events in the community. Music students successfully competed in the National Association of Teachers of Singing state college competition held at McNeese University in March 2018, with one student winning first place in the baritone division.

Likewise, during the academic year, the Theatre Program produced the Festival of One Act Plays during the fall and spring semesters, held student juries, and showcased students through apprenticeships which employed students in various venues and professional theatres locally and nationally, growing partnerships and fostering professional development and networking for our students and our program. At Bossier Parish Community College, the Theatre Program and the Cavalier Players produced The Haunting of Hill House, Working: A Musical, The BPCC Christmas Show, Hansel and Gretel: a Creole Tale, and Rumors. Several events showcased The Performing Arts this year. These included the presentation of The Haunting of Hill House 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 the production of The Haunting of Hill House (eight students) to compete at the Arkansas State Kennedy Center American College Theatre Festival, four students to compete in the Region VI KCACTF Festival acting competition while two students competed in the KCACTF Musical Theatre Initiative.

During the 2017-2018 academic year, the Communication and Performing Arts Division secured the following grants: $10,000 SACSCOC Lumina grant to provide professional development for Communication Media faculty to align courses in the division with industry-based credentials (IBCs) in conjunction with applicable high school pathways, over $72,000 in various Student Technology Fee grants, and over $2,000 in Foundation and Faculty Senate grants for student endeavors and faculty professional development. The Theatre Program Cavalier Players secured a $500 sponsorship from the Lyle Family, and a $3,500 sponsorship from Bossier Parish Schools to provide travel and related expenses for touring student productions out-of-state.

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, faculty and staff attended local, state, and regional conferences.

In February, the space formerly known as the BPCC Performing Arts Theatre was dedicated and named in memory of Stephen W. Slaughter, who retired from a long and distinguished career at Bossier Parish Community College where he taught speech and theatre studies. His gift to BPCC and, indeed, the community, will be as the architect of BPCC's Theatre of Arts program of study and as the founder of BPCC's Cavalier Players.

### STRATEGIC PLANNING

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<td>Create more opportunities for showcasing students in Division events, increasing student access and success and continued enrollment in division programs.</td>
<td>Number of events produced to showcase the Division of Communication and Performing Arts to the public.</td>
<td>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.</td>
<td>The Division of communication and Performing Arts continues to offer a relatively large palette of opportunities for students to showcase their talents and experiences. We will continue to offer the events we currently offer. As a</td>
<td>The division will continue to consider which events for the next academic year will best showcase the talents and abilities of its majors to the public, enhancing existing events or adding new ones.</td>
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<tr>
<td>Expand the Division of Communication and Performing Arts use of email messaging, social media, and the college website for promoting the Division's events and student opportunities for involvement, education, experience, and skills development.</td>
<td>Number of messages and postings promoting events and student opportunities on the Division of Performing Arts and Communication Media social media outlets, email blasts, as well as on the BPCC website and in the Student Activities Calendar.</td>
<td>The Communication and Performing arts Division made 210 posts on the Theatre Facebook page and 250 posts on the Communication Media Facebook page. Additionally, the division posted 42 press releases, 6 website landing pages, and 4 photo archive pages. Also 53 events were listed on the Student Life Calendar.</td>
<td>These numbers show a marked increase of activity from last year. No specific changes in strategy are needed.</td>
<td>The Communication and Performing Arts Division will continue to develop Facebook presences of the theatre Program and the Communication Media Program as well as make use of the available campus and community opportunities for electronic postings. We will also explore broadening Facebook activity to include Music.</td>
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Department Measurable Strategy

Provide opportunities for Communication Media and Performing Arts majors and students interested in communication, music, and/or theatre to showcase and develop their talents and skills through new and existing partnerships.

Performance Indicators

Number of partnerships and the number of students involved.

Assessment Results

The Communication and Performing Arts Division has identified 25 Partnerships for the 2017-18 year. Also identified were 43 developing partnerships. All total 103 students were directly placed or hired by these partnerships. Indirectly, through BPCC productions and events, these partnerships have helped provide about 650 Communication and Performing Arts and other interested students opportunities to showcase their talents in performance and technical areas.

Changes Based on Assessment Outcomes

The number of partnerships grew from 23 in 2017 to 25 in 2018. The number of students directly involved increased from 93 to 103. No specific changes in strategy are needed.

Strategy(ies) for the Future

The Division will continue to explore new partnerships to offer new opportunities to our students.
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<tr>
<td>Encourage participation in professional development opportunities provided by the college as well as outside of the college.</td>
<td>Number of professional development opportunities in which the individuals in the Division of Communication and Performing Arts participate.</td>
<td>The faculty and staff of the Communication and Performing Arts Division took advantage of at least 112 (increase from 99 in 2016-17) professional development opportunities in 2017-18, logging almost 500 hours of professional development.</td>
<td>No changes to the strategy are indicated; however professional development participation will continue to be required and encouraged of faculty and staff.</td>
<td>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.</td>
</tr>
<tr>
<td>Review and update, if necessary, all division programs and course offerings (including course outcomes).</td>
<td>Specific changes to program and course offerings (including course outcomes) to meet student needs.</td>
<td>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.</td>
<td>Four courses were renamed and their descriptions changed in 2017-18 to better align the courses with current employment trends: COMM 170, Introduction to Mass Media (broaden the</td>
<td>The division faculty and staff will continue to evaluate courses and programs for needed updates. Also, the music program will hire a new faculty member (replacement) with experience in music technology.</td>
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Louisiana Tech University.

between BPCC and Northwestern. An administrative verbal agreement has been made between BPCC and Louisiana Tech regarding an articulation agreement for Theatre Arts.
scope of study); COMM 210, Copywriting for Mass Media (updated to better reflect the course content); COMM 171, The Business of Visual Artistry (Broadened interest in the course from only Photography students to all of the CaPA disciplines); and COMM 260, Wedding and Event Photography (broadened to cover additional application of event photography). Also, to reflect the increasing desire for music students in Performing Arts to have "cross over" training in music recording and technology (taught in Communication Media) the Performing Arts Degree added a concentration in Music Production and Technology, allowing a degree
**Department Measurable Strategy**

Produce or participate in five or more specific recruiting events or festivals that showcase the program offerings of the Communication and Performing Arts Division and provide potential students information about and access to program features with the goal of increasing student numbers by 10 percent in the end of 2017-2018 school year.

**Performance Indicators**

Number of events produced or participated in and the percentage increase of CaPA students.

**Assessment Results**

There were 27 Events produced or participated in. Average enrollment in the Division increased by 4.8% (300 students to 314 students). Fall semesters increased by over 8% while Spring semesters only increased by about 2%.

**Changes Based on Assessment Outcomes**

We will participate in more recruitment events as a division, particularly in events that showcase and highlight student success.

**Strategy(ies) for the Future**

The Communication and Performing Arts faculty and staff will design events that showcase student success and performance. Allow potential students to "see themselves" in the programs of Communication and Performing Arts.

**PRIORITY FOR THE COMING ACADEMIC YEAR**

1. Evaluate current Divisional programs and productions to best showcase student talents and abilities
2. Align courses in the Communication Media with industry-based credentials (IBCs) in conjunction with applicable high school pathways.
3. Review program and course offerings.
4. Enhance Division's public presence with Electronic media: Create a BPCC Music Facebook presence.
5. Develop new articulation agreements with four-year schools.
DIVISION SUMMARY

Top Division Accomplishments for Innovative Learning for AY 2017-2018:

• Strengthened partner relationships and advanced BPCC’s reputation as a provider of Veterans Services.
  o 7/16/2017, KSLA News 12, “LA Tech to create research center at National Cyber Research Park in Bossier City”
  o 7/19/2017, ArkLaTex homepage.com, “BPCC honored for providing military families with quality education”
  o 4/23/2018, News @ Tech, “Louisiana Tech, BPCC partner to support educational access, economic development locally”
  o 11/10/2017, KTBS 3, “BPCC to hold special Veterans day ceremony at 11:11 today”
  o 12/4/2017, ArkLaTex homepage.com, “BPCC to honor combat veterans in a special way”
  o 12/7/2017, KSLA News 12, “BPCC to hold dedication for combat veterans”
  o 12/7/2017, KTBS 3, “Gov. Edwards to visit Shreveport-Bossier on Thursday”
  o 11/2/2017, Breakfast with Senator Hewitt to present “Bossier Parish Community College: Meeting Objectives of ACT 392”
  o 11/28/2017, Presented to the Louisiana Board of Regents LaSTEM Committee “BPCC/CSRA: Best Practices”

• Strengthened partner relationships and advanced BPCC’s reputation as a provider of high-wage, high-demand employees.
  o 9/22/2017, presented at LCTCS Annual Conference, “Academics and Workforce: Engaging Academic Divisions in Non-Credit Workforce Training”
  o 10/21/2017, BPCC OnDemand nominated for a Community Colleges Futures Assembly- University of Florida, Bellwether Award
  o 10/25/2017, Served as a panelist for the National Association of Industrial Training Directors Annual Conference to present “The Power of Partnership: CSRA Shreveport”
  o 5/1/2018, press release “BPCC WINS GRANT AWARD FROM SACSCOC AND LUMINA FOUNDATION”

Continued to meet the objectives of the AEP Foundation Credit Counts Grant.

Caddo Parish School District

Donnie Bickham Middle School:
• Served 62 students in 6th grade math
• Served 30 students in 6th grade science
• Served 22 students in 7th grade math
• Served 75 students in 8th grade science
• Served 45 students in 8th grade math
• Services to students included whole and small group instruction, and one-on-one instruction.

Northwood High School:
• Served 32 students through after school tutoring program in Science, Algebra I & II, Geometry and ELA. Tutoring was available to 9-12 grade.
• Served 38 students in Career Exploration Class. Topics covered in this class include budgeting, communication skills, college research, career research, and study/test prep skills.
• Dual Enrollment: 83 student participated, earning a total of 326 hours of college credits, 69 of which were developmental classes.
• AEPCC Graduates Class of 2017

Bossier Parish Schools

• Dual Enrollment: 136 student participated, earning a total of 298 hours of college credits, 60 of which were developmental classes.
• Served 28 students through after school tutoring program in Intro to Algebra, Algebra I & II, Geometry, Calculus, and ACT Prep.
• AEPCC Graduates Class of 2017

Rusheon Middle School:
• Served 115 students through afterschool tutoring program in Math and ELA.
• Served 39 students in computer-based remediation class in Math, Science and ELA.

• Continued to manage the Youth Challenge Program (YCP).
• Proctored challenge exams to Pineville YCP students earning a total of 486 credit hours. College received $5,346 in testing fees.
• Proctored challenge exams to Carville YCP students earning a total of 555 credit hours. College received $6,105 in testing fees.
Proctored challenge exams to Minden YCP students earning a total of 1068 credit hours. College received $17,478 in testing fees.

- Continued to manage Carl Perkins Basic and Carryover Grant Funds.
  - 100% of the Carryover funds were spent.
  - By close of grant, 95% of the basic funds should be spent.
  - Seventy-seven percent (77%) of BPCC students attain a passing score on a minimum of 75% of their occupational scores (State minimum: 66%).
  - Eighty-eight percent (88%) of BPCC students were placed or retained in employment, military service, or apprenticeship programs (State minimum: 39%).
  - Seventy-eight percent (78%) of BPCC students were retained or transferred (State minimum: 65%).

- Increased offerings available through BPCC OnDemand.
  - Added CompTIA Cloud Essentials, Classroom Management, Strengths-Based Teamwork for Businesses, and Strengths-Based Teamwork for Clinical Instructors to public offerings.
  - The following courses are in production and are scheduled to go live in 2018-2019: CompTIA Cloud+, COBOL Fundamentals, Technical Writing, CompTIA Security+, and Security Clearance: Best Practices.

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**STRATEGIC PLANNING**

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<tbody>
<tr>
<td>Provide staff professional development opportunities.</td>
<td>1. Number of professional development opportunities attended by staff. 2. Number of professional development opportunities provided by division.</td>
<td>1. Staff attended 81 professional development events (218 hours). 2. Division provided 21 professional development events (34.5 hours).</td>
<td>1. No changes, continue to monitor. 2. No changes, continue to monitor.</td>
<td>1. Utilize grant funding to expand professional development opportunities for staff. 2. Provide professional development through innovative delivery methods.</td>
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<tr>
<td>Restructure student application intake process for off-campus Career Compass Coaches.</td>
<td>1. Electronic interface for data entry of applications 2. Satisfaction survey for off-campus Career Compass Coaches.</td>
<td>1. Digital form created and implemented for Fall 2017-Spring 2018 cohort. 2. Satisfaction survey for off-campus Career Compass coaches</td>
<td>1. Digital form well-received, but will continue to explore how to continue to streamline the Career Compass/BPCC admissions</td>
<td>1. Consider developing one application that would remove redundant requested information. 2. Continue to distribute the survey near the end of the high school year (early May).</td>
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<tr>
<td>Redesign admissions application's data collection process for veteran and military-related items.</td>
<td>1. Attribute coding for veteran and military-related item responses. 2. Processes for feedback to veterans and military-related students based on applied attribute(s). 3. Satisfaction survey for veteran and military-related students utilizing Veterans Services.</td>
<td>1. Work order sent to LCTCS requesting a revision of military-related questions on the Admissions Application. 2. Merged process of evaluation in with the Satisfaction Survey (item 3) 3. Created survey that was deployed Spring 2018.</td>
<td>1. LCTCS did not modify the required application questions, therefore, Registrar and BPCC Veteran Services created an in-house Banner coding solution. 2. Continue to have this process merged into the Satisfaction Survey. 3. Continue to utilize the Survey with exception for distribution each semester (Fall, Spring, Summer).</td>
<td>1. Continue to follow up on LCTCS required application questions, but will continue to utilize in-house solution. 2. Eliminate this strategy, because it is merged into the Satisfaction Survey. 3. Continue responses and modify questions as needed.</td>
</tr>
<tr>
<td>Restructure distribution and collection of academic information for off-campus courses.</td>
<td>1. Process for distributing course syllabi with academic deans. 2. Process for collecting learning outcome data with academic deans. 3. Satisfaction survey for off-campus courses for deans and instructors.</td>
<td>1. Timeline and procedure has been established with the academic deans for processing syllabi. 2. Timeline and procedure has been established with the academic deans for collecting learning outcome data. 3. Timeline, procedure and Survey have been established and application process. 2. No changes, continue to monitor.</td>
<td>1. Continue with established timeline and procedure and monitor success. 2. Continue with established timeline and procedure and monitor success. 3. Continue with established timeline and procedure and monitor success.</td>
<td>1. Make adjustments to timeline and procedure as data indicates it is warranted. 2. Make adjustments to timeline and procedure as data indicates it is warranted. 3. Make adjustments to timeline and procedure as data indicates it is warranted.</td>
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<tr>
<td>Redesign textbook distribution process for AIM students.</td>
<td>1. Process for distributing course textbooks. 2. Satisfaction surveys for off-campus courses for AIM students and instructors.</td>
<td>1. Timeline and procedure has been established with the AIM coordinator and school AIM program coordinator (outside of BPCC) for distribution of textbooks and/or vouchers. 2. Course evaluations sent to students and reported to Office of Academic Affairs.</td>
<td>1. Continue with established timeline and procedure and monitor success. 2. Continue with established timeline and procedure for capturing student feedback. Develop formal tool and process for capturing instructor feedback about their experience</td>
<td>1. Make adjustments to timeline and procedure as data indicates it is warranted. 2. Make adjustments to timeline and procedure as data indicates it is warranted.</td>
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**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Priorities for the coming academic year include:
- Moving Veterans Educational Services to the new Veterans Resource Center (building H) and expanding the services/resources provided to students.
- Improving communication with external stakeholders about dual enrollment and AIM program opportunities.
- Optimizing the student experience for those in the Youth Challenge Program.
- Optimizing the student experience for those in Career Compass.
- Increasing utility of BPCC OnDemand.
DIVISION SUMMARY

The 2017-18 academic year was an exciting year for the Division of Learning Resources (DLR). We added two additional faculty and three staff members to our division. Sarah Mazur is the Electronic Resources/Instructional Librarian and Adrian Crawford is the Public Service Librarian. Lise' Taylor and Raegan Stearns are the part-time librarians. Maudie Rosenberry became the Tutoring Center Manager. Librarians established and completed numerous professional workshops/seminars/webinars, as well as, honors for outstanding achievements throughout the year. Brenda Brantley delivered the "invocation" at the Fall Commencement exercise of Bossier Parish Community College. She also attended the Spring LALINC Deans and Director's meeting at the University of Louisiana-Alexandria and the American Library Association Conference held in New Orleans from June 21-26. The College continued to be involved in the 2018 SACSCOC accreditation and Brenda Brantley served as Compliance Certification Team Chair for learning resources. Brenda Brantley was instrumental in partnering with the Step Forward Little Free Library team whose objective was to build home libraries for young readers in Northwest Louisiana. Meadowview Elementary School was targeted as one of the schools that needed our assistance.

Other areas that librarians participated in individually as well as collectively included:

1. Debra Harmon: served as our System Librarian and Open Educational Resources (OER) chair until her departure on November 3, 2017 to take a positon at LSU-S.

