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Division of Administration
DIVISION SUMMARY

The Chancellor's Office holds the value of education with utmost importance and therefore has continued to collaborate with universities across the state on articulations and Memorandums of Understanding to provide a gateway for student access and success. BPCC has continued its endeavor as lead college with the $14.7 million TAACCCT grant to expand job training through local employer partnerships meeting employer needs and student demands. The $22 million training facility for Benteler Steel/Tube of Germany, located on BPCC campus, will be in full operation beginning fall semester 2014, and will provide training for BPCC's C4M program. Open Campus continues to increase its enrollment and showcase positive results in students' scores on placement testing. Once again, BPCC experienced record-breaking semesters for 2013-2014, for the number of enrollments and graduates. BPCC's capital campaign launched last fall through the BPCC Foundation received numerous pledges and contributions allowing the enhancement of programs and increase the number of scholarships offered. The most recent scholarship established through the BPCC Foundation is the ASE (Achieving Success through Education) scholarship honoring Chancellor Henderson.

The Chancellor's Office held nine board meetings with its Executive Council, the deans participating in five of those meetings. The Office continues to be an advocate for the College assisting Chancellor Henderson with speaking engagements, media interviews, and press releases. Chancellor Henderson served on numerous committees and councils this past year including BPCC's Executive Council and Planning Council, CIC Advisory Board, Bossier Arts Council, United Way Board of Directors, SB Editorial Board, Junior League Community Advisory Board, Sci-Port Board and External Affairs, BIZ Steering Committee, and Career Compass. He also served as Chair of Bossier Chamber and President of CERT. He attended regular board meetings of LCTCS and served on the LCTCS Leadership Team Advisory Committee.

Christy Moore, Executive Assistant to the Chancellor, attended the annual meeting of Executive Assistant's in Baton Rouge, sponsored by Board of Regents. She is a member of the Chancellor's Executive Council and attends Planning Council meetings in the absence of Chancellor Henderson. Stormy Epps, Administrative Coordinator within the Chancellor's Office provides administrative support and works closely with the Office of Institutional Advancement. At this year's LCTCS Annual Conference, Stormy received the award "Outstanding Professional Support Staff” for Bossier Parish Community College.
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<tr>
<td><strong>Facilitate opportunities for dialogue among departmental staff in systematic planning and evaluation of academic programs.</strong></td>
<td><strong>1. Number of meetings with Executive Council.</strong></td>
<td><strong>1. Members of the Chancellor's Executive Council met nine times throughout the year. Five of those meetings included the deans.</strong></td>
<td>No changes</td>
<td>Continue with this strategy.</td>
</tr>
<tr>
<td><strong>Facilitate opportunities for dialogue among departmental staff in systematic planning and evaluation of academic programs.</strong></td>
<td><strong>2. Annual review with departmental staff.</strong></td>
<td><strong>2. The annual review with departmental staff has been completed.</strong></td>
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<tr>
<td><strong>Increase professional development programs for faculty and staff.</strong></td>
<td><strong>By the number of professional development workshops and presentations.</strong></td>
<td><strong>Sixty-eight workshops were offered on campus with 1,064 attendees.</strong></td>
<td><strong>This was an increase of 93.5% from previous year.</strong></td>
<td><strong>This strategy will be tracked through the Department of Institutional Effectiveness Initiatives.</strong></td>
</tr>
<tr>
<td><strong>Offer expanded access for student instruction and engagement through open source course work.</strong></td>
<td><strong>Number of students self-enrolled in open source course offerings.</strong></td>
<td><strong>The total number of self-enrolled students in &quot;Open Campus&quot; was 11,113.</strong></td>
<td><strong>Continue to increase enrollment and add additional courses.</strong></td>
<td><strong>This strategy will be tracked through the Department of Institutional Effectiveness Initiatives.</strong></td>
</tr>
<tr>
<td><strong>Expand the acquisition of external funding to support new program development and existing program growth.</strong></td>
<td><strong>1. Number of grants funded.</strong></td>
<td><strong>Numerous grants and funding sources were secured by various departments and</strong></td>
<td><strong>Funding provided support to the development of new</strong></td>
<td><strong>This strategy is delineated through a number of divisions and departments across campus. As a result, the</strong></td>
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| Increase student lead generation, lead conversion, and student completion rates. | 1. 14th class day headcount enrollment for fall 2013.  
2. Dual Enrollment headcount.  
3. Fall to spring 2014 retention of first-time, full-time freshmen. | 1. The 14th day headcount for fall 2013 is 8,512  
2. Dual Enrollment totals for fall 2013 were 509 and spring 2013 were 524.  
3. The total of first-time, full-time students returning from fall 2013 to spring 2014 was 943 students. This is a 78.78% retention rate. | Growth was experienced from previous academic year. | Continue with this strategy |

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

New strategies:  
*Participation in dialogue at the state level through system office board meetings.  
*Attend professional development opportunities open to Administrative staff for Chancellor's Office.

Priorities of 2014-2015 year:  
*Continue to collaborate with universities across the state on articulations and Memorandums of Understanding.  
*Build upon the Cooperative Endeavor Agreement established between BPCC and Community Renewal International.  
*Continue to expand program offerings and prepare students for the workforce.  
*Continue to focus on student enrollment and completers.  
*STEM Building  
*Support the transition of curriculum areas within the Division of TEM to the CAMET Building.  
*Dr. Henderson to serve as President of Step Forward; Co-chair of the National Guard Leadership within the office of U.S. Senator Mary Landrieu.
DIVISION SUMMARY

In December of 2013, the Advancement Office spearheaded the launch of the School's first Major Gifts Campaign, in service to the Foundation and in cooperation with the Office of the Chancellor. The campaign's goal is to raise $9.5 million over an 18 month period with professional guidance from the national fundraising firm, The Armistead Group. Seven months into the Campaign, the Foundation has raised over $5 million to exceed more than 50% of its overall goal. The next steps for the Campaign are to launch the Family Campaign in August, followed by the Public Campaign in September. Based on past performance, the remaining portion of the goal should be realized over the next seven to eight months.