2. Tim Osteen: job title was changed from Catalog Librarian to System Administration/Catalog Librarian. Tim has served as liaison to both Division of Communication and Performing Arts (CAPA) and the Division of Technology, Engineering and Mathematics (TEM). He is also the chair of the BPCC E-textbook Adhoc Committee; a member of Planning Council; a member of Student Technology Fee Committee; coordinator for scheduling of the kindergarten reading program. He is a member of ALA.

3. Sarah Mazur: job title was changed from Reference Librarian to Electronic Resources/Instructional Librarian. Sarah serves as liaison to Liberal Arts and Behavioral and Social Sciences divisions. She also was editor of the Learning Commons newsletter (BPCC Bookmarks). She served as tour guide for Cavalier Preview Nights and Super Saturday at BPCC. Sarah updated the library website to make it even more user friendly and created the library scavenger hunt for the QEP. She also created a new "Library User Survey", social media, and Instagram account.
4. Adrian Crawford (Public Service Librarian): Adrian serves as liaison to the Division of Business and the Division of Science, Nursing, and Allied Health. She spearheaded the weeding process to remove outdated materials and replace updated materials in the library collection. She has also created a student worker flyer to hire students in our division.

The Dean as well as librarians have also been instrumental in other projects that include:

a) Solar Eclipse: partnered with Student Life on August 21, 2017 at 11:30. Five hundred solar glasses were given away to faculty, staff, and students.
b) Ordering e-textbooks through GOBI.
c) Study Room signage (student can reserve study rooms online).
d) Learning Commons Summer Camp Supply Drive through Community Renewal (faculty and staff assisted).

Library staff were involved in several programs and activities. Maudie Rosenberry created a flyer to recruit new tutors and online writing support handouts. She monitors and updates Facebook and Instagram pages. Roxie Johnson displayed the following exhibits: Solar Eclipse, Banned Book Week, BPCC 50th year anniversary T-shirts, Sickle Cell Awareness, Breast Cancer Awareness, Veteran "From Military to Public Servant", Thanksgiving "Be Thankful", Christmas "Home for the Holiday", Children Book Donation "Little Free Library", Independence Day, Summer Fun, Family Time at the Movies, Easter Time, Martin Luther King Birthday, History of African Braids, Mardi Gras, Women Month (Tribute to Lola Johnson), NLW, Native American Indians and Spring in the Summer. Stephanie and Laketha tackled transforming old plays into two ring binder for cosmetic purposes. Stephanie Cox spearheaded the Annual Holiday Food Drive. Susie McDowell continues to input both print and e-books into GOBI (Global Online bibliographic Information), a vendor in which we can order library materials.

Learning Commons faculty and staff continued to volunteer for various community service projects. Recruitment activities included library staff involvement in Cavalier Preview Night, library tours throughout the year with middle and high school students, and Super Saturday. Librarians visited Kerr Elementary School and read to them a total of 28 times. The library also partnered with Meadowview Elementary School (Step Forward Little Free Library Project) to build home libraries for young readers. Three hundred and eighty six books were collected. The library continues to partner with the Liberal Arts Division in presenting various art exhibits throughout the library. Learning Commons partnered with the Food Bank of Northwest LA in its 24 annual Holiday Food Drive. The Library along with BPCC faculty and staff collected 3,616 pounds non-perishable food items (doubled what we did last year). Another exciting community service project that we elected to be a part of was the Community Renewal Summer Camp Drive. This project will allow youth to take part in a "kids across American Camp" from July 8-14, 2018. Most of the children attending come from underprivileged homes where parents cannot afford the cost. Learning Commons, along with other faculty and staff, assisted in providing personal items for the trip.

The Tutoring Center delivered service and instruction to students who visited 35,952 times. Writing Support tutors reviewed 159 drafts face-to-face and 22 drafts online. Students were helped in the following areas: 1) Basic computer assistance (1216 times); 2) Math (716 times); 3) Anatomy and Physiology (25 times); 4) Physics and Chemistry (42 times); 5) English (407 times).

There were a total of 58 orientations given this academic year. Reference statistics for the Fall included 5.5% directional; basic information 25.6%; reference 13.3%; research strategies 10% and technical help 45.6%. Spring statistics included basic information 19.5%; reference 12.1%; research
assistance 8.3%; technical questions 32.2% and directional 10.4%. By the end of the summer semester students visited Learning Commons 10,707 times, 69,876 times in the fall, and 59,023 in the spring.

Two Student Technology Fee Proposals were written and granted to Learning Commons. They included the purchase of a Dell Printer Server at the cost of $4,186.86 and the purchase of E-textbook Pilot for $702.59.

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<td>Present students with new technologies to promote student success.</td>
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<td>Coordinate outreach programs within the community.</td>
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<td>Conduct library workshops for library employees.</td>
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Free Library Project. A total of 386 books were collected. Library staff partnered with Community Renewal to send 53 youths to "Kids Across America Camp" this summer. Over 34 items were collected for the children with a quantity of 1202 personal items for boys and girls. BPCC faculty and staff assisted with this project.

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<td>Attend meetings, conferences, and webinars with other academic institutions.</td>
<td>Total meetings, conferences, and webinars with other academic institutions.</td>
<td>Participated and attended over 50 meetings, conferences, and webinars with other academic institutions.</td>
<td>Collaborations offered positive feedback that can be applied to enhance all libraries involved.</td>
<td>Attend more meetings in the upcoming year.</td>
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<tr>
<td>Design and create displays in Library/Learning Commons to promote cultural, social, and educational issues.</td>
<td>Number of library displays/exhibits.</td>
<td>1. A total of 25 exhibits were displayed in the library. Three of the exhibits were from the Liberal Arts Divisions.</td>
<td>Exhibits enhanced awareness of different arts and cultures from around the world.</td>
<td>Continue displaying artwork and exhibits this upcoming year.</td>
</tr>
<tr>
<td>Update existing learning materials.</td>
<td>Number of new or additional software programs. Total digital resources.</td>
<td>1. Three new softwares were added to the computers: a) book me a study room; b) LibCal; and c) TeamUp. 2. An additional 200 digital resources have been added to the collection.</td>
<td>Positive feedback from student on reserving their own study room. Positive feedback on the increase of digital resources.</td>
<td>Continue seeking additional softwares and digital resources for library.</td>
</tr>
<tr>
<td>Reach out to developmental and core MATH and ENGL classes to disseminate information about the Tutoring Center.</td>
<td>Number of classroom visits or tours. TC visitor headcount.</td>
<td>1. Tutoring Center Manager reached out to all deans to encourage faculty classroom visits or tours but no one responded. 2. Tutoring Center visitor headcount was 35,952.</td>
<td>Classroom visits was not favorable the faculty. Tutoring Center visits are astronomical.</td>
<td>1. Search other means of getting faculty involved in the Tutoring Center. 2. Continue to increase Tutoring Center headcounts.</td>
</tr>
<tr>
<td>Provide more complete tutor coverage during operating hours.</td>
<td>Number of students tutored. Number of tutors scheduled during low and peak times.</td>
<td>1. There were a total of 1,189 students tutored. 2. Approximately 5 tutors were scheduled during low times and 7</td>
<td>Students are taking advantage of the Tutoring Center on a daily basis.</td>
<td>1. Continue to promote services of TC. 2. Hire more tutors during peak times in the TC.</td>
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</table>
2. Tutors are scheduled to work during the prime times in the Tutoring Center. Tutoring Center will promote TC through social media and flyers.

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Division of Learning Resources (Learning Commons) will seek additional presentations/workshops for library faculty and staff: evaluate library collection and update as needed; librarian will meet with liaison divisions: display local community artwork and library displays; seek funding through grants and student technology fee proposal; tutors will assist students as needed in various subject matters; weed when necessary; and seek to develop partnerships with various community organizations.
DIVISION SUMMARY

Under the guidance of the Vice Chancellor for Academic Affairs, the 2017-2018 academic year was a successful, productive year for the Division of Liberal Arts. In its commitment to the mission of the college, the Division delivered quality courses while maintaining high educational standards, provided enhanced resources for students, served the community through various projects, pursued educational and professional goals, and helped many students realize their educational goals.

The Division offered a total of 311 sections, including face-to-face, hybrid, and online courses in the disciplines of English, Art, Reading, Religion, Humanities, Interpretation, Spanish, and French. In addition to the usual course offerings, John Wagoner and Lauren Brown from the Communication and Performing Arts division (CAPA) taught ART 228, Bridging Digital and Traditional Fine Art Techniques, which was the first blended course to encompass two disciplines to be offered at BPCC. The Division also partnered with CAPA to develop the first cross-discipline bundled class offering at BPCC. This creative scheduling option was created by Liberal Arts Instructor Missy Duncan and CAPA Associate Professor Bob Alexander. It will be taught in fall 2018.

As a first step to developing a studio arts program, Associate Professor Kelly McDade, Assistant Professor John Wagoner, and Instructor Lily Thompson created a course for art internships, ART 299. The course was designed based on discussions with community art partners regarding their needs, potential positions in the workforce for students with art talent, and possible connections to four-year university programs. It was submitted and approved by the curriculum committee during the spring semester.

In its effort to deliver quality courses, the division continued its review of courses this year by focusing on ENGL 101. This year-long review included an in-depth exploration of text materials, ultimately leading to the first inclusive ebook usage by the division. Instructor Jonathan Brown chaired an ad-hoc committee which selected the book and then coordinated training among English faculty. A fee is charged to students making the books available on the first day of class. This new system will go into effect summer 2018.

The ENGL 101 review also included a study of the master syllabus in comparison with equivalent courses across the state and nation. After serious discussion and consideration, the ad-hoc committee elected to change the five to eight required essays in the course to four required essays. Students must write at least four essays with the stipulation that one of the essays includes an Argument using MLA style formatting. This allows the instructor to focus on writing quality by devoting more time to teaching specific rhetorical modes.
The Writing Lab provided enhanced services to students this academic year. In the fall and spring semesters, tutors conducted 250 face-to-face tutoring sessions and provided feedback to 126 essays submitted online. In addition, the lab recorded 2,268 student visits during the two semesters from a combination of tutoring sessions and reserved classes. Assistant Professor and Writing Lab Coordinator Kirk Fontenot scheduled a day during both fall and spring semesters for students to drop in for immediate assistance on important research papers. This event was sponsored by Sigma Kappa Delta, the English honor society chapter on campus, and several SKD students worked the event. English instructors volunteered time to tutor students who came in for help. During the fall event, thirteen students came for tutoring. That number doubled to twenty-six in the spring semester event. The event will be offered again during the next academic year.

In addition to support for writing, the Division created a lab time for studio art students. The “Open Studio” was held every other Friday from 1:00 – 3:00 for students who needed more time to work on art projects. The studio was popular, so additional hours and tracking of student use is being considered for next academic year.

Exhibition of student and community art was a high priority for the Division this year. Four exhibitions were held in the Donna Service Art Gallery, including a show with Communications and Performing Arts, a show with the Renzi Art and Education center, and a show which incorporated materials submitted for Savoir Faire. Three exhibitions were held in the Learning Commons, including a photography show by BPCC student Charles Corbett. Many student works were also displayed in Building G.

In an effort to enrich content in the course Intro to African-American Literature, Dr. Frances Conley organized a guest lecture series. As students studied Dr. Martin Luther King’s work Letter from a Birmingham Jail, they were privileged to hear three powerful stories of racism, integration, and the civil rights movement from local activists with first-hand experience. The three guests were the Rev. Dr. C.E. McClain, the Rev. H. Calvin Austin, III, and Ms. Carolyn N. Jones. The lecture series was open to the campus and was well attended by students, faculty, and staff. The Division’s support of the community included many interesting projects. John Wagoner served as part of several jury panels for community art shows, including the Bossier Arts Council’s show “Human Beings Being Human,” the R.W. Norton Art Gallery show “Bloom!” and the Micro/Macro exhibition at the Marlene Yu Museum and Agora Borealis. Many K-12 schools also received assistance from division faculty. Katie Bickham and Kirk Fontenot judged the Byrd High School Quiz Bowl, John Wagoner judged the i3 First Annual Art Expo for Bossier Parish School System, and Jessica Cobbs judged senior projects at Haughton High School. Once again, the Division participated in judging the Caddo Parish “My Louisiana Essay” entries using the expertise of Laura Jones, Dr. Frances Conley, and Jennifer Lofton.

Some of our faculty held positions with community organizations. Kelly McDade functioned as Executive Officer for Interview and Selection of New Director for the Renzi Art and Education Center. Dr. Frances Conley served on the Shreveport Historic Preservation Commission. She was one of five commissioners appointed by the mayor to provide oversight for the more than fifty historic properties in Shreveport. 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. At BPCC, Kirk Fontenot and Yolanda Cooper presented sessions of the QEP Teacher Institute Training, Jennifer Lofton co-presented training session on Civitas Inspire for Advisors, and Missy Duncan presented a panel discussion on her student Board of Directors. Many instructors attended conferences,
including the Community College Humanities Association, LCTCS, the Association of Writers and Writing Programs, NODA – The Association for Orientation, Transition, and Retention, and the COBEC Winter Institute held in Belize City, Belize. In total, Liberal Arts staff and faculty attended, created, or participated in ninety-six professional growth opportunities during the academic year.

In addition to professional growth in the education field, many of the Division faculty achieved personal goals as well. Kirk Fontenot continued his doctoral program. In November 2017, Missy Duncan published her novel Her Tragic Flaw. Lily Thompson entered art work in Critical Mass and prepared several pieces for an exhibition to be held in academic year 2018-2019. Katie Bickham entered and won the literary award at Critical Mass for her show “Don’t Look Away.” In addition, Katie received a second book deal from LSU Press for her book of poetry entitled “Mouths Open to Name Her” to be released in February 2019.

The Division strives to assist students in achieving goals for academic excellence set forth by the College. In summer 2017, fall 2017, and spring 2018, 102 students received the Associate of General Studies degree and 102 students received a Certificate of General Studies credential. One Associate of Arts Louisiana Transfer degree was conferred in Humanities. In addition to these programs, the Division continues to explore possible connections to programs at four-year universities which would be beneficial to our students.

During the 2017-2018 academic year, the Division was proud to contribute to the success of the College and remains committed to its mission. Many of our faculty participated in this year’s SACS-COC reaffirmation and were pleased to be a part of the team that is BPCC. We look forward to another year of educational innovation, student success, and dedication to our community.

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<td>Explore the development of bundled class offerings between Liberal Arts disciplines and other disciplines across campus.</td>
<td>Number of bundled courses reviewed for scheduling</td>
<td>Two bundled offerings were discussed. The ENGL 101 and SPCH 110 bundled offering has been scheduled for Fall 2018. The ENGL 102 and ART 202 did not align and was not offered.</td>
<td>None.</td>
<td>Examine the success rates of the first bundled offering in order to assess the viability of future bundled courses.</td>
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<td>Offer one full day of walk-in tutoring sessions each semester in the Writing Lab for students who need last-minute help on research</td>
<td>Number of students helped</td>
<td>Thirty-nine students were tutored during the fall and spring Writing Lab Events.</td>
<td>None.</td>
<td>Continue promotion of the event across campus.</td>
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<td><strong>Form an ad-hoc committee to establish policies for art student internships.</strong></td>
<td><strong>Number of meetings held</strong></td>
<td><strong>Seven meetings were held to plan student internship program, including one with the Vice Chancellor for Academic Affairs.</strong></td>
<td><strong>An internship course, ART299, was developed by the art faculty. The course was subsequently submitted and approved by the curriculum committee.</strong></td>
<td><strong>Increase enrollment in BPCC art classes in order to encourage community support and strengthen ties to four-year art programs.</strong></td>
</tr>
<tr>
<td><strong>Evaluate community interest in art student internships.</strong></td>
<td><strong>Number of community centers contacted</strong></td>
<td><strong>Four community art organizations were approached by art faculty to discuss possible art student internships.</strong></td>
<td><strong>None.</strong></td>
<td><strong>Develop community partnerships with local art organizations and establish policies for student interns.</strong></td>
</tr>
<tr>
<td><strong>Provide professional development workshops, both on and off campus</strong></td>
<td><strong>Documentation of professional development workshops attended by Liberal Arts Division faculty and staff</strong></td>
<td><strong>Liberal Arts faculty and staff participated in 96 professional development opportunities, including off-campus conferences, on-campus workshops, and peer observations.</strong></td>
<td><strong>None.</strong></td>
<td><strong>Promote professional development opportunities for faculty and staff.</strong></td>
</tr>
<tr>
<td><strong>Promote the arts on campus by showcasing other divisions and community partners in art work</strong></td>
<td><strong>Number of exhibitions in the Donna Service Art Gallery as well as exhibitions or displays</strong></td>
<td><strong>Four exhibitions were held in the Donna Service Art Gallery,</strong></td>
<td><strong>None.</strong></td>
<td><strong>Look for opportunities to exhibit student and community art across campus.</strong></td>
</tr>
</tbody>
</table>
Three exhibitions were held in the Learning Commons, including professional photography of graduating student Charles Corbett.