STRATEGIC PLANNING

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<tr>
<td>Collaborate with national fundraising consultant to design and implement Capital campaign.</td>
<td>Number of pledges received.</td>
<td>Implemented quiet phase of Capital campaign which included: 1. Friend Raiser event. 2. Informative and Solicitation visits with various community partners. 3. Track lead gift pledges and donations. 4. Provide follow-up communication to Friend Raiser attendees. 5. Update and distribute Lead Gifts</td>
<td>Implement Family (internal giving) component of Capital campaign for all BPCC employees.</td>
<td>Determine time to go public with the Capital campaign.</td>
</tr>
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</tr>
<tr>
<td>Increase marketing and solicitation of athletic programs.</td>
<td>Number of new pledges to support sports programs.</td>
<td>Implemented the Tarp fundraiser for baseball field. Promote awareness of athletic program via Cavalier memorabilia sales at games and on campus. Provided in-house support for T-shirt sales. Provided give-a-way</td>
<td>Collaborate with Foundation to raise funds for campus.</td>
<td>Identify dates that Athletic and Foundation board members can meet.</td>
</tr>
<tr>
<td>Implement initial Feasibility Study and monitor responses.</td>
<td>Number of prospects identified in Feasibility Study</td>
<td>100% of respondents interviewed in Feasibility study viewed BPCC favorably; 89% of community leaders indicated they would support a Major Gifts Campaign; 85% believed the timing was conducive to a achieving a successful campaign</td>
<td>Based on outcome, the Foundation launched the school's first Major Gifts Campaign in cooperation with the Office of the Chancellor. 49 Major Gifts Prospects identified in Feasibility Study with potential for</td>
<td>Continue working with campaign committees to accomplish the following; 1 - launch family phase of the campaign 2 - hold public forums to inform community about the campaign 3 - reach $9.5 goal</td>
</tr>
</tbody>
</table>
69% of respondents indicated they would or may be willing to volunteer; Four of five indicated they actually give to support the campaign. Donating six to seven figure gifts have been or are currently being solicited. At six months into the campaign, donations are nearing 50% of the $9.5 Million dollar goal. The four to five who indicated they would give have donated to the campaign and a lead gift of $1.4 million has been secured along with others listed below.

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<td>Enhance E-marketing and social media tools to increase Alumni participation and enhance community engagement.</td>
<td>Number of new Alumni and community partners responding to e-solicitation.</td>
<td>Implemented Give-For-Good city-wide campaign via social media in collaboration with community partners.</td>
<td>Review online tools to increase awareness of Foundation membership opportunities.</td>
<td>Provide link for alumni to update their contact information (email, address, etc) on all communications.</td>
</tr>
<tr>
<td>Increase donations to support campaign initiatives for professional development opportunity for faculty and staff.</td>
<td>Number of faculty and staff benefiting from professional development opportunities.</td>
<td>$9,000 Provided in financial assistance to members of faculty and staff for professional development offered locally and nationally. $23,300 provided to faculty and staff in Mini-grants funding to enhance classroom learning and</td>
<td>Increase awareness of membership benefits for Staff and Faculty senate members through advertisements in each campus building (ie. Flyers, BPCC Daily, Campus Memo,</td>
<td>1. Staff and Faculty Senates promote membership in each campus building with use of flyers and campus wide announcements. 2. The Student Success initiative of the Capital Campaign has a component to support &quot;Instructional Excellence&quot; through supporting professional</td>
</tr>
</tbody>
</table>
instructional, and school projects. $60,000 provided in Restricted funds to support targeted academic programs (TEM, CAPA, WINLA, Energy Camp) etc). Also, provide more payment options (ie. credit card) for membership fees. development for faculty and staff.

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<tr>
<td>Implement online Alumni community.</td>
<td>Number of Alumni log-ins.</td>
<td>Implemented monthly online BPCC Events Calendar to keep Alumni informed about campus activities</td>
<td>Alumni who choose to attend sports events, theatrical events, and community events held on campus better informed and prepared to attend events of interest to them</td>
<td>Integrate online notifications with new donor database software to better serve and track alumni</td>
</tr>
</tbody>
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**PRIORITIES FOR THE COMING ACADEMIC YEAR**

- Complete Major Gifts Campaign to reach $9.5 million goal
- Implement new Donor support software to enhance services to donors
- Implement new Credits Count Program
- Implement new Alumni Engagement Activity
- Return BPCC 100 Fundraiser
- Increase participation in Family Campaign (Annual Drive) to 85% participation rate among full time employees.
Institutional Effectiveness Initiatives

DIVISION SUMMARY AND EFFECTIVENESS

This year, Institutional Effectiveness Initiatives facilitated 68 on-campus professional development workshops for faculty and staff with 1,064 personnel in attendance. Mrs. Martin helped to secure and/or facilitate five "outside" speakers over the academic year, including Jen Nobil, “How can EAB Work for YOU?”: September 30, 2013, Dr. Saundra McGuire, “Teaching Students How to Learn: Metacognition is the Key!”: September 19 2013, Scott Alexander, “Affordable Care Act”: February 13, 2014, Suzanne McGurk, “Learn More About CLEP”: February 20, 2014, and Dr. Stephen Chew, “Understanding How Students Learn”: April 11, 2014.

BPCC's Open Campus Team, directed by Martin, was awarded Blackboard's Catalyst Award for Innovation, 2014. Allison Martin also authored the journal article “Open-Sourcing Developmental Education at Bossier Parish Community College.” Academic Advising Today, 36:4 (2013) and contributed to the article by Paul Fain which featured BPCC's Open Campus model: “Free Courses for a Big Problem” published in Inside Higher Ed, 19 July (2013).

The eight Open Campus courses available for students and non-students saw substantial enrollment increases with over 11,113 total student enrollments over the course of fall, 2013 and spring, 2014. Three additional Open Campus courses--English 099, Math 102, and College Success Skills--were contracted, completed, and opened to students during the year.


Martin's "In-House” presentations included “Learn to Use Lecture-Capture Features” (August, 2013),“Discover How BPCC’s Open Campus Developmental-Level Courses Can Help Your Students” (August,2013, and “New Faculty Orientation” (August, 2013).
Mrs. Martin attended the Education Advisory Board Leadership Summit, July 15-17, 2013, Washington, DC.

Mrs. Martin served as the editor for the SACs Fifth-year Review process as well as aided in editing BPCC's GRAD Act documentation. Mrs. Martin also designed the template and collected data for a new, campus-wide Faculty Professional Development Log. Mrs. Martin also served as Chair for Planning Council Subcommittee 5 (Institutional Effectiveness), the subcommittee responsible for redesigning BPCC Report Card Document. She also served as secretary for both the Service Delivery Committee and Advising Team.