**Department Measurable Strategy**

Form an ad-hoc committee of ENGL101 instructors to discuss strategies designed to improve overall success rate for the course.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
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</tr>
</thead>
</table>
| 1. Number of meetings held to discuss improvement of ENGL 101 course.  
2. Changes made to the course to improve overall success. | Ten members of the Liberal Arts full-time faculty held eight meetings to discuss improvement of the ENGL101 course. | The committee revised the master syllabus by lowering the number of required writing assignments with the stipulation that the student must write an Argument essay using MLA format. | Monitor success rates for the course. |

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

1. Monitor success rates for ENGL101 after master syllabus change.
2. Conduct training sessions for new ebook materials for ENGL and ART.
3. Promote usage of the Writing Lab as a student resource.
4. Increase recruiting efforts for studio art courses.
5. Support attendance of professional development workshops, both on and off campus.
6. Promote the arts on campus with exhibitions in the Donna Service Art Gallery, the Learning Commons, and academic buildings.
7. Create a series of informational videos for General Studies students for use on the Canvas website.
8. Update Liberal Arts Website.
DIVISION SUMMARY

During the 2017-2018 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. The major highlight of the year was the relocation of some of the faculty, staff and programs to the new Nursing and Allied Health building. The Pharmacy Technician, EMT and Paramedic, and Nursing programs, as well as anatomy and physiology classes and labs, were relocated. The move greatly expanded the space available for instruction, improving the ability of the Division to offer additional course sections and improving the quality of instruction. Three hundred thirty-seven students earned associate degrees and certificates in programs offered by the Division. New personnel joining the Division included Melissa Shepherd, laboratory coordinator; Sandra Robertson, Student Success Coordinator; Shonda Miles, Medical Office Specialist instructor and program director; Cathy Maddry, nursing instructor, and Bryan Moss, physical sciences instructor. Ty Bryan and Dr. Elaine Cox received the 2017 League for Innovation John and Suanne Roueche Excellence Award. Dr. Addie Dickson Hinze was promoted to Assistant Professor. Shonda Miles earned the Certified Risk Adjustment Coder (CRC) and the Certified Professional Biller (CPB) certifications.

The faculty and staff performed over 1410 hours of community service. The Division faculty and staff conducted tours and presented informational sessions 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 8 area high school students with the opportunity to earn college science credit and participate in college level lab experiences. The Division also offered the AHEC day, providing tours and lab activities to 97 area high school students. The faculty mentored numerous student with the development of science fair projects, supported local charity and service organizations, judged science fairs, and participated in numerous other community service events. The major community service events included sponsorship of the Region I Science and Engineering Fair, the Northwest Louisiana Regional Science Olympiad competition, and various projects sponsored by BPCC Green, including recycling and campus clean-up.

The faculty and staff completed 889 hours of professional development workshops and attended State, local, and national conferences. The Division, with funding from Carl Perkins, sponsored the Strength Based Leadership course in the fall 2017, which was completed by program faculty and science faculty in positions of leadership.
Graduates of the Nursing and Allied Health programs exceeded the national average pass rate on certification and licensure exams for all disciplines. Graduates of the Occupational Therapy, Respiratory Therapy, Physical Therapy, and Phlebotomy programs achieved 100% pass rate on national certification/licensure. The BPCC Nursing program was recognized as having the second highest NCLEX pass rate in the county, and the Surgical Technology program was recognized by ARC-ST for BPCC’s role as a “leader in surgical technology education”, based on pass rates on the CST exam.

Three hundred sixty-five students competed in the 2018 Region 1 Science and Engineering Fair. One hundred seventy-seven projects were in the Elementary Division, 110 in Middle School Division, and sixty-four in the High School Division. Participants came from five parishes in region 1: Red River, Desoto, Webster, Caddo, and Bossier. Private, public, and home schools were represented. Students set up projects on the afternoon of March 1, judging occurred March 2, and the Awards Ceremony was on March 3. More than 150 judges from school systems, LSUHSC, Barksdale Air Force Base, BPCC, and professional environmental, medical, and other scientific organizations were involved in category and special awards judging. At least 300 awards were presented which included category awards, overall awards in each division, special awards, and school sweepstakes awards. Cash awards of $100, $200, and $300 were given to student winners of the overall awards in each division. One high school participant received the prestigious Innovation Award from ISEF with a cash award of $500. Special awards included Children’s Center for Mental Wellness, GENIUS International High School Science & Art Olympiad, Arizona State University Rob & Melani Walton Sustainability Solutions, Intel Excellence in Computer Science, Cyber Reef, Ark-La-Tex Gem and Mineral Society, StarBASE Louisiana, Walter B. Jacobs Nature Park, American Chemical Society, the Society for Science and Public, Regeneron Science, and Dr. Reddy’s Laboratory Inc. each presented a variety of awards. Seventy-five projects were selected for state competition among the winners in middle school and high school divisions. The top three projects in the high school division were selected for the ISEF trip awards. These students competed in the International Science and Engineering Fair in Pittsburgh during the week of May 13-18. The topics of their research projects are Stress Signaling: Inhibitory Effects of Estrogen Protection in Myocardial Ischemia; Redox in CABG: A Tale of Two Cell Types, and The Relationship between Brain Volume and Cognitive Function in Parkinson Disease.

Program retention for the Medical Assistant program during the 2017-2018 school year was 100%, while the graduation rate was 88%. Of those that graduated in 2017-2018, 6 received their Associate degree in Medical Assistant, while 1 received the Technical Diploma. The AAMA National Certification Exam pass rate for 2017-2018 was 89%. The 2017 Annual Report Form for Continued Accreditation was submitted and the data demonstrated compliance for retention, graduation survey and certification exam pass rate thresholds. The program continues its mission to provide quality education in medical office entry-level clinical, administrative and professional skills.

In 2017-18, the Medical Office Specialist program continued to offer two concentrations, medical coding and billing and reimbursement. Eleven students took the national certification exam for Certified Professional Coder on May 5, 2018. Eight of the ten students passed on their first attempt. Eleven students earned the Technical Diploma in Medical Office Specialist. Students participated in the Practicode with AAPC in order to improve efficiency and to have the apprentice designation removed from the name which is attached to the CPC certification for persons with less than 2 years’ experience. The program director provided students with a one week boot camp in preparation for the CPC certification exam.

During 2017-18, sixteen students graduated from the Pharmacy Technician Program, with 7 students earning the associate degree and 9 earning the
The BPCC PTA Program graduated 19 students in the summer of 2017. At the time of graduation, 100% of those graduates had already taken and passed the Federation of State Boards of Physical Therapy licensure examination. Also 100% of 2017 PTA graduates obtained employment in a physical therapy related field within 3 months of graduation. The PTA program continues to successfully achieve 100% of Program Learning Outcomes and fulfill the Program Mission.

The PTA Program benefitted from great resources this academic year including:

• Large and highly qualified applicant pool
• Excellent clinical support and availability of excellent clinical learning internship sites
• The Program acquired an additional shared classroom/lab area with four hospital beds.
• The PTA Program equipped this new lab area to be used to teach, practice, and competency test inpatient intervention skills.

Lab equipment for the enhancement of the program's two laboratory spaces was acquired with Carl Perkin’s grant including (2) bedside commodes; (2) Geriatric recliners; (4) new floor sphygmomanometers; an EVA pneumatic Support Walker; a Stand Assist standing/transfer aid; 5 new patient handling slings, (2) Flowtron DVT pumps with compression sleeves; a new instructional computer with LCD projection capability for running case study videos; and 5 stabilizer/pressure biofeedback units. Acute skill practice in this area has been highly beneficial.

The Occupational Therapy Assistant program graduated 18 occupational therapy assistants and admitted a new clinical class of 20 during the 2017-18 academic year. Program performance as measured by the National Board for Certification in Occupational Therapy examination indicates a 98% pass rate over the last three years with 16 of the 2017 graduates passing the certification exam on first attempt (one not taken). The OTA retention and graduation rates continue to be consistently high with an average of 87% 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. Student Exit Survey data available for the 2017 class indicated that 100% “agree” or “strongly agree” that the didactic and fieldwork portions of the program adequately prepared them as an OTA. All 2017 graduates who have passed the exam are or have been employed as a COTA. 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 10 students during the 2017-2018 academic year. A 90% pass rate for the CST was accomplished, surpassing the ARC-STSA threshold of 70%. The 2018 Annual Report for program accreditation was submitted and the data demonstrated compliance for retention, graduate/employee surveys, and job placement thresholds set by ARC-STSA. The program continues to meet its mission, providing quality education in surgical technology entry-level clinical and professional skills.
The paramedic program moved into the new facility in Building H this year. Technology in the new building includes the Mediasite system, which allow for recording of lectures. The state of Louisiana is initiating a portfolio and scenario based testing program for EMT, similar to what the NREMT implemented for paramedic. The program faculty have been working on the changing the curriculum to comply with the new requirements.

The BPCC Phlebotomy Program has been approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) from 2017-2021. The pass rate for the program on the ASCP national certification exam was 100% compared to the national pass rate of 90%. Program retention and graduation rates for the last year are 96%. Most of the graduates of the program rated their overall clinical experience as above average to outstanding on the clinical evaluation survey and the graduate survey. Employers expressed satisfaction with the graduates 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 Respiratory Therapy (RT) Program graduated 13 local students as well as 4 distal satellite-site students during the 2017-2018 academic year, 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 (92.3% CRT; 77% RRT) well above the national average. 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.

During 2017-18, the General Science program relocated to the new H building on the BPCC campus. In the new building, faculty utilized smartboards in their courses. Software, laboratory equipment & anatomical models were purchased to support instruction in anatomy and physiology courses in the new building. A combo lecture/lab course was developed for Anatomy & Physiology II (BLGY 231/231L). During the 2017-18 academic year, 64 students earned an Associate of Science degree in General Science and 2 students earned the Louisiana Transfer Degree in Science (ASLT). The General Science Advisory Board met and reviewed the curricula and program learning outcomes for each degree, and viewed the graduate survey results.

During 2017-2018 academic year, the Associate of Science Registered Nursing program graduated 56 students; 48 traditional students and 8 LPN to RN Transition students. The licensure pass rate for the program was 96%, the second highest pass rate on the NCLEX-RN exam in the United States. The national average on the NCLEX-RN was 89% placing the program well above the national average. The standard for the pass rate has been changed from at or above the national average to a minimum of 80%. The employment rate for nursing graduates was 100% for the year. Employers are very pleased with the BPCC nursing student and continue to pursue them for employment. Most graduates’ secured a position before graduation. This year the Student Nurse Association was very active in the community. The group participated in the Susan G. Koman Cancer Walk, raised funds and walked with Team Courtney for the “Up with Downs Buddy Walk”, took part in the Health Fair at Mangum United Methodist
Church, assisted in hosting the “Lifesaver’s Ball, which supports Feist-Weiller Cancer Center, assisted in setting up for the American Cancer Society’s “White Out Ball” and served at the May Nursing Pinning Ceremony reception. The faculty feel the program continues to meet its goal and is well represented in the community.

### STRATEGIC PLANNING

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide faculty and staff with the opportunity to participate in professional growth activities.</td>
<td>100% of Science, Nursing, and Allied Health faculty will successfully meet their identified professional development goals, and all staff will complete a minimum of 3 hours of professional development.</td>
<td>All SNAH faculty and staff met the goals for professional development.</td>
<td>Information gained through professional development will be utilized to enhance division operation and effectiveness.</td>
<td>Provide opportunities and resources for faculty and staff continued participation in professional development opportunities.</td>
</tr>
<tr>
<td>Complete comprehensive program reviews of identified programs and utilize assessment results to formulate program enhancement strategies.</td>
<td>Submitted program reviews for the Pharmacy Technician, Phlebotomy, Medical Office Specialist, and Surgical Technology programs.</td>
<td>A comprehensive program review was completed for the Pharmacy Technician, Phlebotomy, and Surgical Technology programs.</td>
<td>The program review process identified areas in need of enhancement. Strategies were implemented to address the identified areas.</td>
<td>Implement strategies and track resulting assessment data changes to determine whether changes resulted in program improvements.</td>
</tr>
<tr>
<td>Increase the number and quality of courses offered in an online format.</td>
<td>Number of course sections offered, number of students enrolled, and number of courses identified as Quality Matters ready.</td>
<td>Two additional courses, BLGY 202 and SCI 101, were redesigned to ensure alignment with QM standards</td>
<td></td>
<td>Increase the number of courses that meet the QM standard.</td>
</tr>
<tr>
<td>Submit all documentation and meet all criteria to maintain accreditation</td>
<td>Documentation of continued accreditation</td>
<td>All SNAH programs which are eligible for</td>
<td></td>
<td>Continuously monitor accreditation standards and</td>
</tr>
</tbody>
</table>
of all eligible programs.

accreditation met all
standards and
submitted all necessary
paperwork to maintain
full accreditation.

were made in
programs, based on
standards and
guidelines
established by the
accrediting agency,
as necessary to
maintain
accreditation.

make changes to programs, as
needed to maintain
accreditation.

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<tr>
<td>Implement 3 recruiting activities specific to the paramedic, pharmacy technician and medical assistant programs.</td>
<td>Documentation of completion of recruiting activities</td>
<td>To recruit students into the paramedic program, the program director visited local fire services and area high schools to recruit students. The medical assistant and pharmacy technician program directors utilized &quot;Inspire&quot; software to reach out to all declared majors encouraging them to register for courses.</td>
<td>Based on enrollment figures as of July 31, 2018, enrollment in the Paramedic and Medical Assistant programs has increased, while enrollment in the Pharmacy Technician Program has decreased, compared to program enrollment for fall 2017.</td>
<td>Implement strategies to increase enrollment in all programs offered by the Division.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

(1) Provide opportunities for faculty and staff participation in professional development opportunities.
(2) Faculty and staff engagement in community service to promote the mission of the College.
(3) Ensure continued compliance with standards to maintain accreditation of eligible programs and pursue accreditation of additional programs, if possible.
(4) Implement strategies to increase student success in online courses.
DIVISION SUMMARY

The mission of the Division of Technology, Engineering and Mathematics is to provide quality educational opportunities in four discipline areas. In the area of technology, students will learn innovative techniques and upcoming trends in computer systems, programming, networking and security. The discipline of engineering will provide students with a foundation to design and build solutions for the problems of tomorrow. In the concentration for mathematics, students will increase their quantitative understanding of concepts relevant to their area of study. Energy, construction, and industrial technologies relate theoretical concepts to the actual production of goods and services using technologically advanced equipment and processes. All discipline areas strive to align curriculum with national certifications and prepare students for joining tomorrow's workforce.

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<tbody>
<tr>
<td>Strengthen educational programs and services to maximize student development and satisfaction through purchase of equipment and/or technology that aligns with employer expectations.</td>
<td>Amount of equipment and technology purchased to support TEM programs and successful upgrade to three cyber computer labs.</td>
<td>$15,000 - Total spent on equipment and technology to support TEM programs and successful upgrade to three cyber computer labs. (15,000 for two Dell PowerEdge Servers)</td>
<td>Continue to use grant funding to improve equipment and labs</td>
<td>Partner with Computer Services VDI upgrades to increase interest in our Virtualization class for the Sys Admin program.</td>
</tr>
<tr>
<td>Participate in regional and local education events pertaining to</td>
<td>Number of events attended by faculty and staff and number</td>
<td>&quot;35 - Number of educational/recruiting events</td>
<td>Continue to attend events</td>
<td>Continue to attend events and find new events</td>
</tr>
<tr>
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</tr>
<tr>
<td>STEM initiatives to recruit new students</td>
<td>of new events attended by faculty and staff</td>
<td>events attended by faculty.</td>
<td>11 - Number of new events&quot;</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Participate in regional and local educational events to recruit students for STEM programs</td>
<td>Number of faculty and staff attending new events</td>
<td>17 - Number of faculty and staff attending new educational/recruiting events</td>
<td>Continue to attend events in the community</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Implement Process Technology (PTEC) curriculum approved by the LCA for Oil and Gas Process Technology AAS Program</td>
<td>Number of students enrolled in the new PTEC concentration by end of Spring semester 2018</td>
<td>41 - Total number of students enrolled in AAS Oil and Gas Technology and AAS Oil and Gas Production Technology program at the beginning of Fall 2018. (increased from 40 to 41 students).</td>
<td>Increase marketing campaign and recruitment activities</td>
<td>Send faculty and program coordinator to the NAPTA conference this fall. Ramp up marketing strategies and recruitment.</td>
</tr>
<tr>
<td><strong>Department Measurable Strategy</strong></td>
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<td><strong>Strategy(ies) for the Future</strong></td>
</tr>
<tr>
<td>Implement new dual enrollment opportunities for Network Security</td>
<td>Number of students enrolled in new dual enrollment courses in Network Security</td>
<td>&quot;0 - Number of students enrolled in dual enrollment courses in Network Security</td>
<td>Continue with dual enrollment Programming courses and shift focus to the state initiative to have the dual enrollment online offerings in Programming.</td>
<td>Work to establish the Programming dual enrollment program since BPSTIL is not offering or pushing Network Security dual enrollment.</td>
</tr>
<tr>
<td><strong>Department Measurable Strategy</strong></td>
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<td><strong>Strategy(ies) for the Future</strong></td>
</tr>
<tr>
<td>Maximize personnel, fiscal, and</td>
<td>Number of professional</td>
<td>135 - Number of</td>
<td>Continue to</td>
<td>Encourage faculty to utilize</td>
</tr>
</tbody>
</table>

17 - Number of faculty and staff attending new educational/recruiting events

Strategy(ies) for the Future

Send faculty and program coordinator to the NAPTA conference this fall. Ramp up marketing strategies and recruitment.

Strategy(ies) for the Future

Work to establish the Programming dual enrollment program since BPSTIL is not offering or pushing Network Security dual enrollment.

Strategy(ies) for the Future

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

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<tr>
<td>Promote institutional effectiveness through streamlining division processes.</td>
<td>Evaluation of learning outcome data by each program after every academic year and assessment of survey data collected from surveys.</td>
<td>&quot;98% - Percentage of learning outcomes across all programs that were rated as &quot;excellent&quot; or &quot;very good&quot; or &quot;good&quot; by graduating students. 76% - Percentage of learning outcomes across all programs that were rated as &quot;excellent&quot; or &quot;very good&quot; or &quot;good&quot; by graduating students.&quot;</td>
<td>Continue to encourage assessment and learning outcome data analysis.</td>
<td>Hold workshops for faculty using examples from Summer Institute to encourage a more successful practice of closing the loop with learning outcomes.</td>
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<tr>
<td>Develop partnerships with industry partners to support programs and maintain existing partnerships.</td>
<td>Increase in attendance of advisory board members for each program.</td>
<td>43 - Total number of non-BPCC advisory board members across division programs (increased from 42 to 43 for applicable programs holding board meetings both years).</td>
<td>Continue to stay informed of new partners in the area and networking events.</td>
<td>Continue community and industry outreach. Have program support and program directors meet with or update industry partners on a regular basis.</td>
</tr>
</tbody>
</table>
Division of Business Affairs
## DIVISION SUMMARY

### STRATEGIC PLANNING

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<tr>
<td>Provide professional development opportunities.</td>
<td>Documentation of professional development workshops attended.</td>
<td>Achieved</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Monitor the purchase process of acreage west of campus.</td>
<td>Documentation of the acquisition of 22.4 acres west of campus.</td>
<td>Not achieved</td>
<td>Project vetoed by Governor</td>
<td>Resubmit project</td>
</tr>
<tr>
<td>Provide a secure campus for faculty, staff, and students.</td>
<td>Number of reported incidents; documented scheduled security patrols and mock exercises.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance campus services.</td>
<td>Documented improvement in campus services.</td>
<td>Achieved</td>
<td>Excellent services</td>
<td>Continue</td>
</tr>
</tbody>
</table>

**Assessment Outcomes**
- Continue
- Better work environment
- Resubmit project
- None
**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 presents situations from escalating.

All BPCC police officers are commissioned by the State of Louisiana. Our division has 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.

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<tbody>
<tr>
<td>Provide campus-specific training to officers</td>
<td>Documentations of training received by officers.</td>
<td>All officers working for Bossier Parish Community College are versed in police procedures and applicable laws.</td>
<td>Documentation of training received by officers.</td>
<td></td>
</tr>
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</tr>
<tr>
<td>Evaluate the Emergency Notification System</td>
<td>Documentations of evacuations of the campus.</td>
<td>The Emergency Notification Systems &quot;Cavs Alert&quot; is used by faculty, staff, and students for notifications of school emergencies and closures.</td>
<td>Assessment complete.</td>
<td>Evaluate the Emergency Notification System.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

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

The mission of the Computer Services Department is to support, encourage and enhance the use of technology by faculty, staff and students by providing planning, budgeting and leadership for technology; and by administering the College's technical support units. These units will provide technical infrastructure, College web site maintenance, programming, training, design, consulting, and leadership for technology. In addition, the mission of the Technical Support Services (TSS) is to manage and operate College-wide information systems and to coordinate support for the College information infrastructure in order to meet the academic and administrative computing needs of the College. The services that TSS provides include help desk, email, web server(s), academic server, database, IT security, and knowledge management services.

STRATEGIC PLANNING

<table>
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<tr>
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<tbody>
<tr>
<td>Implement Phase 1 of disk to disk back up/disaster recovery solution.</td>
<td>Stand up of onsite backups.</td>
<td>No longer use removal magnetic media for backup/disaster recovery.</td>
<td>We have moved to a disk backup system using the Commvault software suite and newly purchased NAS hardware. Stood up remote site located at Delta for disaster recovery.</td>
<td>Continue to support and upgrade disk backup solution to accommodate growth at College.</td>
</tr>
<tr>
<td>Implement web based application to replace obsolete VMS/SIS</td>
<td>Discontinue use of old system while allowing access to server and SIS software</td>
<td>Retire VMS (Omega)</td>
<td>Server has been BF-11. SIS data and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Continue to support and add functionality as needed to</td>
</tr>
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</tr>
<tr>
<td>Participate in professional development opportunities</td>
<td>Number of professional development opportunities in which the individuals participate.</td>
<td>Staff attended Microsoft, Cisco, VMWare and Banner professional development.</td>
<td>Staff is more knowledgeable and better able to successfully perform duties.</td>
<td>Continue to participate in professional development opportunities.</td>
</tr>
<tr>
<td>Demonstrate accountability of Computer Services Department through submission of internal reports.</td>
<td>BPCC report card, ERP online audit reports and Service Desk reports.</td>
<td>1. N/A 2. Monitored results 3. Monitored results 4. Monitored results</td>
<td>1. N/A 2. Addressed any issues identified from statistics report. 3. Addressed any issues identified from audit reports. 4. Addressed any issues identified from Service Desk reports.</td>
<td></td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Computer Services will finalize server room and electrical/space modification to improve environment conditions.  
Computer Services will begin procurement and installation of phase 1 VDI project.  
Computer Services will continue to 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 SUMMARY

The Department of Environmental Health and Safety has continued to develop delivery of the various required safety training classes over the 2017-2018 year. 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 91.88% out of 100% providing the College with a significant rebate on the price of insurance coverage.

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<tbody>
<tr>
<td>Maintain compliance with the State Office of Risk Management.</td>
<td>Audit report that is provided after the annual inspection.</td>
<td>Audit report was 91.88% out of 100%. Passing grade is 70%</td>
<td>None</td>
<td>Continue to stay in compliance with the Office of Risk Management.</td>
</tr>
<tr>
<td>Maintain compliance with the State Fire Marshall's Office</td>
<td>Record of deficiencies found on the annual inspection report.</td>
<td>There were minimal deficiencies found during the Fire Marshall inspection. All of the deficiencies found were corrected within the 30 days allotted by the Fire Marshal's office.</td>
<td>None</td>
<td>Continue to repair deficiencies found during the Fire Marshal inspection to stay in compliance with the State Fire Marshal's Office.</td>
</tr>
<tr>
<td>Increase the number of successful deliveries of safety training via</td>
<td>The number of signatures by department increased.</td>
<td>We have consistently increased the number</td>
<td>None</td>
<td>Continue to deliver the required safety trainings via</td>
</tr>
<tr>
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</tr>
<tr>
<td>Conduct rigorous inspections to identify potential physical and litigious hazards.</td>
<td>Records of all inspections and associated correspondence requesting corrective actions.</td>
<td>Inspections are performed quarterly on all structures at the College.</td>
<td>None</td>
<td>Continue to perform inspections to stay in compliance with the Office of Risk Management.</td>
</tr>
<tr>
<td>Continue to attend the required training to be a Safety Representative for the College.</td>
<td>Certificates of completion.</td>
<td>All certificates have been obtained for this time period.</td>
<td>None</td>
<td>Continue to stay current on certifications to be in compliance with the Office of Risk Management.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Continue to deliver and document the required safety training and documents.
Strive for a higher percentage of employees receiving safety training and documents.
Address safety issues to reduce the number of accidents and incidents.
Train each employee at high risk for Blood Borne Pathogens.
DIVISION SUMMARY

The Finance Department has lost its Fiscal Analyst and those duties have been redistributed to other staff. We are presently looking to restructure once again with the re-creation of the Comptroller position and including an Administrative Assistant. Once this has been implemented, the entire department's job descriptions will be evaluated and duties redistributed to ensure adequate segregation of duties.

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.

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<tr>
<td>Educate Faculty and Staff in Banner access through both Self-Service and the new Banner XE.</td>
<td>Number of BPCC employees provided guidance by Finance Department staff.</td>
<td>The need for specific training of new employees has dropped with the retention of staff; however, with the implementation of the new Banner XE training is still required.</td>
<td>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.</td>
<td>The Finance Department will always be available to other areas of the College to improve understanding and functionality of the Banner Finance and A/R modules.</td>
</tr>
<tr>
<td>Update the Finance Policies and</td>
<td>Updated Finance Policies and</td>
<td>Work continues on this</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Updated Finance Policies and</td>
<td></td>
<td></td>
<td>Each section in the Finance</td>
</tr>
</tbody>
</table>
Procedures to conform to Banner XE. Procedures accurately conform to Banner XE. strategy but remains incomplete, as this is a massive undertaking. Department has been assigned their respective policies and procedures and completion is planned for no later than December 31, 2018.

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<td>Implement new Travel procedures, utilizing more online capabilities and less paper.</td>
<td>Implement new travel procedures by July 2018.</td>
<td>New travel procedures have been partially implemented, as directed by the LCTCS with further modifications upcoming to complete the transition.</td>
<td>Complete the implementation of the new travel procedures once the LCTCS provides the final guidance.</td>
</tr>
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<td>Identify and/or expand cost-saving methods for the College.</td>
<td>Report of cost-savings to the Executive Vice Chancellor for Administration.</td>
<td>Periodically, as specific savings opportunities came to light, they were discussed with the Executive Vice Chancellor, and when deemed appropriate, implemented</td>
<td>Continued assessment for cost-savings measures.</td>
</tr>
</tbody>
</table>

**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, to include Cash Reserves.
Division of Business Affairs
Human Resources

DIVISION SUMMARY

The Human Resources department achieved most of the goals set for the 2017-2018 Strategic Planning year. The implementation of the use of Banner XE within the HR/payroll process is offered as an option to users but has not been fully implemented. Implementation of an electronic process for leave requests is in process but delayed due to the system-wide implementation of uniformed agreement forms for faculty. The HR Director and HR Staff reviewed several vendors with electronic On-Boarding software during this fiscal year but none implemented. Civil Service conducted a Drop In review audit in January 2018 and the HR department received a few rule and documentation violations and one PES violation. In December, the College provided a lump sum performance adjustment to unclassified staff for fiscal year 2017-2018. Civil Service introduced a Compensation ReDesign Plan that affect the rule for the annual merit for classified employees. The rule changes mandated a market adjustment and salary adjustment to classified employees effective January 2017. The HR Director met with the LCTCS HR Peer Group several times to discuss the Leave policy revisions. The College purchased a subscription to PayScale, a compensation software vendor, to begin work toward a compensation strategy plan. An employee benefit fair was held in October to correlate with benefits annual enrollment and free flu shots were offered. BPCC purchased an Employee Assistance Plan through a vendor for use by employees and their dependents. 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 assisted employees with annual mandatory ethics and sexual harassment prevention training and new hire orientation.

The full implementation of Banner XE payroll module is delayed until issues are resolved through Ellucian. The HR Staff is trained on the use of Banner XE. The HR staff and Computer Services staff worked together to discuss the new uniformed faculty contracts to be implemented college-wide. The goal is to utilize an electronic web-based system to track and provide faculty contracts through an electronic workflow and approval process. This process will be implemented for Spring 2019. The implementation of an electronic process for leave requests is in process through Ellucian and LCTCS HR/Payroll. The implementation of electronic leave requests is schedule for the 2018-2019 fiscal year. The HR Director was instrumental in the design of the new uniformed faculty contracts used LCTCS system wide. The HR Director and HR staff participated in several vendor demonstrations of electronic On-Boarding software systems. BPCC HR provided LCTCS HR with their selection of the best On-Boarding software for our College. The project was stalled with LCTCS until further notice.

Civil Service conducted a Drop In review audit in January 2018. The Drop In review audit of personnel transactions were reviewed for compliance
with Civil Service Rules and completeness of required documentation. Rule violation was cited for one record due to a copy of transcript instead of the original, statement of certification of compliance not included with appointing authority signature for one record and a PES evaluation was not done for an employee that had less than 30 days of employment.

The HR Director volunteered to participate on the LCTCS HR committee to review and make suggestions related to the LCTCS Leave Policy revisions. During the fiscal year, the HR Director met with other committee members several times via teleconferencing. The LCTCS Leave Policy revisions have not been approved by LCTCS Board of Supervisor. Work on this policy’s revision will continue into the next fiscal year.

The College purchased a subscription to PayScale, a compensation software vendor, to begin work toward a compensation strategy plan. Once the HR Director received training, the data was uploaded into the compensation software. A compensation strategy was determined by the Chancellor and applied to the software product. Market analysis was received on all BPCC positions and reviewed. A draft Compensation Strategy Plan document was created by the HR Director and edited as needed by the Chancellor and other appropriate staff. The plan was reviewed by LCTCS System President and implementation is scheduled for Fall 2018.

Catapult health checks were scheduled for health insurance participant employees during the months of February and March 2018. All available appointment slots were fully booked. 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 2017 for full-time employees to visit with voluntary insurance providers. Several voluntary insurance providers and ORP meetings were scheduled on campus throughout the fiscal year to meet with employees individually. Also, free flu shots were offered to full-time employees with insurance membership or discounted to employees without insurance memberships.

BPCC purchased an Employee Assistance Plan through ESI, a vendor, for a two year contract. The EAP is web based and is available to all employees and their dependents. The plan is completely anonymous. It provides assistance and information for all work / life situations. Marketing the program to employees has been a struggle but word of mouth is beginning to increase use by employees.

The College had sixty-one full-time positions vacant during the 2017-2018 planning year. Human Resources staff assisted hiring supervisors in filling the positions with thirty-five new hires, ten promotions and seven lateral moves. Many vacant position duties were merged into current encumbered positions to better utilize current workforce and reduced labor costs. Six positions were eliminated due to grant project and funding ending. The College had thirty full-time employees leave employment at BPCC during the fiscal year. Five new positions were created; two in Student Services, two in Economic and Workforce Development and one in Business Affairs. A total of 131 adjuncts were employed during the academic year. A total of fourteen New Hire orientations were conducted by HR staff.

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 Peer Group meetings, On-Boarding vendor demos and webinars, LCTCS Leave sheet Web system Mtg., PayScale training and webinars, Higher Ed Seminar, SCT App training, Studer Exec Committee, ORM Annual Conference, Webinar-Delivery Engaging, Informative and Impactful training, Webinar-Facing the Challenges of DOE’s Recent Title IX Changes, Webinar-Generation X and Millennials at Work, Webinar-Unemployment 101, Legal Workshop, Webinar-Pay Equity Movement, Webinar-Back to the Future: Performance
Management, State Travel Card training and annual training-Sexual Harassment Prevention and Ethics.

Shannon Jones, HR Assistant Director – TRSL Employer training, LASERS webinar, OGB Annual Enrollment Meeting, OGB Webinar, LCTCS Annual Conference, SCT App training, CPTP training- Professionalism in the Workplace; Mentoring in the Workplace; Inspirational Leadership; Organizational Dynamics; Continuing Ed PY 16-17, CPTP Strategic Alignment, and annual training-Sexual Harassment Prevention and Ethics.

Christina Hughes, HR Analyst 1- OGB webinar, LCTCS Annual Conference, Computer Services training, SCT App training, FMLA training, TRSL webinars-Eligibility & Enrollments; ORP; Retirement Options; Return To Work; Social Security Offset, LASERS webinar, OGB Annual Enrollment Meeting, and annual training-Sexual Harassment Prevention and Ethics.

Martha Silva, HR Analyst 1- LCTCS Annual Conference, Blood Borne Pathogens training, I-9 training, Defensive Driving training, I-9 Overview training, LASERS Your Retirement webinar, PES Basics and Planning Process, CPTP Family Medical Leave Act training and annual training-Sexual Harassment Prevention and Ethics.

Mandy Cole, HR Administrative Coordinator 3- LCTCS Annual Conference, I-9 webinar, Studer Steering Committee, inter-department cross training and annual training-Sexual Harassment Prevention and Ethics.

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.

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<tr>
<td>Implement the use of Banner XE within the HR/payroll process.</td>
<td>1. Trained HR staff on Banner XE HR/payroll process 2. Successful payroll run in “test” environment 3. Use of Banner XE by HR staff</td>
<td>1. Trained HR Staff 2. Payroll run in “test” environment was not successful. 3. LCTCS worked with Ellucian to resolve issues before Banner XE implementation.</td>
<td>HR Staff continues to use Banner to run payrolls until Banner XE implementation.</td>
<td>Standby for Banner XE implementation scheduled for January 2019.</td>
</tr>
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</tr>
<tr>
<td>Provide opportunities to recruit qualified candidates.</td>
<td>1. Electronically posted position announcements. 2. Attendance record from job fairs.</td>
<td>1. Electronic posted positions. 2. HR Staff did not attend job fairs.</td>
<td>None.</td>
<td>Provide ways to attract qualified candidates.</td>
</tr>
<tr>
<td>Provide informational meetings for employees regarding benefits and HR processes/policies.</td>
<td>Attendance records from meetings.</td>
<td>1. Employees were provided necessary information related to their job duties.</td>
<td>None.</td>
<td>Review processes to determine necessary meetings for employees.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

1. Fully implement Banner XE within the payroll process  
2. Provide flu shots 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. Develop a Rewards and Recognition plan for classified and unclassified employees.
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 2,100 work orders that include maintenance requests, HVAC requests, key requests, and vehicle requests. The new STEM Building was added this year and incorporated into all of our services.