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<tr>
<td>Expand courses offered through BPCC's open-source series &quot;Open Campus.&quot;</td>
<td>Number of courses added.</td>
<td>Open Campus: New Courses Contracted and Completed: 3</td>
<td>no changes</td>
<td>Expand courses offered through BPCC's open-source series &quot;Open Campus&quot;</td>
</tr>
<tr>
<td>Increase access to on-campus professional development workshops and presentations to meet the needs and schedules of adjunct instructors.</td>
<td>Number of afternoon/evening workshops or presentations offered.</td>
<td>Number of afternoon and evening workshops offered for '13-'14: 20</td>
<td>no changes</td>
<td>Continue to provide access to on-campus professional development workshops and presentations to meet the needs and schedules of adjunct instructors.</td>
</tr>
<tr>
<td>Expand faculty/staff professional development workshops and presentations offered on-campus in response to faculty/staff feedback.</td>
<td>Number of professional development workshops and presentations attended by employees.</td>
<td>'13-'14 Workshops Offered: 68 '12-'13 Workshops Offered: 29</td>
<td>no changes</td>
<td>More closely align faculty/staff professional development workshops and presentations offered on-campus in response to</td>
</tr>
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</table>

Courses Added:
- English 099
- Math 102
- College Success Skills
- Introductory Science

Changes Based on Assessment Outcomes:
No changes

Strategy(ies) for the Future:
- Expand courses offered through BPCC's open-source series "Open Campus" of |
- Continue to provide access to on-campus professional development workshops and presentations to meet the needs and schedules of adjunct instructors. |
- More closely align faculty/staff professional development workshops and presentations offered on-campus in response to |
Total Employee Attendance: 1,064
Previous Year's Attendance: 550
Increase in Attendees: +514

PRIORITIES FOR THE COMING ACADEMIC YEAR

Begin work on Open Campus Mobile App: (Next Generation Open Campus)
Contract and Complete at Least One Additional Open Campus Course
Align Open Campus offerings with needs of Community Renewal International
Present Open Campus App model at national and international conferences
DIVISION SUMMARY

Audit assignments completed over the period May 30, 2013 through May 27, 2014 included the areas - Outside Employment; Property Inventory; Technology Fees; Travel/Other Expenditures; Financial Aid; Surprise Cash Counts; Procurement Cards; Internal Control Self-Assessment; and Quarterly Follow-ups. Internal Audit recommendations from audit's performed have either been fully implemented or in the process of implementation.

Accounting functions for Bossier Parish Community College Foundation and Cavalier Athletic Foundation were also performed. These included all aspects of accounts receivable, accounts payable and any reconciliation and reporting requirements.

Professional development received during this same period at BPCC included: "Creating an Exceptional Workplace": Julie Willoz, Staff Senate, 04/22/14; "2014 Code of Ethics for Public Servants" : LEO System, 03/05/14; "CPTP Preventing Sexual Harassment- 2014: LEO System, 03/06/14; "ORM Defensive Driving": 06/21/13; "2013 Code of Ethics": LEO System, 09/25/13 and "Diversity in the Workplace: A New Look": Tydell N. Whitfield, 08/16/13. Professional development received during this period at McNeese State University in Lake Charles during the LACUA Fall Conference, October 10-11, 2013 included: "Fraud, Why it Happens": Allen Brown; "Developing a Fraud Control Framework": David Yellot; "Fraud 101 - FBI Investigation and Fed Funds for University": SA Edward W. Reed; "Financial Exigency and its Impact in University Operations": Linda Clark; and "Enhancing Your Institutional Success through Enterprise Risk Assessment": Chibuike V. Azuopu.

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<tr>
<td>Establish an annual Audit Plan in compliance with industry specific standards that fulfills the expectations and needs of the college.</td>
<td>Document the Audit Plan approved by the Chancellor.</td>
<td>Annual Audit Plan for fiscal year 2014 approved by the Chancellor, June 9, 2013.</td>
<td>No changes warranted.</td>
<td>Establish an Annual Plan each June for the current fiscal year.</td>
</tr>
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| Implement the annual Audit Plan to fulfill the mission of the Internal Audit Charter. | 1. Ascertain the extent to which College assets are physically accounted for and safeguarded from losses of all kinds.  
2. Evaluate the reliability and adequacy of the College accounting, financial and other records.  
3. Examine College operations to ensure compliance with policies and procedures; state and Federal laws and regulations; contractual obligations and Board Rules.  
4. Evaluate internal controls to ensure adequacy, effectiveness, efficiency and functioning properly. | 1. College assets were appropriately tagged, physically accounted for and properly safeguarded.  
2. Accounting, financial and reporting systems were considered adequate for areas reviewed.  
3. Overall compliance exist with College policies and procedures; state and federal laws and regulations.  
4. Internal controls were adequate, effective and functioning properly based on areas reviewed. | Recommendations and suggestions discussed with management regarding necessary corrective action. | Audit areas will be considered based on prior findings and recommendations; and recommendations from the Chancellor, LCTCS Director of Internal Audit and the Legislative Auditors Office. |

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accounts reconciliation for BPCC Foundation. Monthly profit and loss reporting; and balance sheets for both foundations. Year End Tax letters for donor contributions for both foundations.

**Department Measurable Strategy**

Attend at least one semi-annual LACUA conference during the fiscal year and participate in audit related video conferences where possible.

**Performance Indicators**

LACUA conference attendance certificate.

**Assessment Results**

Attended the LACUA Fall Conference, October 10-11, 2013.

**Changes Based on Assessment Outcomes**

Examine local area professional organizations that provide continuing education opportunities.

**Strategy(ies) for the Future**

Attend at least one semi-annual state LACUA conference during the fiscal year.

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Provide management with appropriate support in auditing and foundation accounting functions.
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 Speakers’ Bureau engagements
- website creative design
- coordination of events involving the public, community partners, etc.
- social media marketing efforts
- advancing the BPCC brand throughout the Northwest Louisiana region, state and nation.

This year, the Public Relations Office has been involved in many projects. We have produced, designed and printed marketing materials such as the 16-page Guidebook – an all-inclusive brochure for entire campus to use, all of the Major Gift Campaign collateral materials, BPCC General Academic Catalog, Athletic Media Guide, and Workforce Development & Continuing Education catalogs. We continued the implementation of the Graphic Standards Guide to update stationery, business cards, signage for the Divisions, faculty and staff. We have been involved in many events on campus: We planned, organized and implemented Science Olympiad Regional Event in partnership with Cyber Innovation Center. We also planned and implemented signing ceremonies with other colleges/partners/programs, i.e. UL-Lafayette, LaTech, NWLTC, Program for Successful Employment, Center for Community Renewal, and Hispanic Resource Center. We also planned, organized and implemented BPCC’s participation on LCTCS Workforce Day at the Capitol as well as planned and implemented ribbon cuttings at LSUS for the BPCC@LSUS program and the College Transitions Program.

We continued our positive relations with local media outlets and wrote and distributed 112 news releases on BPCC programs, registrations, events
which equated to:
• 13,892.75 inches of unpaid media articles
• 550 online articles
• 10,930.77 inches of paid advertising

Designing signage and flyers is another project that Public Relations handles. We have produced signs, flyers for the campus-wide Smoke-Free campaign, signage for the College Transitions Program building, and signs, flyers and postcards for more than 75 events/programs on campus from registration to program needs to Christmas show to athletic events.

We also assist the Chancellor with speaking engagements through production of his Prezi and setting up at the event. We meet and assist with many community partners’ needs i.e. Benteler, Bossier Chamber of Commerce, Community Renewal, Bossier Press to name a few.

Social media and the website are other areas in which the PR Office is responsible. A continued social media presence on Facebook, Twitter; added Instagram, Pinterest & YouTube as well as updates to the BPCC website.

The PR Office produces ads for the College throughout many publications, TV, radio, billboards and online such as SB Magazine, The Times, KTBS, KTAL, KMSS, Cumulus Broadcasting and Townsquare Media to name a few.

**STRATEGIC PLANNING**

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<td>Design new and redesign current program pushcard publications in order to provide program-specific information for each division to compliment the Guidebook.</td>
<td>Number of pushcards designed for division programs.</td>
<td>This is a continual strategy and we have designed approximately 10 new pushcards and updated approximately 10 this year.</td>
<td>Continue this strategy</td>
<td></td>
</tr>
<tr>
<td>Assist Chancellor with speaking engagements in the community and region - providing technology setup and scheduling</td>
<td>Number of speaking engagements per month</td>
<td>The number of speaking engagements have varied per month based on the Chancellor's schedule; however, the average has been at least 1-2 major community/region speaking engagements per month</td>
<td>Continue this strategy</td>
<td></td>
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<tr>
<td>Provide local media outlets with more news releases about BPCC programs and events</td>
<td>Number of news releases with a goal of increasing by 25% monthly</td>
<td>This strategy was implemented by measuring the number of column inches news stories appeared in print, videos and online. 13,892.75 inches of unpaid media articles was calculated - an increase from last year.</td>
<td>Continue to increase the number of daily news releases to local media outlets</td>
<td></td>
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<tr>
<td>Track use of College website.</td>
<td>Monthly data generated from website tracking system.</td>
<td>This strategy was not implemented through a website tracking system.</td>
<td>Find another means of tracking the website usage - preferably free.</td>
<td>Implement a free analytic tracking system to monitor website usage</td>
</tr>
<tr>
<td>Implement new social networking tools as social media outlets become available.</td>
<td>Number of daily and weekly Facebook, Twitter &amp; YouTube posts.</td>
<td>Daily - 1 to 2 per Facebook, Twitter; Weekly - avg. of 5 Facebook, Twitter; Monthly - avg. once a month</td>
<td>Continue to increase the number of daily and weekly social media posts</td>
<td>Continue this strategy again next year</td>
</tr>
<tr>
<td>Attend more workshops and seminars.</td>
<td>Number of professional growth seminars (on and off campus) attended by office personnel at no cost.</td>
<td>18                                                                -------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>no changes</td>
<td>Continue this strategy again next year</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

- Continue with restructuring BPCC’s publications – in order to have the Guidebook (all-inclusive); Division brochures and then program pushcards
• Production of pushcards for every program in each division (not all programs currently have pushcards)
• Plan ribbon cutting/open house for Center for Advanced Manufacturing & Engineering Technologies building
• Begin planning for new website update
• Utilize a new advertising mediums
  • ads in East Texas magazine – IN magazine (reaching markets – Tyler, Longview, Marshall)
  • utilize a new billboard vendor for key locations on I49, Bossier
• Update College Emergency Alert System
• Rework videos for all auxiliary departments for use in orientation
• Following items were planned for 2012-13 but put on-hold due to budgetary reasons:
  • Purchase new brochure stands for Building A lobby
  • Purchase KIOSK for Building A – visitors to access website and course listings
  • Purchase signage for Art Gallery for use during displays
  • Update Building A lobby and PR Office décor
  • Attend AACC conference – Director
  • Replace Graduation backdrop – for graduate photos
  • Replace banners on light poles on campus
  • Plan for the implementation of a new college-wide TV/messaging system (C3)
  • Setup up photo shoot for professors/instructors/deans/staff during Be Back Meeting in Fall and set up a schedule for new employees to be photographed for use in advertising, news releases, website
  • Begin to utilize targeted Facebook advertising
  • Attend national PR conference – all staff (Spring 2015); District 2 PR conference -- director (Fall 2014)

Current monthly PR projects will continue—i.e. ad production; news releases; website maintenance; social media presence; design of signage; support of division and departments’ promotional needs.
DIVISION SUMMARY

The mission of the Office of Student Success Initiatives is to enhance the student experience through comprehensive evaluation of the student experience and implementation of evidence-based retention activities. Student Success Initiatives met this mission by implementing professional development and student support activities. The office successfully managed the BPCC/NSU Title III Cooperative Project and implemented portions of the Blueprint for Student Success.

The Title III Project continued to support professional development. Faculty attended the Human Anatomy and Physiology Society (HAPS) Conference and anticipate attendance at the Blackboard, Campus Technology and Retention 101 conference during July 2014. Drs. Sandra McGuire and Stephen Chew visited the campus to discuss metacognition and how students learn. Faculty successfully completed self-study science modules for students who struggle to understand difficult concepts in gateway science courses. In addition, faculty developed an Introduction to Science course in the BPCC’s MOOC — Open Campus.

The Title III Project also supported the development and implementation of a Summer Bridge program for entering science, nursing, and allied health students. The overall goals of the program were to assist students with their transition from high school into college and to increase students’ academic, career, and personal success during their first-year of college and beyond.

Student Success Initiatives continued to collaborate with the campus in its goal of positively affecting the student experience. The Blueprint for Student Success provided a framework in which advising and orientation taskforce could focus their efforts. The taskforce attended the National Academic Advising Association (NACADA) Conference and, as a result, developed an etiquette for classroom behavior addendum to syllabi. The Blueprint also provided insight into professional development opportunities for the Office of Institutional Effectiveness. The Blueprint will continue to navigate the campus in implementing promising practices that impact student success.