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<tr>
<td>Expand use of College Website for all maintenance requests from faculty and staff.</td>
<td>Maintenance Requests that are submitted online from the Physical Plant webpage.</td>
<td>A new Help Desk was added that allows better tracking and less room for error.</td>
<td>Continue to promote the Maintenance Request system.</td>
<td></td>
</tr>
<tr>
<td>Ensure that the staff of the Physical Plant Department complete their Sexual Harrassment and Code of Ethics Training when required.</td>
<td>The certificate of completion.</td>
<td>All certificates were received.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the College grounds and landscape maintenance performed by an outside vendor to ensure a positive and welcoming learning environment.</td>
<td>Staff are assigned to oversee &amp; document the maintenance of the grounds through an outside vendor.</td>
<td>The grounds have been maintained satisfactorily during this year.</td>
<td>Continue to ensure that the staff of the Physical Plant Department complete their Sexual Harassment and Code of Ethics Training when required.</td>
<td></td>
</tr>
</tbody>
</table>

**Department Measurable Strategy**

- Expand use of College Website for all maintenance requests from faculty and staff.

**Performance Indicators**

- Maintenance Requests that are submitted online from the Physical Plant webpage.

**Assessment Results**

- A new Help Desk was added that allows better tracking and less room for error.

**Changing Based on Strategy(ies) for the Future**

- Continue to promote the Maintenance Request system.

**Assessment Outcomes**

- None
Department Measurable Strategy | Performance Indicators | Assessment Results | Changes Based on Strategy(ies) for the Future
--- | --- | --- | ---
Promote awareness of the electronic form for all key requests submitted by faculty and staff through campus wide email at the beginning of fall and spring semesters. | The number of key requests received and acted upon are totaled through the campus email software. | There were 230 key requests submitted and fulfilled this year. | Continue to promote awareness of the electronic form for all key requests submitted by faculty and staff through campus wide email at the beginning of fall and spring semesters. |

Department Measurable Strategy | Performance Indicators | Assessment Results | Changes Based on Strategy(ies) for the Future
--- | --- | --- | ---
Evaluate the efficiency in the method of prioritizing maintenance requests submitted by faculty and staff. | Results of the BPCC Report Card. | The BPCC Report Card was eliminated for this year so we have no assessment results. | Continue to evaluate the efficiency in the method of prioritizing maintenance requests submitted by faculty and staff. |

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Maintain the HVAC system to have it operate as efficiently as possible.
Address cosmetic and structural deficiencies to provide a more pleasant work/learning environment.
Work closely with the Custodial Vendor to ensure that faculty, staff, and students are pleased with the cleanliness of the campus.
Work with the Grant Department to find solutions to make the campus more energy efficient.
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<tr>
<td><strong>Provide professional development opportunities for staff.</strong></td>
<td>Number of professional development opportunities attended by staff.</td>
<td>Zero attendance</td>
<td>Encourage staff to attend at least 1 - 2 professional development opportunities</td>
<td>Continue to encourage attendance of the professional development opportunities that are offered.</td>
</tr>
<tr>
<td><strong>Assist faculty and staff with processing of the following: Requisitions, Purchase Orders, Receiving Reports, Contracts, and Check Requests.</strong></td>
<td>Number of people that request training sessions and/or follow up training sessions.</td>
<td>5 Request and 2 follow up training.</td>
<td>Additional training continues to be provided for the Purchasing Dept. required forms.</td>
<td>Continue to assist faculty and staff with the processing of forms required by Purchasing.</td>
</tr>
<tr>
<td><strong>Educate faculty and staff in Banner Self-Service System on the Purchasing modules.</strong></td>
<td>Number of BPCC employees trained by Purchasing Department staff.</td>
<td>3 Trained</td>
<td>Additional training continues to be provided for the Banner Software.</td>
<td>Continue to assist faculty and staff with the Banner Software.</td>
</tr>
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</tr>
<tr>
<td>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.</td>
<td>Log of deliveries</td>
<td>Each item received was logged, delivered and signed by receiver on a daily basis.</td>
<td>Log of deliveries continues to keep track of all items received and delivered.</td>
<td>A delivery log will continue to be used.</td>
</tr>
<tr>
<td>Updating Contract &amp; Procurement Forms on the BPCC Website.</td>
<td>New forms on BPCC Website</td>
<td>Forms provided on Website very helpful when explaining required information needed for processing</td>
<td>No Changes</td>
<td>Website forms will continue to be updated.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**
Division of Economic Development
DIVISION SUMMARY

During the 2017-18 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 fueling our economy and workforce, BPCC's Economic and Workforce Division works with the Louisiana Workforce Commission, Louisiana Economic Development, 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 Chamber of Commerce, the Minden Chamber of Commerce, the Strategic Action Council, the Small Business Development Center, the BioMedical Research Foundation, and represents BPCC in the North Louisiana Ready2Work initiative.

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

Through Workforce, 31 training grants were written and approved this year, 6 were written and approved for 2018-19 implementation, and 4 more are being written. 5,170 individuals have been trained through training grants during 2017-18 with 2,393 of those unduplicated, a 70% increase over the previous year. BPCC Workforce Solutions received 100% Customer Satisfaction as reported by training grant employers.

Continuing Education completed customized training for Martin Specialty Coating, UOP Honeywell, Boomtown Bossier, Bossier Parish School Board, Acadiana Security Plus, and Ternium. Industry specific courses included Industrial Readiness Training, Food Safety Certification, Real Estate 90 hour pre-licensing program, Certified Nurse Assistant Training, Notary Public, Paralegal Certification, OSHA, Louisiana Contractor's Accreditation Institute Business Law, Property and Casualty Insurance pre-license and Life and Health Insurance pre-license. Enrollment in non-credit courses for 2017-18 was 723 with 669 unduplicated, showing a decrease of 35% from the previous year.
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 5,992 to 6,727. The 12.27% increase in testing activity was 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 $81,238 to $86,464, an increase of over 6.4%.

Test services are available to the general public as well as BPCC students and students attending other colleges. High-stakes testing at BPCC provides opportunities to earn industry-based certifications and credentials needed for success in the workforce. DANTES-funded CLEP and DSST testing was provided to over 1,100 active duty military at Barksdale Air Force Base enabling them to earn college credit for a wide variety of academic courses. HiSET, Louisiana's high school equivalency test, represents almost 52% of the tests delivered by BPCC’s Testing Center with almost 3,500 HiSET tests delivered, including HiSET tests delivered at Caddo Correctional Center.

The Program for Successful Employment (PSE) provided 40 educational units to 20 unique students with disabilities as defined by WIOA. Nine of those are taking BPCC academic courses with five of those for credit. PSEs most significant accomplishment this year was beginning the Comprehensive Transition Program (CTP) and collaborating with Admissions, Academic Programs, and Financial Aid to ensure SACSCOC requirements for programs eligible for financial aid were in place prior to the accreditation visit. Another PSE accomplishment includes the incorporation of SkillsUSA Foundations Training into the PSE program with PSE students earning two gold medals at State Competition and representing BPCC at SkillsUSA National Competition. Additionally, the van funded by the Beaird Foundation for PSE began transporting students.

College Transition Programs (CTP) focused on expanding our service area and increasing access to post-secondary programs in 2017-2018. English Language and Spanish High School Equivalency classes began in Southern Hills, through a partnership with Summer Grove Baptist Church. High School Equivalency, Basic Computer Skills, and Job Readiness were offered in Cedar Grove through our partnership with Common Ground of Shreveport. Conversations with the Northwest Louisiana Baptist Association continue in an effort to further expand English Language Learners' services by pooling together the congregations and resources of community-based churches throughout the multi-parish region. Staff worked diligently to increase enrollment over the previous fiscal year and to identify potential partner organizations. This effort resulted in two new partnerships this year, three potential new partner organizations for next year, and a flurry of direct referrals to all of CTP services. All new and potential partnerships cover high school equivalency preparation, English language, and College and Career Pathways services. The Integrated Education and Training project allowed High School Equivalency and English Language students to co-enroll in Certified Nursing Assistant (CNA) classes and Google IT certification while continuing to build basic skills. 100% of CTP's dual-enrolled CNA students who completed the CNA program secured full-time employment positions with local health care service providers.

### STRATEGIC PLANNING

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<tr>
<td>Develop and nurture partnerships with business and industry, economic development</td>
<td>1. Number of new partnerships; 2. Number of preferred</td>
<td>1. Partnerships have increased from 191 in 2016-17 to 351 in 2017-</td>
<td>Celebrate growth with staff</td>
<td>Review BPCC's non-eligible business partner list for the college and develop a</td>
</tr>
</tbody>
</table>
organizations, community organizations, high schools, and other post-secondary institutions to meet Our Louisiana 2020 goals of a 10% increase. Training provider partnerships; and, 3. Number of businesses identified as offering tuition assistance programs to their employees.

18, reflecting an increase of 149% over the previous year; 2. 25 businesses have been identified to target for preferred training provider partnerships; and, 3. Nine students were enrolled in BPCC’s TDP for Spring 2018 from AT&T Mobility, Bossier City Marshal’s Office, Calumet Specialty, Capital One Bank, Chubb Insurance, CSRA (2), Louisiana Association of the Blind, and Willis-Knighton. 1,254 businesses have been identified as potentially offering Tuition Assistance Programs (TAP) to date with 162 complete [which means that we have a business name, contact person, contact information, a description of their TAP criteria and process (as much as they will provide), and BPCC TDP info has been shared] and 190 in process; 902 businesses have been identified responsible and encourage continued success to benefit BPCC and our Division. "target" list for expansion of businesses with 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.
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<tr>
<td>Provide professional development opportunities for staff.</td>
<td>Number of professional development opportunities attended.</td>
<td>Staff attended professional development opportunities outside of BPCC, but those outside of BPCC were limited due to budget constraints and limited staffing.</td>
<td>Professional Development is an integral part of an employee’s growth and maintaining a productive BPCC employee. Workforce Development and Continuing Education will continue to provide opportunities for professional development to its employees when budget and personnel constraints allow.</td>
<td>Continue to offer and provide professional development through participation in local, regional, and national workforce training and development organizations.</td>
</tr>
<tr>
<td>Evaluate the success of the Program for Successful Employment.</td>
<td>1. Number of students enrolled; 2. Number of students enrolled in credit courses; and 3. Number of students employed.</td>
<td>1. Classroom Training Units/Unique Students enrolled: In 2017-2018, 40 training units were provided to students with disabilities, as defined by WIOA, in pre-employment transition skills. (20 unique individuals). In 2016-2017, 30 training units were provided to students with intellectual disabilities.</td>
<td>Continue to partner with Louisiana Rehabilitation Services and BPCC Student Services to improve student outcomes and acceptance on campus.</td>
<td>While working to increase the number of PSE students enrolled in BPCC, increase the number of PSE students in credit courses while expanding student access to industry-based credentials and career employment.</td>
</tr>
</tbody>
</table>
(ID) and/or autism spectrum disorder (ASD) in pre-employment transition skills. (15 unique individuals);
2. Academic Enrollment: In 2017-2018, 9 unique students (Up from 3) with ASD or ID received PSE support and enrolled in typical academic classes. Four were on the CTP track allowing audit due to ID;
3. Internships: in 2017-2018 PSE placed 12 unique students (up from 11) in 12 internships (Down from 17 due to more successful placements.);
Employed: In May of 2017-2018, of the students served through the school year, 6 PSE students were employed – although not all have completed the program (same number as previous year).
## Department Measurable Strategy
Evaluate the success of the Testing Center.

### Performance Indicators
1. Number of test options;  
2. Number of tests delivered;  
3. Revenue earned.

### Assessment Results
1. The number of individual tests offered in the Testing Center is 3,884;  
2. Number of tests delivered: 6,727 (1,275 at BAFB and 5,452 at BPCC);  
3. Revenue earned: $86,464 ($30,915 at BAFB and $55,549 at BPCC).

### Changes Based on Assessment Outcomes
Continue to seek ways to expand and grow BPCC's Testing Center to meet the needs of our local economy and workforce.

### Strategy(ies) for the Future
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.

## Department Measurable Strategy
Evaluate the success of Workforce Development and Continuing Education.

### Performance Indicators
1. Number of students enrolled;  
2. Revenue earned.

### Assessment Results
1. Enrollment in non-credit courses for 2017 was 723 with 669 unduplicated. Corporate Training was strong with 239, of which 171 were unduplicated.  
2. Net Revenue earned was $257,368.20, a decrease of $52,434.18.

### Changes Based on Assessment Outcomes
With course enrollment in a decline, continue to focus on new continuing education offerings, continuous web marketing, and corporate and BPCC training within IWTP grants to increase the non-credit courses offered through the division.

### Strategy(ies) for the Future
Track overall enrollment in non-credit courses as well as net revenue earned.

## Department Measurable Strategy
Evaluate the success of the College Transition Program.

### Performance Indicators
1. Number of students enrolled;  
2. Number of students passing the HiSET;  
3. Number of CTP students enrolled in credit courses.

### Assessment Results
1. CTP student enrollment increased from 1,529 in 2016-17 to 1,789 in 2017-18, representing a 17% increase;

### Changes Based on Assessment Outcomes
No changes recommended.

### Strategy(ies) for the Future
Continue current strategies while investigating additional opportunities.
2. The number of CTP students passing the HiSET increased from 196 in 2016-17 to 203 in 2017-18, a 4% increase;
3. Post-secondary enrollment from CTP was 164 FY16-17 and 229 FY17-18, a 39.6% increase.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Incorporate the Louisiana Small Business Development Center Northwest Central Region into the Division for Economic and Workforce Development;

2. Host the Upstate Rising Conference and expand its branding as an opportunity for collaborative conversations on the economic benefit of “placemaking;”

3. Provide leadership for the ACT Work Ready Community Initiative;

4. Provide leadership for the Studer Strategic Planning Process within my Division.
DIVISION SUMMARY

Workforce Development and Continuing Education developed and delivered workforce programs for the purpose of providing Louisiana individuals and businesses with 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, Boomtown Bossier, Bossier Parish School Board, Acadiana Security Plus, and Ternium. Industry specific courses included Industrial Readiness Training, Food Safety Certification, Real Estate 90 hour pre-licensing program, Certified Nurse Assistant Training, Notary Public, Paralegal Certification, OSHA, Louisiana Contractor's Accreditation Institute Business Law, Property and Casualty Insurance pre-license and Life and Health Insurance pre-license.

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<tr>
<td>Grow enrollment by developing courses that meet the needs of business/industry and the community.</td>
<td>1. Overall enrollment 2. Net revenue earned.</td>
<td>1. Enrollment in non-credit courses for 2017 was 723 with 669 unduplicated. Corporate Training was strong with 239, of which 171 were</td>
<td>With course enrollment in a decline, continue to focus on new continuing offerings, continuous web</td>
<td>Track overall enrollment in non-credit courses as well as net revenue earned.</td>
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Department Measurable Strategy
Pursue IWTP grants and other funding opportunities to meet the demands of the workforce and community.

Performance Indicators
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.

Assessment Results
1. Thirty-one (31) IWTP grants were written, approved and active during 2017-18; Six (6) grants were written, approved and will be active in 2018-19. Four (4) grants are in the writing process. One (1) Rapid Response grant was approved for Expanding Work-Based Learning Experience Programs.
2. Number of IWTP participants trained during the fiscal year from IWTP funds = 5,170, of which 2,393 were unduplicated. An increase of 70% over the previous year.
3. IWTP Customer Satisfaction Reports completed by IWTP grant employers rated our services with satisfaction as marketing, and corporate and BPCC training within IWTP grants to increase the non-credit courses offered through the division.

Changes Based on Assessment Outcomes
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.

Strategy(ies) for the Future
Continue to meet the training needs of employers in Louisiana through the IWTP program as well as other funding programs.
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<td>Raise funds for workforce training scholarships through the 4th Annual BPCC Spring Swing Golf Tournament.</td>
<td>1. Net revenue earned for scholarships. 2. Number of teams participating.</td>
<td>1. Net revenue earned for scholarships was $16,587.37. 2. 15 teams participated, 4 less than 2017. However, the increased revenue for scholarship was $3,601.50, up 45% over 2017.</td>
<td>No changes based on assessment results.</td>
<td>Golf tournament will continue each year, with the goal of always increasing the net revenue and number of teams with each tournament.</td>
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<tr>
<td>Provide resources for professional development through participation in local, regional, and nationwide workforce training and development organizations.</td>
<td>Number of professional development activities attended.</td>
<td>Staff attended professional development opportunities outside of BPCC, but those outside of BPCC were limited due to budget constraints and limited staffing.</td>
<td></td>
<td>Continue to offer and provide professional development through participation in local, regional, and national workforce training and development organizations.</td>
</tr>
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</table>
**Department Measurable Strategy**

Analyze non-credit course and instructor evaluations 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 708 Continuing Education/Camp Cavs/Crappie University evaluations received, 99% (698) felt the course met their expectations with a response of good or excellent, and 98.73% (699) felt the instructor preparedness and presentation were good or excellent.
2. Based on the outstanding evaluation results, no changes were made to current course. 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. If necessary, courses are modified to make improvements.