STRATEGIC PLANNING

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<thead>
<tr>
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<tr>
<td>Institute student assessment</td>
<td>1. Number of Title III</td>
<td>1. Two hundred Title</td>
<td>Expand the</td>
<td>The Office will seek to utilize</td>
</tr>
</tbody>
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| Increase academic and career advising activities. | 1. Number of Title III orientation sessions in Science, Nursing and Allied Health courses.  
2. Number of Title III offerings, including workshops and advising sessions. | 1. Three orientation sessions were hosted. A Summer Bridge program was offered during from June 9 to July 3, 2014 for 10 entering science, nursing and allied health students.  
2. Sixteen Student Success Series’ workshops were hosted. 180 students attended the Student Success Series’ workshops. Six-hundred ninety-nine individual advising availability and awareness of survey results in order to create increased opportunities for student success. | Increase the number of workshops hosted and the number of students who participate in workshops and Summer Bridge. | The Office will implement a service learning and competency-based component with the Student Success Series.  
The Office will also seek funding to continue the Summer Bridge program post-Title III grant. |

III SENSE student surveys were administered.  
2. Two Title III sponsored student focus group was hosted.  
3. Meeting minutes and documents that detail linkage of Title III and campus-wide assessment results to plans for improvement were secured. | SENSE and CCSSE survey results during implementation of the Blueprint for Student Success and other student success initiatives. |
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<tr>
<td>Link portions of the Blueprint for Student Success to the College’s committees’ activities for 2013-2014.</td>
<td>1. Number of committees reporting linkage to the Blueprint for Student Success. 2. Committees’ minutes and documented plans to implement Blueprint activities.</td>
<td>1. Three committees (Service Delivery, Advising, and Orientation Taskforces) utilized the Blueprint for Student Success in planning and implementation of student success activities. 2. Agendas, along with planning documents, were secured.</td>
<td>Increase communication between the Office and the campus with regard to implementation and further planning of the Blueprint for Student Success.</td>
<td>The Office will link specific recommendations found in the Blueprint for Student Success into the College’s committees’ missions for 2014-2015.</td>
</tr>
<tr>
<td>Coordinate professional development activities that align with the College’s strategic goals.</td>
<td>1. Number of attendees of on-campus and off-campus sessions facilitated by Student Success Initiatives/Title III sponsored facilitators.</td>
<td>Sixteen faculty and staff attend the following conferences: National Academic Advising Association Conference, Educational Advisory Board, Community College Leadership Forum/Student Success Summit, Human Anatomy &amp; Physiology Regional Conference, Sloan Consortium, AACC Annual Convention, and the Human Anatomy and</td>
<td>Increase the number of attendees who have not previously attended a professional development event sponsored by the Office.</td>
<td>The Office will continue to align professional development opportunities with the strategic direction of the College and increase partnership opportunities with the Office of Institutional Effectiveness.</td>
</tr>
</tbody>
</table>
Priorities for the coming academic year

Priority areas for the Office of Student Success Initiatives include: collaborating with other offices to offer professional development, institutionalizing Title III Project promising activities, refining the Student Success Series, and developing a Student Success Advocates taskforce. The Office will work closely with Institutional Research/Grants and Institutional Effectiveness to utilize data in making informed decisions about professional development activities and committee responsibilities/activities. As the Title III grant closes September 30, 2014, the Office will ensure that promising practices permeate throughout the campus. The Student Success Services will be redefined to include a competency-based, service learning component. Lastly, the taskforce consisting of representatives’ from various areas of the College will make up the Student Success Advocates; the Advocates will assist the college in promoting/communicating its commitment to quality service and student success.
Division of Academic Affairs
DIVISION SUMMARY

In 2013-14 the academic year began with completion of the Bossier Parish Community College Fifth Year Interim Report due to the Southern Association of Colleges and Schools Commission on Colleges. During the fall semester the College received approval for a new Certificate of Technical Studies in Retail Management. In the spring semester Certificates of Technical Studies in Business Entrepreneurship, Advanced Manufacturing and Mechatronics were approved. Technical Competency Areas in Advanced Manufacturing and Mechatronics, CISCO, and Microsoft Server were also approved. Programs in help desk support, legal secretary, and manufacturing technology, were re-designated to digital medic, legal assistant, and information technology respectively. In addition, several technical competency areas were eliminated due to low enrollment and completions. Bossier Parish Community College at Louisiana State University Shreveport and Louisiana Tech University were established. All academic programs with mandated specialized accreditation by the Louisiana Board of Regents are now accredited. The 2013-14 academic year concluded with the completion of the GRAD Act 4 Report (6/13/14) and the Referral Report (6/17/14) due to the Southern Association of Colleges and Schools Commission on Colleges.

Administrative Activities:
• Prepared GRAD Act 4 Report (final copy submitted 6/13/14)
• Oversaw preparation of BPCC 5th Year Interim Report due to SACS (submitted August, 2013)
• Oversaw preparation of BPCC Referral Report due to SACS (due September 9, 2014)
• Updated academic policies and procedures as appropriate
• Meetings with deans, faculty, and staff as appropriate
• Facilitated Deans Council activities/meetings
• Served as member of the Executive Council
• Served as ex-officio member of faculty standing committees reporting to academics
• Achieved specialized accreditation in all Board of Regents mandated BPCC programs

Transfer and 2 + 2 activities for transfer students:
• Help establish BPCC@Louisiana State University Shreveport
• Help establish BPCC@ Louisiana Tech University
Programatic Changes 2013-14 for non-transfer students: The following items were submitted to the management board and/or Board of Regents during 2013-14.

Approved by LCTCS 11/13/13:
CTS in Retail Management (CIP 52.0212)

Approved by LCTCS 2/12/14:
CTS in Business Entrepreneurship (CIP 52.0701)
Changed CTS in Help Desk Support to Digital Media (CIP 11.9999)

Deleted by LCTCS 2/12/14:
TCA in Computer Drafting and Design (CIP 15.1301)
TCA in Stage Management (CIP 50.0599)

Approved by LCTCS 3/12/14:
CTS in Advanced Manufacturing and Mechatronics (CIP 15.1001)
TCA in Advanced Manufacturing and Mechatronics (CIP 15.1001)

Deleted by LCTCS on 4/9/14:
TCA in Biotechnology (CIP 41.1001)
TCA in Construction Entrepreneurship (CIP 46.0412)
TCA in Construction Readiness (CIP 15.1001)

Renamed by LCTCS on 4/9/14:
CTS in Legal Secretary to Legal Assistant (CIP 22.0301)

Deleted by LCTCS on 5/14/14:
TCA in Medical Transcription (CIP 51.0708)

Renamed by LCTCS on 5/14/14:
TCA in Manufacturing Technology to TCA in Information Technology (CIP 11.0101)

Approved by LCTCS on 5/14/14:
TCA in CISCO (CIP 11.0901)
TCA in Microsoft Server (CIP 11.0103)
Personnel Activities:
• Hired director for BPCC@ Louisiana State University-Shreveport
• Hired Dean of the Division of Technology, Engineering, and Mathematics

Meetings/Conferences:
• BPCC@LSU-S MOU signing (7/2/13)
• 5th Year Interim Report Committee (7/2/13)
• Registration – Career Compass (7/10/13)
• Faculty retirement receptions (7/16-18/13)
• Title III Meetings with Dr. Duffy (7/22/13)
• Summer Graduation (7/31/13)
• Meetings Regarding BPCC@GSU and BPCC@La.Tech (8/8/13)
• Attended LSU-S Scholarship Presentation (8/22/13)
• Paramedic Advisory (8/30/13)
• LTC Minden Ribbon Cutting (9/6/13)
• Aspen Institute Presentation (9/10/13)
• National Technical Assistance Partners Louisiana College Site Visit (9/13/13)
• Ribbon Cutting GED Program (9/20/13)
• CIS and Construction Advisory Committees (9/25/13)
• Cyber and Industrial Technology Advisory Committees (9/27/13)
• Engineering Advisory Committee (10/3/13)
• Pharmacy Technology Accreditation team (10/4/13)
• Respiratory Therapy Advisory Committee (10/17/13)
• Culinary Arts Accreditation Meeting (10/29/13)
• Medical Assistant Advisory (10/30/31)
• Criminal Justice and Phlebotomy Advisory Committees (11/1/13)
• Oil and Gas Production Technology Advisory Committee (11/7/13)
• College Promotion Committee Meeting (11/18/13)
• Cyber Innovation Center Luncheon (11/20/13)
• MMC – Manufacturing (12/11/13)
• Medical Office Specialist Advisory Committee (11/20/13)
• Conference Call Louisiana Tech University (12/16/13)
• Met with KCS/IBEST Facilitation team
• Met with Subcommittee 5 Planning Council
• Met with Planning Council
• Attended Designing and Developing Your Academic Advising Program
• Attended “Advising as Teaching and Learning”
• Attended Cyber Innovation Center Meetings
• Completed Ethics Training for Public Servants
• Attended Luncheon for New Faculty
• Attended Ribbon Cutting for LTC-Minden
• Attended Oil and Gas Production Technology Advisory Meeting
• Met with Executive Committee
• Met with LSU-S representative regarding 2 + 2 agreements
• Attended industrial technology meeting
• Attended meeting regarding establishing BPCC@La.tech
• Attended CIS Advisory Committee Meeting
• Attended CIT Advisory Committee Meeting
• Met with Title III evaluator – Dr. Ed Duffy
• Met via compressed video with Louisiana Higher Education Chief Articulation Officers
• Facilitated meeting of GRAD Act 3 auditors
• Attended BPCC – ULL Engineering Articulation Signing
• Attended Fall Cohort Meeting
• Attended Nursing Advisory Committee Meeting
• Attended NSU, La. Tech, and ULM @ BPCC soirees
• Attended Construction Management Advisory Committee Meeting
• Attended Energy Advisory Committee Meeting
• Attended Surgical Technology Advisory Committee Meeting
• Attended Physical Therapy Advisory Committee Meeting
• Attended nursing accreditation exit meeting
• Attended Occupational Therapy Advisory Committee Meeting
• Met regarding enrollment completion activities
• Met with LTC Minden personnel regarding articulation opportunities
• Attended General Science Advisory Committee Meeting
• Attended end-of-year college luncheon
• Attended BPCC – LTC MOU signing
• Attended BPCC graduations
• Met with various parents/students regarding academic concerns
• Attended Staff Senate end-of-year luncheon
• Hosted TEM dean farewell luncheon
• Completed dean administrative evaluations
• Participated in interview for TEM dean candidates
• Served as liaison to BPCC@La.Tech Endeavor
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<td>Provide professional development opportunities for faculty and staff.</td>
<td>Number of professional development opportunities offered to deans and directors.</td>
<td>Deans and directors participated in 346 professional development activities.</td>
<td>No changes.</td>
<td>Strategy Completed.</td>
</tr>
<tr>
<td>Review academic programs in accordance with the cyclical rotation.</td>
<td>Number of program reviews.</td>
<td>Eight programs reviewed.</td>
<td>Program improvements stated in the formal program reviews in division offices.</td>
<td>Review programs scheduled in 2014-15.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Academic Activities:
- Assist in the preparation of Title III Grant
- Strengthen articulation agreements with four-year university partners
- Coordinate/collect program review documents from deans
- Attend appropriate meetings on and off campus in promotion, management, and leadership of the academic program
- Continue to strengthen/improve/enlarge the BPCC@ programs
• Serve as ex-officio of faculty standing committees reporting to the Office of the Vice Chancellor for Academic Affairs
• Serve on the College Executive Committee
• Serve on the College Planning Council
• Serve on the College Deans Council
• Oversee transition to new leadership in TEM division
• Provide professional development opportunities to Deans Council
• Reorganize/update/streamline Academic Affairs Policy and Procedures Manual

Programatic Additions 2014-15 for non-transfer students:
Feasibility study for AS in Construction Management
Feasibility study for concentration in Church Music (AS in Performing Arts)

Programatic Additions 2014-15 for transfer students:
Feasibility study for CTS in Human Resource Management
Feasibility study for AS in Urban Planning
DIVISION SUMMARY

The Academic Advising Center was involved in many academic and extracurricular activities at Bossier Parish Community College and in the community during the 2013-2014 fiscal year. The Center hired one new full-time advisor during the fall 2013 semester: Denise Tuesta. The Academic Advisors also offered services for the BPCC/GSU registration held in Grambling, LA for the fall 2013 semester. The Center advised 2,559 students during the summer 2013 semester, which was an increase of 104% over the last summer semester. The Center advised 3,670 students during the fall 2013 semester, which was an increase of 69% over the last fall semester, and 5,589 students during the spring 2014 semester, which was an increase of 143% over the last spring semester. The number of students advised for the 2013-2014 fiscal year was 11,818, an increase of 153% over the previous year. During the month of August 2013, the Center (3 advisors) with the help of additional faculty advisors, saw 2,048 students which topped our monthly record for the number of students served in a one month period during the 2013-2014 year.

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 life. 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 Center’s academic advisor, Jennifer McMullen, attended the 2013 Annual NACADA (National Academic Advising Association) Conference in Salt Lake City, Utah through the Carl Perkins Basic grant program in October 2013. Miss McMullen assisted Allison Martin as she presented “Open Campus” at the Poster Session, 2013 NACADA National Conference. Denise Tuesta attended the Teresa Farnum and Associates-Student Retention Planning Workshop held in New Orleans, Louisiana in February 2014. This grant allowed the Center’s advisors and Peggy Fuller to travel to local and national conferences for professional development to enhance the Center’s services. The Title III grant, whose purpose is to provide information on success for the students’ academic, career, and personal goals, provided training for Mrs. Fuller at the Student Success Summit held in July 2013 in Washington D. C.
Throughout the 2013-2014 year, the Academic Advising Center continued to make an intensive effort to provide quality advising and promote student success. Additional printers were obtained to speed up the process and eliminate the students’ “wait time” spent in the Center. Additionally, two (2) scanners were purchased for expediting the students' receipt of their SAP academic plan.

Mrs. Fuller was nominated and received a medallion and certificate as a recipient of the annual National Institute of Staff and Organizational Development (NISOD) Excellence Award during the NISOD Conference in Austin, Texas in May 2014. The nominees are recognized for demonstrating superior skills in teaching by their outstanding commitment and contribution to their students and colleagues.