**Strategy(ies) for the Future**

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

BPCC's Testing Center had an outstanding year with significant increases in testing activity, revenue earned, and the addition of a popular new test service. As a high-stakes testing center, BPCC's Testing Center, including the Barksdale Air Force Base National Test Center, provides test services to BPCC students, students attending other colleges, the general public, and members of the military. While most testers are from Northwest Louisiana, it is not unusual to have testers from other parts of Louisiana or other states since some of the test services offered are only available in a limited number of test centers.

The total number of tests delivered by BPCC's Testing Center grew from 5,992 in 2016-17 to 6,727 in 2017-18, a 12.27% increase in testing activity at the two locations. Combined revenue generated in BPCC's Testing Center and at BAFB National Test Center grew from $81,238 in 2016-17 to $86,464 in 2017-18, an increase of over 6.4%. DANTES-funded CLEP and DSST testing was provided to over 1,100 active duty military at Barksdale Air Force Base enabling military students enrolled at BPCC, Community College of the Air Force, and many other colleges to earn college credit for a wide variety of courses. HiSET, Louisiana's high school equivalency test, represented almost 52% of the tests delivered by BPCC’s Testing Center with almost 3,500 HiSET exams delivered including those delivered at Caddo Correctional Center.

Test services offered by BPCC's Testing Center include Pearson VUE, College Board CLEP, Prometric DSST, Distance Education Proctoring for the National College Testing Association’s Consortium of College Testing Centers as well as students attending other colleges, Castle Worldwide, Siemens, Certiport, NOCTI Business Solutions, Manufacturing Skill Standards Council, Louisiana State Licensing Board for Contractors, HiSET, WorkKeys, Comira, ServSafe, Professional Assessment Network, Association of Technology, and the Management and Applied Technology. The Testing Center staff also administers the paper-based Law School Admission Test, Multi-State Professional Responsibility Exam, and Subject-Based Graduate Records Examination several times each year.

Performance Assessment Network (PAN) was added as a test service in September 2017. Since then, almost one hundred Transportation Security Administration, Federal Bureau of Investigation, U.S. Border Patrol, Immigration and Customs Enforcement and tests for other PAN clients have been delivered. Over sixty I-9 verifications have been completed for a number of different companies. Steps were also completed to add Assessment Systems which will be used occasionally to deliver Certifior and other exams.
BPCC's Testing Center staff strives to provide outstanding customer service to every test candidate and looks forward to opportunities to add new test services that are needed by the populations of testers served.

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<td>Encourage participation in professional development opportunities including certifications required by test services.</td>
<td>1. Number of professional development activities attended. 2. Number of test company certifications completed.</td>
<td>1. Both full-time staff members attended at least two BPCC professional development activities and one professional development conference. 2. Both full-time staff members and part-time staff member completed at least three test company certifications or recertifications.</td>
<td>No change.</td>
<td>Continue current strategy.</td>
</tr>
<tr>
<td>Promote interest in BPCC's Advanced Manufacturing courses and BPCC's Testing Center by submitting application to Manufacturing Skill Standards Council's Manufacturing Assessment Center of the Year Contest.</td>
<td>Results of MSSC Assessment Center of the Year Contest.</td>
<td>BPCC’s Testing Center was named MSSC Assessment Center of the Year.</td>
<td>No changes.</td>
<td>Identify additional opportunities to promote BPCC’s Testing Center and BPCC’s BAFB National Test Center.</td>
</tr>
<tr>
<td>Increase test services at Barksdale Air Force Base to support academic and workforce development</td>
<td>The number of test services added at Barksdale Air Force Base.</td>
<td>WorkKeys and WorkKeys for PTA Program were added to</td>
<td>Identify additional test services that can</td>
<td>Discuss BAFB testing needs with Education Officer to ensure that test services</td>
</tr>
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</table>
programs offered at BPCC.

**Department Measurable Strategy**

Submit Student Technology Fee proposal requesting computers and other equipment needed to maintain and improve BPCC's Testing Center and BPCC's BAFB National Test Center.

**Performance Indicators**

- Computers and other equipment purchased with Student Technology Fees.

**Assessment Results**

A Student Technology Fee proposal requesting $22,605 for replacement PCs was submitted but not approved. Proposals to meet immediate students needs were approved for limited funds.

**Changes Based on Assessment Outcomes**

Update and resubmit Center technology needs that can be added to proposal to be submitted for 2018-19.

**Strategy(ies) for the Future**

Identify additional Testing Center technology needs that can be added to proposal to be submitted for 2018-19.

**Department Measurable Strategy**

Evaluate digital surveys and other assessments completed by test takers to improve customer service and the overall testing experience.

**Performance Indicators**

1. Number of assessments completed by test takers.
2. Assessment results.
3. Number of improvements made as the result of evaluation of assessments.

**Assessment Results**

1. Approximately 800 digital surveys were completed by test takers.
2. 95% of results were Excellent, 3% Good, 2% Acceptable.
3. Surveys have made staff more aware of the impression they make on testers. Most Good and Acceptable responses were to questions about Comfort or Hours of Operation while most Excellent responses had to do with Customer Service.

**Changes Based on Assessment Outcomes**

No changes recommended.

**Strategy(ies) for the Future**

Continue current strategy.
PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Support BPCC's efforts to develop Northwest Louisiana into a Work Ready Community.
2. Identify an additional test service needed by BPCC students or by the workforce.
3. Increase revenue earned by at least 3% and number of tests delivered by at least 3%.
4. Participate in events that promote awareness of BPCC's Testing Center and the National Test Center at Barksdale Air Force Base.
DIVISION SUMMARY

This year 40 training units were provided to students with disabilities, as defined by WIOA, in pre-employment transition skills. (20 unique individuals). Nine unique students with ASD or ID received PSE support and enrolled in typical academic classes. Four PSE students were enrolled in the Comprehensive Transition Program track allowing audit due to ID. Twelve unique students were placed in 12 internships and six PSE students were employed in May of 2018, although not all have completed the program. PSE employed 14 unique students in Student Worker Positions and a single student was able to earn 800 in scholarship funding. In PSE’s initial year of SkillsUSA participation, PSE began participation two PSE students won Gold Medals at the state and went on to represent BPCC at Nationals in Louisville, KY.

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<td>Partner with other agencies providing services to individuals with disabilities to increase enrollment in Program for Successful Employment (PSE).</td>
<td>Number of students from partner agencies enrolled in PSE.</td>
<td>Students and staff from LAB took Workforce courses, but did not meet entry requirements for the PSE program.</td>
<td>Focus on clarification of current and new BPCC students we can reach out to serve. Increase outreach to parents and community members to clarify current program offerings and entry requirements.</td>
<td>Gain clear directives from LRS state office to guide interaction with local case managers, increase clarity, and decrease conflicting messages to students and families. Actively reach out to high school counselors with clear description of current program. Increase presence in parent areas when students are registering.</td>
</tr>
<tr>
<td>Provide Professional Development</td>
<td>Number of Professional PSE staff participated</td>
<td>Because of changes in</td>
<td>Seek and participate in student</td>
<td></td>
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<tr>
<td>Track employment and/or further post-secondary education or training of students who complete BPCC Program for Successful Employment Pre-Employment Transition Services.</td>
<td>1. Percentage of students that are gainfully employed and/or enrolled in further post-secondary education or training 90 days after completion of Pre-Employment Transition Services; 2. Percentage of students that are gainfully employed and/or enrolled in further post-secondary education or training one year after completion of Pre-Employment Transition Services.</td>
<td>1. Seven students completed PSE in May of 2018. None are currently employed or seeking post-secondary training, a significant decrease from the 67% employment rate reported in 2017. (No data is available for those seeking post-secondary education in 2017.) 2. One year after completion of PSE, 33% of students are employed. A decrease from the 60% of</td>
<td>Because the goal supported by the grant funds no longer correlates with direct employment, consideration should be given as to how to assess program success. It would seem continued secondary education, post-secondary education, vocational training, and/or employment should each be considered a positive outcomes.</td>
<td>Communicate concerns with Workforce supervisors and LRS for measurement of program success to develop plan to measure targeted outcomes.</td>
</tr>
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</table>

Development activities completed. in 23 webinars related to serving students with disabilities, employment, poverty, VR collaborations, and postsecondary education for students with ID and/or ASD. Community training was completed with United Way in financial literacy, SPORTRAN travel training, and the Business & Career Solutions Center about LWC local supports for leadership trainings, allowed under grant funding, which will also increase staff learning opportunities as a supplement to free educational opportunities.
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<tr>
<td>Track employment and/or further post-secondary education or training of students who complete BPCC Program for Successful Employment Comprehensive Transition Program.</td>
<td>1. Percentage of students that are gainfully employed and/or enrolled in further post-secondary education or training 90 days after completion of the Comprehensive Transition Program; 2. Percentage of students that are gainfully employed and/or enrolled in further post-secondary education or training one year after completion of the Comprehensive Transition Program.</td>
<td>1. Program is in initial year. No students have yet completed. 2. Program is in initial year. No students has yet completed the program or left to pursue further education or training.</td>
<td>Initial year, no completion data available.</td>
<td>Strategy to continue until data is available.</td>
</tr>
<tr>
<td>Promote and support diverse learners at BPCC by enlisting peer mentors to provided support for Program for Successful Employment students enrolled in classes and/or participating in activities held on campus.</td>
<td>1. Hours spent by peer mentors supporting student success evidenced by Federal Work Study documentation. 2. Hours spent by peer mentors supporting student success evidenced by BPCC Foundation Grant documentation.</td>
<td>1. Over 2,250 hours of paid support for students with disabilities were provided. No Federal Work Study students supported PSE students last year. 2. This year one student provided 100 hours of service to PSE students</td>
<td>The amount of student support increased almost six fold through use of the federal work-study program this year. Noted challenges were time spent tracking student hours and the inability to hire some workers with needed skills.</td>
<td>PSE program will continue to hire using Federal Work-Study and purchase software to facilitate tracking of time worked and skills gained. PSE will also explore other options for accessing payment for students not eligible for federal work-study.</td>
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Students were employed one year after completion in 2017. (No data is available for those seeking post-secondary education in 2017.)
supported by a skills that were not Foundation Grant of eligible for Federal $800. This is a decrease of 75% in paid positions from the 4 students who provided a total of 400 hours of support for PSE students through service learning last school year. Loss of Service Learning opportunities was the cause of this decrease.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Improved clarification and coordination with LRS.
Installation of software to improve tracking of targeted data.
Improved coordination with Career Services, Financial Aid, and Human Resources to gain and maintain critical student worker support.
Improve coordination with Student Services to increase student engagement across campus.
Increase number and quality of student trainings appropriate to program, especially self-advocacy and benefits training.
DIVISION SUMMARY

College Transition Programs focused on expanding service area and access to post-secondary programs in 2017-2018. English Language and Spanish High School Equivalency classes began in Southern Hills, through a partnership with Summer Grove Baptist Church. High School Equivalency, Basic Computer Skills and Job Readiness were offered in Cedar Grove through our partnership with Common Ground of Shreveport. Conversations with the Northwest Louisiana Baptist Association continue in an effort to further expand English Language Leaners' services by pooling together the congregations and resources of community-based churches throughout the multi-parish region.

College Transition Program staff was charged with actively engaging in the recruiting process by attending a minimum of three events per year. In conjunction with this effort. This strategy will continue to be implemented in an effort to increase enrollment. Staff was charged with contributing to a 3.5% increase in enrollment month-to-month from the previous fiscal year. In service of this goal, staff was also charged with identifying potential partner organizations. This effort resulted in two new partnerships this year, three potential new partner organizations for next year, and a flurry of direct referrals to all of our services. While we did not reach the 3.5% goal each month, staff will continue to focus on this goal during the upcoming fiscal year. All new and potential partnerships cover high school equivalency preparation services, English language services, and College and Career Pathways services.

The Integrated Education and Training project allowed High School Equivalency and English Language students to co-enroll in Certified Nursing Assistant classes while continuing to build basic skills. 100% of CTP's dual-enrolled C.N.A. students who completed the C.N.A. program secured full-time employment positions with local health care service providers.

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<td>Coordinate college recruiting activities in high school equivalency classes.</td>
<td>Number of students transitioning from high school equivalency to post-secondary</td>
<td>Thirty-four students transitioned into post-secondary as a result of</td>
<td>Five for Six Program Coordinator will</td>
<td>Access multiple tuition assistance programs in order to increase access to post-</td>
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</tbody>
</table>
### Department Measurable Strategy

**Market online high school equivalency classes using social media and press releases.**

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Assessment Results</th>
<th>Changes Based on Assessment Outcomes</th>
<th>Strategy(ies) for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled in online high school equivalency classes.</td>
<td>40 students enrolled in online high school equivalency programs.</td>
<td>No changes recommended.</td>
<td>Develop online Spanish High School Equivalency and English Language classes.</td>
</tr>
</tbody>
</table>

### Department Measurable Strategy

**Create integrated education training programs allowing students to earn industry based credentials.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of industry-based credentials earned.</td>
<td>38 industry based credentials earned by College Transition Program students.</td>
<td>No changes recommended.</td>
<td>Continue current strategies.</td>
</tr>
</tbody>
</table>

### Department Measurable Strategy

**Develop partnerships with organizations working with underserved populations.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of MOUs signed with organizations working with underserved populations.</td>
<td>Three new MOUs signed.</td>
<td>No changes recommended.</td>
<td>Continue current strategies.</td>
</tr>
</tbody>
</table>

### Department Measurable Strategy

**Require each departmental staff member to attend a minimum of three recruiting events during the year.**

<table>
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</thead>
<tbody>
<tr>
<td>Number of recruiting events attended.</td>
<td>Each staff member attended a minimum of three events. Twenty-five recruiting events were supported, by College Transition Programs, this year.</td>
<td>No changes recommended.</td>
<td>Continue current strategies.</td>
</tr>
</tbody>
</table>

### Department Measurable Strategy

**Require each full-time staff member initiate contact with a potential partner organization serving a minimum of 100 clients.**

<table>
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</thead>
<tbody>
<tr>
<td>Number of partnerships initiated.</td>
<td>Each staff member initiated contact with a potential partner organization. Three new partnerships assume this responsibility.</td>
<td>No changes recommended.</td>
<td>Continue current strategy.</td>
</tr>
</tbody>
</table>

### Secondary Enrollment for High School Equivalency Students

- 40 students enrolled in online high school equivalency programs.
- 38 industry based credentials earned by College Transition Program students.
- Three new MOUs signed.
- Each staff member attended a minimum of three events. Twenty-five recruiting events were supported, by College Transition Programs, this year.
- Each staff member initiated contact with a potential partner organization. Three new partnerships assume this responsibility.

### Changes Based on Assessment Outcomes

- No changes recommended.
- No changes recommended.
- No changes recommended.
- No changes recommended.

### Strategy(ies) for the Future

- Expand offerings to include Spanish High School Equivalency and English Language classes.
- Continue current strategies.
- Continue current strategies.
- Continue current strategy.
### Department Measurable Strategy

Provide resources for professional development of staff through participation in local, regional, and national professional development opportunities.

### Performance Indicators

- Number of professional development activities attended.

### Assessment Results

All staff attended a minimum of two professional development offerings. Instructors completed WRU Instructor Certification.

### Changes Based on Assessment Outcomes

No changes recommended.

### Strategy(ies) for the Future

Continue current strategies.

---

### Department Measurable Strategy

Analyze course and instructor evaluation results to improve quality of service.

### Performance Indicators

1. Evaluation results.
2. Changes made to College Transition Programs.

### Assessment Results

Evaluation results collected and reviewed. Adjustments made to course offerings.

### Changes Based on Assessment Outcomes

Reading/Writing course combined into one class. English Language classes move toward project based learning model.

### Strategy(ies) for the Future

Evaluate new course structure at the end of semester.

---

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

In an effort to achieve LA2020 enrollment goals, College Transition Programs will focus on aggressive enrollment strategies in the coming year. Staff will continue current recruitment strategies, while department administration will focus on increasing partnerships and more diverse course offerings.
Division of Student Services
Division of Student Services
Vice Chancellor for Student Services

DIVISION SUMMARY

The Student Services Division had a successful year in 2017-2018. According to the 2017 Community College Survey of Student Engagement (CCSSE), BPCC did very well on the new focus items on the survey: Academic Advising and Planning. In addition, one area that BPCC has the highest student engagement is providing financial support for our students. BPCC scored 54.5% as compared to the cohort with 51.6%. In fall 2017, the Survey of Entering Student Engagement (SENSE) was administered. Student Services scored well in Early Connections, High Expectations, and Clear Academic Plan and Pathway by scoring above the 2017 SENSE cohort.

The Admissions/Registrar's Office moved to using the National Clearinghouse for outgoing transcripts and began charging $10.00 per transcript. Transcript fees for students paying cash at the Business Office amounted to $4,460.00. Admissions also hired an Enrollment advisor to work directly with students to assist them through the enrollment process, to oversee the Communication Plan, and to help retain students through personal communications. The conversion rate for applicants to enrollees are as follows: spring 2017: 50.0%; fall 2017: 50.7%; and spring 2018: 46.0%.