The Center, in cooperation with the Office of Financial Aid, continues to participate in the ongoing process of implementing the Student Academic Progress (SAP) policy. 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.

Members of the Center fulfilled the mission of the College and of the 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, BPCC Lee National Denim Day, United Way, Operation Santa Clause, and participating in the American Cancer Society Relay for Life.

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<td>Implement an online survey.</td>
<td>Survey results.</td>
<td>Due to system changes, was not able to implement the survey.</td>
<td>Implement in the Academic Advising Center.</td>
<td>Create a survey to be completed in the Academic Advising Center.</td>
</tr>
<tr>
<td>Implement the advising syllabus campus wide.</td>
<td>Number of syllabi used campus wide.</td>
<td>Supplied Academic Advising syllabus to all students that visited the Center; along with distributed syllabus to all divisions.</td>
<td>Provide a copy of the advising syllabus in the New Student Packet distributed to all new students by the Academic Advising Center; syllabus is also included as part of</td>
<td>Continue to provide/distribute the academic advising syllabus to all new and current students, while making necessary changes as needed.</td>
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<tr>
<td>Create an academic plan for students regulated by the Student Academic Progress (SAP) policy.</td>
<td>Number of Student Academic Progress (SAP) academic plans completed and turned in to Financial Aid.</td>
<td>Completed all Student Academic Progress (SAP) academic plans and submitted to Financial Aid.</td>
<td>An academic plan for each curriculum was created for students regulated by the Student Academic Progress (SAP) policy.</td>
<td>Continue to furnish Student Academic Progress (SAP) academic plans, continue to provide/scan/e-mail academic plan to the student, and submit to Financial Aid.</td>
</tr>
<tr>
<td>Participate in professional development seminars and/or workshops.</td>
<td>Number of professional development opportunities in which the Academic Advisors/Counselors participate.</td>
<td>The Advisors attended a number of on campus and off campus conferences, seminars, and workshops.</td>
<td>Provided additional grants are available, increase the number of conferences, seminars, and workshops attended by the academic advisors.</td>
<td>Participate in professional development seminars and/or workshops for advisors and staff.</td>
</tr>
<tr>
<td>Create a new Academic Advising Advisory Board.</td>
<td>Numbers of members and businesses represented.</td>
<td>Because of the workload in the Academic Advising Center, no Academic Advising Advisory Board was created.</td>
<td>Hire another advisor to replace Denise Tuesta and another student worker to free up telephone time with students.</td>
<td>Create a new Academic Advising Advisory Board.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Continue providing academic advisors in the same building of the placement testing location. Utilize the current faculty advisors to enhance services in the Academic Advising Center. Continue to monitor effectiveness of existing services.
DIVISION SUMMARY

The Academic Planning Division consisting of the Office of the Associate Vice Chancellor of Planning and Instruction within the Division of Academic Affairs had a very successful and productive year, and the primary focus for this division for 2013-2014 was to serve students, faculty, staff, and administration and to enhance student success. The division was instrumental in conferring candidates for three (3) graduations and in providing graduation information for the graduation programs, the College community and area newspapers, and the reports to the Louisiana Community and Technical College System (LCTCS) and the Louisiana Board of Regents. Bossier Parish Community College held five (5) commencement ceremonies: one in summer 2013, two in fall 2013, and two in spring 2014. The number of graduates conferred for the 2013-2014 academic year was 950, the largest number of graduates in the history of the College. The College awarded 1,356 associate degrees, certificates, and technical competency areas to these 950 graduates.

The Office of the Associate Vice Chancellor of Planning and Instruction was responsible for many activities this academic year. The Office provided 157 regularly scheduled and on demand placement testing opportunities during the academic year. During the 2013-2014 academic year, 7,191 placement tests were administered to 3,763 students. 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 2013, fall 2013, and spring 2014 graduating classes. The information concerning general education competencies gathered from this standardized testing of 157 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 2013-2014 academic year, 406 candidates for graduation completed the BPCC Graduation Survey, and this information will be used to review academic programs.

Throughout the year, this Office, also, engaged in the following responsibilities: monitored all aspects of the graduation process; monitored the Planning Council and scheduled all meetings of the Planning Council; coordinated the courses for the College for the Louisiana Board of Regents Master Course Articulation Matrix; provided Banner support and professional development workshops related to Banner and Curriculum, Advising, and Program Planning (CAPP); coordinated the student evaluations of faculty each fall and spring semester and provided student evaluation statistics to Administration, Deans, and faculty; supervised student schedule changes each semester; provided information and monitored the Activating Inquisitive Minds (AIM) program and the student participants (sixty-three students in the fall semester and ninety-seven students in the spring semester); and maintained and updated the Blackboard site for the Planning Council and updated the Placement Testing site and the
Candidates for Graduation site on the College website each semester.