Athletics had several changes this year. John Rennie stepped down as Head Women's Basketball Coach to become our full-time Athletic Director. BPCC was fortunate to hire Brenda Nichols, a head women's basketball coach with 16 year's experience as head coach of an NCAA Division I school. We have added a Cross Country Head Coach and Assistant Coach, both who are volunteering to coach our Cross Country Team. Fourteen student-athletes were named to the Region XIV All Academic Team. Twelve student-athletes graduated with an Associate's degree. In softball, we had a player named Region XIV Player of the Year, and Coach Hamilton was named Region XIV Coach of the Year. In men's basketball, we had a player named Junior College Player of the Year for Louisiana, and Coach Lovell was named Region XIV Coach of the Year. Women's basketball qualified for the Region XIV Tournament for the fourth time in five seasons. The Cavalier Athletic Association was brought to fruition this year and has garnered much community support with cash and in-kind donations.

The Center for Student Success consists of Academic Advising, Disability Services, and Career Services. Since the Inspire for Advisors launch in July of 2017, 11,867 outreach communications have been sent by Academic Advising staff, and these communications have been logged into Inspire for Advisors. Academic Advising created and hosted "Advising After 5" and held two events in April and May 2018. Sixty students were advised after hours during these events. Super Saturday in July 2017 was a success. The College registered 219 students on this day with the help of faculty
and staff from all departments on campus. In spring 2018, the Academic Advising Center staff contacted 997 students who had applied but not enrolled to help these students remove barriers to attend school. In spring 2018, the Disability Services Coordinator resigned, and Angie Cao took over the duties of this position along with her current duties. This was a cost savings to the College of $52,000. The Disability Services Student Success Team proctored 21 tests in summer 2017, 412 tests in fall 2017, and 342 tests in spring 2018—a total of 775 tests. The Administrative Coordinator for Career Services serves as a Bossier Chamber of Commerce Diplomat. She serves as the BPCC ambassador to the Chamber. During 2017-2018, the Coordinator attended three networking events, seventeen ribbon cuttings/ground breakings, and ten Diplomat Lunch and Learn meetings.

The Financial Aid Office held 18 FAFSA workshops at area high schools to help students/parents complete the 1819 FAFSA. The staff helped 386 students and 207 parents complete the FAFSA. This office reached a goal to complete verification within the same week the documents are submitted, even during peak processing months of August, September, and January. The Financial Aid office posted $77,526,126.00 in total aid for 2017-2018, and $23,400,012 in 2018-2019 as of July 1, 2018.

The Office of Student Life has put a new ID system in place to meet the new ID requirement law (All student ID's must have a signature and an expiration date.) BPCC is the first college in the LCTCS system to have completed this conversion. This office won the national APCA award for the Hurrican Harvey collection. The office collaborated with NSU, Texarkana A&M, Narvarro College, and University of North Texas-Dallas for this endeavor. The staff in the Office of Student Life planned and implemented 84 events over the course of 32 weeks for students on campus during 2017-2018. This is an average of 2.625 events per week. In 2016-2017, 47 events were offered; therefore, the events held were increased by 79% in 2017-2018.

The Personal Crisis Intervention Team (PCIT) liaison has worked in conjunction with Rotoract and PSE to create a Food Pantry for BPCC students in order to address food insecurity on our campus. The liaison and the Rotoract advisor met with the Northwest Louisiana Food Bank to secure weekend boxes of food for our students. The Food Pantry has a two-fold purpose: to provide food for our students who experience food insecurity and to provide training and marketable skills for our PSE students who will help run the Food Pantry. Some campus wide food drives are being planned to keep the food pantry stocked year round for our students.

The Recruiting Office held six sessions of Cavalier Preview Night with a total of 172 participants. Out of these 172, 35% applied for admission. The staff conducted 14 group tours and 168 individual tours with a 34% admission rate. Using Recruit, the Recruiting Office sent 43 email announcements and sent 95,515 emails to fall 2017, spring 2018, summer 2018, and fall 2018 former, continuing, and new students.

The Office of the Vice Chancellor for Student Services staff have had a successful year. Even though Angie Cao has taken the lead for Disability Services, she continues to oversee the Student Technology Fee Plan, the STEP Council, the Student Self-Assessed Fee Committee, the Disability Services Student Success Team, the Student Services changes and updates to the Student Handbook, and the Student Services portion of the BPCC website. Angie also serves as BPCC's representative to LAHEC (Louisiana Higher Coalition for Drug and Alcohol Prevention, and she represents us at meetings in Baton Rouge as well as oversees the Biennial Report which is mandated by the Drug Free Schools and Community Act. The Student Services Coordinator, Denise Morgan, coordinates the daily workings of the office. In 2017-2018, Denise created and finalized paperwork for 56 cases of Academic Misconduct, 50 student crisis issues, 17 student complaints, 12 military mobilizations, 98 miscellaneous student issues, 73
disciplinary referral issues, four Academic Misconduct Hearings and 4 Disciplinary Hearings.

For 2017-2018, 100% of Student Services staff participated in one or more professional development opportunities and/or community service activities.

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<tr>
<td>Create and implement innovative events for student recruitment and enrollment.</td>
<td>Number of events created and implemented.</td>
<td>Student Services areas created three events this year to enhance recruitment and enrollment: Super Saturday, Connect with a Cavalier, and Refer a Friend Campaign.</td>
<td>Continue to offer Super Saturday events and move forward with launching Connect with a Cavalier and Refer a Friend Campaign.</td>
<td></td>
</tr>
<tr>
<td>Increase the number of 5 for 6 students by 10%.</td>
<td>Percentage of increase of 5 for 6 students.</td>
<td>This goal was not met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer professional development opportunities for Student Services staff.</td>
<td>Number of professional development opportunities offered by the end of spring 2018.</td>
<td>Eight professional development opportunities applicable for Student Services staff were offered in 2017-2018.</td>
<td></td>
<td></td>
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<tr>
<td>Use the Student Services Survey to assess and improve programs and services based on the participation in this.</td>
<td>Improvements in programs and services based on the participation in this.</td>
<td>We had very little participation in this.</td>
<td>Review and revise</td>
<td>Continue to administer the revised survey.</td>
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<td>Review and revise</td>
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services offered for students. results of the Student Services Survey. questions asked on the survey; move the survey to the fall semester instead of the spring semester to gather information on first time freshman experiences.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Continue to create innovative strategies to increase enrollment and retention.
Hire a full-time licensed counselor if budget permits.
Revise the Student Services Survey and work toward increasing student participation.
Work toward total self-sufficiency for Athletics.
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 1,116 credentials for 779 graduates in the 2017-2018 academic year.

The Admissions/Registrar’s Office created a new position, Enrollment Advisor. This position offers students more personal attention and additional help through the enrollment process. The Enrollment Advisor is responsible for the Student Communication Plan which provides our applicants and students with additional help and information. The Admissions/Registrar’s Office created a new online FERPA training course for all current and new faculty and staff.

STRATEGIC PLANNING

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<tbody>
<tr>
<td>Increase communication to student applicants for enrollment opportunities by collaborating with LCTCS Enrollment Services.</td>
<td>Number of target communications sent out.</td>
<td>Sent 147,628 emails and 107,231 text messages.</td>
<td>Create a better way to collect information on outgoing emails and text messages to students and applicants.</td>
<td>Continue to find innovative ways to communicate with students and encourage enrollment.</td>
</tr>
<tr>
<td>Host and participate in events on and off campus to</td>
<td>Number of events hosted and attended.</td>
<td>Admissions/Registrar's staff hosted or</td>
<td>Expand innovative</td>
<td>Create new opportunities for sharing information about the</td>
</tr>
</tbody>
</table>
promote student learning about the college enrollment experience.

**Department Measurable Strategy**
Provide staff professional development opportunities.

**Performance Indicators**
Number of professional development opportunities attended.

**Assessment Results**
Admissions staff attended 29 professional development opportunities.

**Changes Based on Assessment Outcomes**
Encourage participation in additional relevant professional development opportunities for Admissions/Registrar's staff to attend.

**Strategy(ies) for the Future**
Continue to incorporate survey in all emails from the Admissions/Registrar's Office.

create new opportunities to increase student completion of the Admissions/Registrar's online survey for improvement of services.

**Department Measurable Strategy**
Create new opportunities to increase student completion of the Admissions/Registrar's online survey for improvement of services.

**Performance Indicators**
Increase number of surveys completed by 10%.

**Assessment Results**
6.667% Increase from 2016-2017 Responses
2017-2018 48
2016-2018 46

**Changes Based on Assessment Outcomes**
None

**Strategy(ies) for the Future**
Continue to incorporate survey in all emails from the Admissions/Registrar's Office.

**Department Measurable Strategy**
Generate a welcome communication from deans/program directors to applicants to serve as an academic point of contact.

**Performance Indicators**
Number of pre-generated letters created and sent out.

**Assessment Results**
None

**Changes Based on Assessment Outcomes**
Offer assistance and support the Division level. The Admissions/Registrar's Office has implemented a new procedure to call every applicant and offer assistance with
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.
Provide increased opportunities to faculty and staff for sharing Admissions/Registrar information.
### Division Summary

#### Strategic Planning

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<tbody>
<tr>
<td>Create and implement a Cavalier Athletic Association to move Athletics to self-sufficiency.</td>
<td>Creation and implementation of the Cavalier Athletic Association by spring 2018.</td>
<td>The Cavalier Athletic Association is now an active organization and has raised assets of over $250,000.00 to support our athletic department.</td>
<td>No changes.</td>
<td>Continue the growth of the Cavalier Athletic Association through the seeking of donations and/or corporate sponsorships.</td>
</tr>
<tr>
<td>Secure resources for coaching association memberships and to send coaches to sport specific coaching conferences and networking events.</td>
<td>Number of coaching association memberships and attendance at events.</td>
<td>Our Athletic Director attended the annual NACDA/NATYCAA convention and has been selected to serve on the Executive Committee for NATYCAA. Our men's basketball coach attended the annual LABC meeting and is an active</td>
<td>No changes.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Our softball coaches attended the annual convention for the National Fastpitch Coaches Association. Our baseball coach attended two different coaching clinics and is a member of the American Baseball Coaches Association.

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<tbody>
<tr>
<td>Implement student evaluations for the coaching staff and athletic department.</td>
<td>Number of evaluations submitted by student athletes; improvements made based on evaluation results.</td>
<td>The proper method of securing evaluations from student-athletes was not established.</td>
<td>Determine the best method of obtaining evaluations and implement through this academic year.</td>
<td>Implement an evaluation process especially to be utilized at the end of the academic year.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

The evaluation system to allow our student-athletes to provide feedback on our athletic department will be a priority in getting established and implemented.
DIVISION SUMMARY

The bpcc@NSU Division has had a successful 2017-2018 academic year as reflected in the number of successful transfers from bpcc@NSU to NSU or other colleges. Course offerings were 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 remained steady at 128 students. Retention from fall to spring has been steady. Many fall applicants transfer to the university in the Fall 2017 because they began their time with us in Spring 2017. New admission requirements for university enrollment will continue to channel students to the BPCC campus in Natchitoches. Additionally, new transfer requirements meant that students who enter our program will continue with us for approximately two semesters. We continue to offer 8-week math courses to allow students to complete transferability in two semesters. First time freshmen at NSU who required any developmental courses enrolled in those at bpcc@NSU. We designed a new 5-hour math course Math 099N to assist students who would be attending NSU and needed 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 continued 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 did not offer developmental English or math courses, we became 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 continue to 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 a specific food on a specific national food day. As often as possible, the staff at bpcc@NSU engaged in community projects along with serving the students in our program with excitement and celebration. Fall 2017, we held a Bash ‘17 in our office. Students came by for free pizza at lunch and snacks throughout the designated day. While in our office, we provided information about their college experience, reminded them to come to our office as often as they needed to, and hoped that they would meet new friends on that day. At the end of the Spring 2018 term, our office had a day of cookie
treats and Smarties candy to remind them to study for finals. The students had a chance to win free coffee at the NSU coffee shop during finals week. 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 invited the NSU transfer recruiter to our office each 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. 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 have been 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

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<tbody>
<tr>
<td>Provide professional development opportunities to faculty and staff.</td>
<td>Documentation of number, date, and attendance at professional opportunities provided</td>
<td>Staff utilized professional development opportunities.</td>
<td>No Changes</td>
<td>Provide professional development opportunities to faculty and staff.</td>
</tr>
<tr>
<td>Hire the best and most qualified instructors.</td>
<td>Number of credentialed faculty hired.</td>
<td>100% of faculty hired at bpcc@NSU are credentialed and superior.</td>
<td>No Changes</td>
<td>Hire the best and most qualified instructors.</td>
</tr>
<tr>
<td>Survey students when they transition into the University from BPCC@NSU.</td>
<td>Evidence from surveys of the ease/difficulty of students transitioning into the University.</td>
<td>Student surveys were utilized and results were positive. Students responded that their needs were always addressed with care by staff at BPCC@NSU. NSU recruiter came each semester to provide additional assistance to those students who were transferable.</td>
<td>No Changes</td>
<td>Increase effectiveness of bpcc@NSU.</td>
</tr>
</tbody>
</table>
PRIORITIES FOR THE COMING ACADEMIC YEAR

Course offerings will enable students to meet the standards necessary for transfer to a university. Provide first time freshmen at NSU who have low ACT subscores in either math (15) or English (14) developmental courses at bpcc@NSU. 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. Continue the use of the end-of-the year survey as students leave BPCC and enter the university. Observe and evaluate instructors in the bpcc@NSU program. Hired for Fall 2018 a new instructor who began his college experience at bpcc@NSU: Travis will be working on his PhD at Abilene Christian while he teaches a section of FYSE. Operate within the planned program budget for 2018-2019.
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 2017-2018 fiscal year.

The first component consists of the Academic Advising Center. The Center had 2,616 students sign in for assistance during the Summer 2017 semester, which was an increase of 21% over the last summer semester. The Center had 1,398 students sign in for assistance during the Fall 2017 semester, which was a decrease of 52% over the last fall semester, and 2,623 students sign in for assistance during the Spring 2018 semester, which was an increase of 33% over last spring semester.

The number of new students who signed in and received assistance from advisors for the 2017-2018 fiscal year was 2,088, which is 31% of the total number of students who signed in and received assistance from advisors for the whole year. This was slightly less than the 1% increase from last year’s new students. The total number of students who signed in and received assistance from advisors for the 2017-2018 fiscal year was 6,637, a decrease of 6% over the previous year.

During the month of August 2017, the Center (4 advisors-one less than last year), with the help of additional faculty advisors, saw 1,313 students, which topped our monthly record for the number of students served in a one month period during the 2017-2018 year. The month of July 2017 followed close behind with a total of 1,303 students seen by the Center.

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, following established protocol with handling returned phone calls to promote student satisfaction, collaborating more 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 regional and national conferences. The Center’s academic advisors, Jennifer Smith and Elizabeth Ford attended the 2017 Annual NACADA (National Academic Advising Association) Conference in St. Louis, Missouri in October 2017. Peggy Fuller and Elizabeth Ford attended an Accuplacer Training session in New Orleans, Louisiana. Additionally, Peggy Fuller attended the SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) 2017 Annual Conference in Dallas, Texas, and the 2017 LCTCS (Louisiana Community and Technical College System) Annual Conference from September 20-22 in New Orleans, LA. Ms. Ford also attended the Minority Serving Community Colleges Conference in Washington D.C. from November 13-16, 2017. Associate Professor Yolanda Cooper and Instructor Jennifer Lofton attended the 2017 LCTCS Annual Conference. The Center’s services are greatly enhanced by attending local and national conferences for professional development.

Throughout the 2017-2018 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 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 in 2016. Staff personnel receive incoming telephone calls; these personnel record the message and provide an advisor with detailed information electronically, so the advisor can return the calls. This promptness enhances and promotes a more user-friendly atmosphere and student satisfaction.

The academic advisors continued to use Inspire for Advisors (IFA) in daily advising sessions. Advisors continued to use the application to document all communications with students. During this academic year, these communications have been invaluable when needed for students issues.

The advising team continued to work closely with Allison Martin, Director of Institutional Effectiveness Initiatives, who helped to obtain a grant to pay for a portion of the cost associated with IFA. Charles Reed, Jennifer Harris Lofton, and Jennifer E. Smith worked with Allison’s team to execute a series of training for faculty and staff discussing the features of IFA. Mr. Reed and Mrs. Smith took part in the January 2018 Be Back Professional Development facilitating a workshop titled “Inspire for Advisors: The Power of the Nudge to Retain Students.” A second session of this workshop was offered in April 2018 to help program directors prepare email campaigns to motivate students in their programs to register early for summer, fall, and winter courses.

During the month of April 2018 2,220 email communications were sent out to current students using IFA. The majority of these emails sent were email campaigns targeting students for Advance Registration.

Jennifer Smith and other Bossier Parish Community employees took part in the 2018 Civitas Learning Summit in Austin, Texas in April. Civitas is the parent company of Inspire for Advisors. Smith and her colleagues had the opportunity to learn about upcoming features that will be implemented
into IFA over the next year.

Student retention has been a focus in the Center for Student Success. Motivation Monday was proposed and implemented to help motivate students as they move closer to the midpoint of this past fall semester. The first Motivation Monday was held on October 2, 2017 in Building F, 1st Floor. Students were greeted by the advising team with snacks and words of encouragement. Students also had the opportunity to share their inspiration or motivation for pursuing their degree on BPCC’s Inspiration wall banner. A collage of motivational quotes were also on display to serve as encouragement for students.

The Centers' Super Saturday was held in mid-July. This event was held to target new, existing, and potential students who work during the week and need to come in on a Saturday to register for classes. The Center was successful in reaching 213 students.

Students were encouraged to register for Spring, Fall, Summer, and Winter 2018 courses with the Advance Registration Kick Off Events. These events were held in November 2017 and April 2018, one week prior to Advance Registration. Advisors were on hand to inform students of their advising locations during Advance Registration. Students were also reminded of purge dates and to complete the 2018-2019 FAFSA.

In order to aid students who work normal office hours, the Center launched two late night advising events, “Advising After 5”, during spring 2018. Both events were held in conjunction with Preview Night hosted by Recruiting. Advising After 5, allowed students to come be advised after hours and allowed potential students who participated in Preview Night to be advised while at the campus.

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 1,293 Student Academic Progress (SAP) academic plans were created, completed, and submitted to the Financial Aid Department from the Center for 2017-2018.

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: BPCC Foundation donors, Northwest Louisiana Food Bank, Life Share Blood Drives, Operation Santa Clause; assisting with the annual Christmas Program, participating in online BPCC surveys, Career Compass Day, Inspire For Advisors training, Chancellor’s Forums, Safety Seminars, Bossier Chamber of Commerce Diplomat meetings, and volunteering services to help the Athletic Department during the women/men’s basketball games. The Center’s advisors have continually provided aid for various departments by volunteering to assist with the BPCC’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. 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.

DIVISION SUMMARY

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 BPCC.

Career Services offers a variety of services, which are educational and beneficial to students and alumni. An overview of these services include resume and cover letter writing assistance, mock interviews, selection interviews, recruiting sessions and job fairs, electronic and print resources including job search databases, educational resources, networking, and information on specific careers.

Job Placement Assistance 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. This year 152 employers registered and posted 261 jobs on the BPCC Job Board. The number of students registered on the Board was 728 which included 44 alumni students.

The Career Services office served 565 (334 unduplicated) students who signed in and received assistance for the 2017-2018 fiscal year, which was a decrease of 6% over the previous year. For 2017-2018, Kathy had 308 student worker applications processed, which was a 23% increase over the previous year and 80 student workers hired, which was a 29% increase over the previous year. In addition, Kathy coordinated the BPCC Louisiana Regional Science and Engineering Fair March 1-3, 2018.

This year, Career Services was involved in and participated in many academic and professional development meetings by serving 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 2017-2018 fiscal year. Kathy presented numerous resume and interview class presentations enabling Career Services to be of greater assistance. These presentations provide updated, qualified and competent information on resume and cover letter writing assistance, career networking advice, and career-related jobs administered to students. 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.

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 from the Occupational Therapy Assistants and Phlebotomy programs. In addition, Kathy participates in the selection interviews for the Maroon Jackets and the Disability Success Team.

She hosted six events of the BPCC Graduate Career Fairs in fall and spring. This year in Fall 2017, forty-six employers participated in the BPCC Fair, which was an increase of 43% over the previous year. In Spring 2018, 51 employers participated in the fair, which was a decrease of 20% over the previous year. These career fairs give students, alumni, and community members the opportunity to meet face-to-face with prospective employers.

The third component of the Center for Student Success is the Office of Disability Services: Angie Cao is the Student and Disability Services Specialist. 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 academic accommodations and acts as a liaison between faculty and students. ADA students also received assistance with academic advising and registering for classes. 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.

### STRATEGIC PLANNING

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<th>Assessment Results</th>
<th>Changes Based on Strategy(ies) for the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase career counseling to both prospective and currently enrolled students.</td>
<td>Number of prospective and currently enrolled students who receive career counseling.</td>
<td>Assessment Outcomes</td>
<td></td>
</tr>
<tr>
<td>Participate in professional development opportunities.</td>
<td>Number of professional development opportunities in which Career Services participates in 2017-2018.</td>
<td>Assessment Outcomes</td>
<td></td>
</tr>
<tr>
<td>Create a Super Saturday for current and future students who work full time and cannot attend a registration during the week.</td>
<td>Number of prospective and future students who attended the Super Saturday event.</td>
<td>Assessment Outcomes</td>
<td></td>
</tr>
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<tr>
<td>Update the academic plan for students regulated by the Student Academic Progress (SAP) policy.</td>
<td>Completion of the Academic Plan.</td>
<td>Completed 1,293 Student Academic Progress (SAP) academic plans this year.</td>
<td>Updated all Student Academic Progress (SAP) academic plans for each curriculum.</td>
</tr>
<tr>
<td>Provide professional development opportunities for faculty and staff.</td>
<td>Number of professional development opportunities offered by the Center for Student Success.</td>
<td>The Center presented 2 professional development workshops: one in the January 2018 Be Back Professional Development facilitating a workshop titled “Inspire for Advisors: The Power of the Nudge to Retain Students.” A second session of this workshop was offered in April 2018 to help program directors prepare email campaigns to motivate students in their programs to register early for summer, fall, and winter courses.</td>
<td>Provided additional grants are available, increase the number of conferences, seminars, and workshops attended by the academic advisors.</td>
</tr>
<tr>
<td>Administer an online Academic Advising Center survey to evaluate current services.</td>
<td>Academic Advising Center survey results.</td>
<td>The Center’s survey results were positive and their advisors’ were applauded for</td>
<td>Reviewed the results of the survey and discussed changes to</td>
</tr>
</tbody>
</table>
**PRIORITIES FOR THE COMING ACADEMIC YEAR**

A major goal of the Center in the 2018-2019 academic year is the continuation of enhanced communication of its mission and services to the BPCC 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.
DIVISION SUMMARY

The Financial Aid staff members worked very hard to ensure student financial aid awards for the fall/spring 2017-2018 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 17, 2018, the Financial Aid office has awarded federal funds totaling $25,661,401.00 in federal Pell grants; $229,802.00 in Supplemental Educational Opportunity Grants (SEOG); $141,688.00 in Federal Work Study (FWS); $22,347,945.00 in Direct Subsidized Loans, and $27,471,667.00 in Direct Unsubsidized Loans. The Financial Aid office awarded state funds totaling 1,104,346.00 in TOPS scholarships and $249,285.00 in Go Grant.

The Financial Aid office hosted the following events:
- College Goal Sunday on November 5 and had approximately 75 students/parents/grandparents attend.
- One FAFSA Marathon on October 11-13, 2017 and we helped 55 students complete the FAFSA.

BPCC Financial Aid staff members visited area high schools and helped high school seniors/parents complete the FAFSA. We visited eighteen (18) high school events and helped 386 students and 207 parents complete the FAFSA.

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<tr>
<td>Visit area high schools to hold Financial Aid workshops that will allow financial aid staff members to help students/parents complete the FAFSA.</td>
<td>Number of workshop events.</td>
<td>Eighteen workshops were held. Financial Aid staff members helped 386 students and 207 parents complete the FAFSA.</td>
<td>No changes</td>
<td></td>
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<tbody>
<tr>
<td>Host several on-campus Financial Aid Marathon events throughout the year and invite all BPCC students along with high school students and parents</td>
<td>Number of attendees at the Financial Aid Marathon events</td>
<td>One FAFSA Marathon was held in the fall semester; 55 students attended.</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>Encourage staff members to participate in professional development opportunities.</td>
<td>Attendance/participation records indicating staff members who attended or participated in professional development events</td>
<td>Each staff member participated in at least two professional development events.</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>Utilize Financial Aid Satisfaction Survey to evaluate ways to improve the financial aid process and service delivery</td>
<td>Changes made based on responses to the Satisfaction Survey</td>
<td>Thirteen Satisfaction Surveys were returned to our office. No suggestions as to how to improve our process and service delivery.</td>
<td>No changes</td>
<td></td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Increase the number of FAFSA Marathon Events for our BPCC students.
Increase the communication efforts reminding students to apply for financial aid.
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 72 career and high school fairs and lunch visits. Campus tours were conducted on a daily basis by appointment and on a walk-in basis (by availability). Campus visits/tours were administered to 168 individuals and to 14 groups/organizations during the summer, fall, and spring semesters. The Recruiting Office also planned and implemented six 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 16,916 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 sent 95,515 email announcements to prospective students using the Recruit/Exact Target. These students received notices about applying to the College, Cavalier Preview Night, 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 two local kindergarten classes. The Cavalier Express conducted three fundraisers throughout the year.

The Recruiting Staff attended six 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 Natchitoches,
Louisiana. The department collectively attended 24 professional development sessions.

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<tbody>
<tr>
<td>Promote professional development to enhance productivity and knowledge within the department.</td>
<td>Number of professional development opportunities attended by staff.</td>
<td>The staff collectively attended 24 professional development opportunities.</td>
<td>No changes.</td>
<td>Continue to promote professional development within the department.</td>
</tr>
<tr>
<td>Work in conjunction with College Transition Programs to increase the number of non-traditional students admitted to BPCC.</td>
<td>The number of nontraditional students converted from prospective student to admitted student.</td>
<td>1,579 students moved from prospect to admit with a term of f17, su18.</td>
<td>No changes.</td>
<td>Continue to track number of nontraditional students that move prospect to admit.</td>
</tr>
<tr>
<td>Implement an electronic campus visit evaluation email for prospective students to receive via Recruiter platform within 24 hours of campus visit.</td>
<td>Completion rate of survey as well as results.</td>
<td>The form/process that was created did not effectively reflect the number of surveys distributed to and returned by prospective students.</td>
<td>Create a new tracking method.</td>
<td>Implement a new form in conjunction with Recruit and allow students to complete the survey before leaving the campus.</td>
</tr>
<tr>
<td>Collaborate with Public Relations to create and implement recruitment materials that represent a more broad/diverse population of students.</td>
<td>Number of publications created.</td>
<td>Publications reflected and appealed to a diverse population.</td>
<td>No changes.</td>
<td>Continue to use recruitment pieces that appeal and represent a diverse campus population.</td>
</tr>
<tr>
<td>Collaborate with Admissions to determine the number of prospective students that enrolled in class.</td>
<td>Number of prospective students that enrolled in class.</td>
<td>Due to Recruiter upgrade and decisions made system wide to</td>
<td>No changes.</td>
<td>Continue to track number of students that move prospect to admit.</td>
</tr>
</tbody>
</table>
Recruiter database that converted from prospect, to admitted, and then to enrolled.

Only carry over data from spring 2018 forward, the fall 2017 data was unavailable. Spring/summer 2018 yielded 695 students that moved from prospect to admit and 723 prospects that moved from prospect to enrolled.

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Work in conjunction with College Transition Programs to increase the number of non-traditional students admitted to BPCC. Promote professional development to enhance productivity and knowledge within the department. Work in conjunction with academics to provide Cavalier Preview Night opportunities for prospective students.
DIVISION SUMMARY

The Office of Student Life is responsible for: programming events and activities on campus for our student population that engage the whole person - mentally, physically, socially, and spiritually; make student ID cards, oversee 32 student organizations, provide out of the classroom education thru the Diversity and Awareness Series; as well as promote community service opportunities through the Caring Cavaliers series. Below are the 2017-2018 events that were coordinated by the Office of Student Life:

FALL 2017 EVENTS: (46)

AUGUST: Diversity & Awareness Series: Welcome to the BPCC Family ~ A Culture of Diversity
14: Dude, Where’s My Class
15: Dude, Where’s My Class
16: Coffee & Questions
17: Caring Cavaliers Senior Citizens Project
18: Caring Cavaliers Senior Citizens Project
21: Solar Eclipse Viewing
21: Etch – A - Glass
22: Photo Koozies
23: Back to School Bash w/ NSU
24: Diversity & Awareness Series Program: BPCC care packages distributed to students
28: Hurricane Harvey Relief Drive Kickoff
28: Life Share Blood Drive
29: Life Share Blood Drive
30: Cool 2B Kind Day
31: SNAD: National Trail Mix Day

SEPTEMBER: Diversity & Awareness Series: National Hispanic Heritage Month
6: Diversity & Awareness Series Program: Make your own maracas & sugar skulls  
6-8: SGA Election  
11: A Day of Remembrance Ceremony  
13: BPCC’s 50th Birthday Bash  
18: SNAD: National Rice Krispies Treats Day  
22: SGA Leadership Retreat  
27: LSUS @ BPCC Day  

OCTOBER: Diversity & Awareness Series: Breast Cancer Awareness Month)  
17: SNAD: National Popcorn Poppin’ Month  
17: Stamp a Ring  
18: SNAD: National Chocolate Cupcake Day  
19: Diversity & Awareness Series Program: Breast cancer awareness kits distributed to students  
23: Life Share Blood Drive  
23: School of Wizardry Escape Room  
24: Life Share Blood Drive  
24: Health & Wellness Fair  
25-29: APCA SC Regional Conference (Hurricane Harvey Donation Drive Regional Winner)  
30: Dr. Shuey Title IX Presentation  
31: Halloween Costume Contest  

NOVEMBER: Diversity & Awareness Series: Native American Heritage Month  
2: Free Hugs Day  
4: Talent Show  
7: Tip off in the Quad  
8: National Cappuccino Day  
8-10: Homecoming Court Election  
15: Diversity & Awareness Series Program: Make your own dream catcher  
16: Operation Santa Claus Toy Drive kickoff  
28: Therapy Dogs  

DECEMBER:  
3: A Visit with Santa Claus  

SPRING 2018 EVENTS: (40)
JANUARY: Diversity & Awareness Series: Flu & Cold Prevention
11: Dude, Where’s My Class
12: Dude, Where’s My Class
23: Cocoa Palooza
29: Diversity & Awareness Series Program: Flu & Cold Prevention Hot Tea Bar & wellness kit distribution
30: Diversity & Awareness Series Program: Flu & Cold Prevention Hot Tea Bar & wellness kit distribution

FEBRUARY: Diversity & Awareness Series: Black History Month
3: Homecoming Luncheon and Court Presentation
5: Take Me Out to the Ballgame – Baseball & Softball kickoff
8: Diversity & Awareness Series Program: Spoken Word Artist Ed Mabrey
14: Life Share Blood Drive
14: Diversity & Awareness Series Program: Poet K-Love & BPCC Gospel Choir
14: Free flu shots
15: Life Share Blood Drive
22 – 25: APCA National Conference – (Hurricane Harvey Donation Drive National Winner)

MARCH: Diversity & Awareness Series: Brain Injury Awareness
5: Title IX Presentation – Not Your Typical Sex Talk with Dr. Justine Shuey
6: Diversity & Awareness Series Program: Brain Injury Awareness by Think First
24: Ms. BPCC & Miss Tiny Cavalier Pageant
26: Diversity & Awareness Series Program: Brain Injury Awareness by Think First

APRIL: Diversity & Awareness Series: STD Awareness
4: Game Time
5: Game Time
11: LSUS @ BPCC Day
16: Life Share Blood Drive
16: Spring Fling: Hug A Cactus
16: Spring Fling: Hypnotist – Derrick Watkins
16: Diversity & Awareness Series Program: STD Awareness & Testing
17: Life Share Blood Drive
17: Spring Fling: NSU @ BPCC Fun Day
17: Diversity & Awareness Series Program: STD Awareness & Testing
18 – 20: SGA Election
18: Spring Fling: Make your own sugar scrub
19: Spring Fling: Build your own Terrarium & Mason Jar Bamboo Garden
19: Spring Fling: Fast Action Trivia
19: Spring Fling: Make your own bird feeder
30: Finals Fling: Campus Spa

MAY: Diversity & Awareness Series: Summer Safety Awareness
1: Finals Fling: ZenDoodle
2: Finals Fling: Therapy Dogs

84 events held over the course of 32 weeks.

Average = 2.625 events per week

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<tr>
<td>Participate in professional development opportunities.</td>
<td>Number of professional development opportunities in which the Student Life staff participates.</td>
<td>Each Student Life staff member has participated in at least three professional development opportunities this year.</td>
<td>None</td>
<td>This goal was accomplished but will be an ongoing goal for the Student Life staff.</td>
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<tr>
<td>Provide activities that promote cultural, socioeconomic and educational diversity.</td>
<td>Number of activities provided.</td>
<td>The Office of Student Life programmed these 9 events during the 2017-2018 Diversity and Awareness Series: BPCC - A Culture of Diversity, National Hispanic Heritage Month, Breast Cancer Awareness Month, Native American</td>
<td>None</td>
<td>This goal was accomplished but the Diversity and Awareness Series will continue to be an ongoing goal for the Office of Student Life.</td>
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<tr>
<td>Provide opportunities for minority students to access college through Student Life scholarships.</td>
<td>Number of scholarships awarded to minority students.</td>
<td>A total of 228 Student Life Tuition Waivers were awarded during the 2017-2018 fiscal year. Of this amount, 35% were awarded to minority students.</td>
<td>More promotion of the Student Life Tuition Waivers in local high schools.</td>
<td>Work in conjunction with Public Relations and Recruiting to create an information handout that will be taken to area high schools to promote the Student Life Tuition Waivers.</td>
</tr>
</tbody>
</table>

**Department Measurable Strategy**  
Administer a Student Life online survey to measure the effectiveness of the department.  

**Performance Indicators**  
Results from the Student Life survey.  

**Assessment Results**  
Unable to accomplish this strategy due to the increase in the number of events/activities and the workload that was encountered.  

**Changes Based on Assessment Outcomes**  
To implement this goal during 2018-2019.  

**Strategy(ies) for the Future**  
Complete the document that will be administered to the students using Survey Monkey in February/March 2019.

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Patricipate 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 imporve the effectiveness of the department.