Additionally, the individuals within the Division participated in seventy-four (74) professional development activities and served on several committees. Mrs. Lesa Taylor-Dupree, Associate Vice Chancellor of Planning and Instruction, attended several conferences including the National Academic Advising Association (NACADA) Annual Conference, the Louisiana Community and Technical College System Annual Conference, and several meetings of the Statewide Articulation Transfer Council and the Statewide General Education Committee. Also, Mrs. Taylor-Dupree attended professional development seminars relating to college administration, student success, general education, academic advising, accelerated learning, placement testing, GRAD Act, Banner resources, mentoring, articulation, leadership, service delivery, ethics for state employees, and preventing sexual harassment. She served as the leader of the Planning Council, a LCTCS representative on the Statewide General Education Committee as a part of the Statewide Articulation Transfer Council, and the Chief Articulation Officer submitting the courses for the College to the Louisiana Board of Regent Master Course Articulation Matrix. Mrs. Taylor-Dupree served on many committees, councils, and teams including the Planning Council, the Deans Council, the Executive Council, the Southern Association of Colleges and Schools Commission on Colleges Fifth Year Report Team, the Academic Advising Task Force, the Service Delivery Committee, interview committees for hiring college staff, and several committees regarding student success, general education core competencies for certificates and degrees, and the Louisiana Transfer Degree Guarantee. Additionally, the Associate Vice Chancellor of Planning and Instruction 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 and meetings of the General Education Assessment Committee, the Christmas Committee, the Graduation Committee, the Service Delivery Committee, and the Academic Advising Task Force. Mrs. Taylor-Dupree gave several presentations regarding academic advising and general education competencies. Mrs. Laura Fowler, the Academic Planning Coordinator in the Office of the Associate Vice Chancellor of Planning and Instruction, attended meetings focusing on purchasing, travel, safety, Banner training, Compass placement testing, student success, financial aid, and service delivery. She participated in professional development dealing with ethics for the state employees, preventing sexual harassment, “Assessing and Navigating Student Checklist, Admissions, LOLA, and Financial Pages,” and “Web Snapshot.” Mrs. Fowler was also a member of the Graduation Committee, assisted with the Planning Council, and served on the interview committee for hiring College staff. Additionally, she served as a resource person for the Deans and faculty and counseled students regarding requirements for placement testing and information for graduation. Mrs. Rachael Carter, Coordinator for CAPP, served on the Graduation Committee and an interview committee for hiring College staff and coordinated the student evaluation of classes with the Division of Educational Technology. Additionally, Mrs. Carter presented eleven (11) professional development workshops related to CAPP and Banner in which there were seventy-six (76) attendees. Mrs. Carter attended meetings regarding CAPP, Banner, popsel training, registration, advising, Compass placement testing, student success, ethics for state employees, preventing sexual harassment, and “Web Snapshot,” and she attended the Ellucian Live Conference 2014 in Anaheim, California. Mrs. Katrina Sproles, the Administrative Assistant for the Office of the Associate Vice Chancellor of Planning and Instruction, participated in several professional development opportunities including Career Compass Registration Day Pre-Event Working, “The Way You Do the Things You Do,” ethics for state employees, and preventing sexual harassment. Additionally, Mrs. Sproles served on the Hospitality Committee and the Graduation Committee and assisted with the Planning Council.
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<td>Create and implement the Curriculum, Advising and Program Planning (CAPPs) for new credentials within Banner for the College and update existing Curriculum, Advising and Program Planning (CAPPs) as curriculum changes are made.</td>
<td>1. Number of new Curriculum, Advising and Program Planning (CAPPs) created for the College. 2. Number of Curriculum, Advising and Program Planning (CAPPs) updated because of curriculum changes.</td>
<td>1. The Coordinator for CAPP created five (5) new CAPPs for new credentials. 2. The Coordinator for CAPP updated 108 existing programs because of curriculum changes.</td>
<td>New CAPPs will be created as new credentials are created and offered by the College.</td>
<td></td>
</tr>
<tr>
<td>Review all required paperwork for candidates for graduation and monitor the graduation process.</td>
<td>1. Number of graduates for 2013-2014 academic year. 2. Number of credentials awarded for 2013-2014 academic year.</td>
<td>The College graduated 950 students during the 2013-2014 academic year. 2. The College awarded 1,356 credentials during the 2013-2014 academic year.</td>
<td>No changes are needed.</td>
<td></td>
</tr>
<tr>
<td>Monitor the online student evaluation of faculty instruction for 2013-2014 academic year.</td>
<td>Number of online student evaluations of faculty instruction administered during the 2013-2014.</td>
<td>The Office of the Associate Vice Chancellor of Planning and Instruction coordinated with the Division of Educational Technology to oversee a new online student evaluation of faculty instruction for all academic classes, including face-to-face,</td>
<td>Improvements in the template were made for the reporting process of classes to be evaluated.</td>
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<td></td>
<td>The College will use this online format of student evaluation of faculty instruction for classes during the next academic year. Deans will be provided additional professional development to learn more concerning the accessing and generating of reports.</td>
</tr>
</tbody>
</table>
Internet, and hybrid, for the 2013-2014 academic year. The online evaluation process was a success. A total of 2,867 courses were evaluated. A total of 52,739 surveys were administered, and 23,915 responses were received. Deans and faculty were able to access results of the student surveys and

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<tr>
<td>Address initiatives with the Planning Council to improve the effectiveness of the College and to provide access and success to students.</td>
<td>Number of college initiatives addressed through the Planning Council.</td>
<td>The Planning Council addressed and was involved in seventeen (17) initiatives this academic year.</td>
<td>The Planning Council was structured this academic year to increase faculty participation in the Planning Council and to improve the effectiveness of the decision making processes of the Council. Several initiatives of the Planning Council included a thorough review of each department’s strategies for success by the</td>
<td>For the next academic year, the Planning Council will address initiatives to improve the effectiveness of the College and to provide access and success to students.</td>
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<tr>
<td>Monitor general education core competency assessments for candidates for graduation.</td>
<td>1. Administration of the Educational Testing Service Proficiency Profile to associate degree candidates. 2. Review of general education competencies for candidates for graduation. 3. Number of candidates for graduation completing the Bossier Parish Community College Graduation Survey each semester.</td>
<td>1. The College administered the Educational Testing Service Proficiency Profile to 157 associate degree candidates for graduation in the summer 2013, fall 2013, and spring 2014 graduation classes. 2. The information gathered concerning the general education competencies from the Educational Testing Service Proficiency Profile is being reviewed by appropriate college subcommittees, a review of the charges of the Planning Council subcommittees, a review of the responsibilities of the Planning Council, a review and redesign of the BPCC Report Card, and a redesign of the Annual Report. The Planning Council also attended many functions of the College.</td>
<td>No changes are needed.</td>
<td>The Educational Testing Services Proficiency Profile and the Bossier Parish Community College Graduation Survey will be administered to candidates for graduation each semester during the next academic year. Results will be provided to appropriate personnel.</td>
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</table>
3. The Bossier Parish Community College Graduation Survey was administered to 406 candidates for graduation during the 2013-2014 academic year.

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<td>Participate in professional development opportunities.</td>
<td>Number of professional development opportunities in which the individuals in the Academic Planning Division participate.</td>
<td>The Office of the Associate Vice Chancellor of Planning and Instruction documented the number of professional development opportunities in which the staff participated. The staff within the Academic Planning Division participated in seventy-four (74) professional development opportunities.</td>
<td>No changes are needed.</td>
<td>The Office of the Associate Vice Chancellor of Planning and Instruction and the staff within the Academic Planning Division will participate in professional development opportunities for the next academic year.</td>
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<td>Utilize the College website and/or the Blackboard website for the Planning Council, graduation information, and placement testing.</td>
<td>1. Number of updates of Planning Council information on the College Blackboard website. 2. Number of updates of graduation information on the College website.</td>
<td>1. The Office of the Associate Vice Chancellor of Planning and Instruction revised and updated Planning Council information on the College Blackboard.</td>
<td>No changes are needed.</td>
<td>The Office of the Associate Vice Chancellor of Planning and Instruction will utilize and update the College Blackboard website and the College website to post, disseminate, and update.</td>
</tr>
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</table>
3. Number of updates of placement testing information on the College website.

2. The Office of the Associate Vice Chancellor of Planning and Instruction revised and updated graduation information on the College website nine (9) times during the academic year.

3. The Office of the Associate Vice Chancellor of Planning and Instruction revised and updated placement testing information on the College website twenty-eight (28) times during the academic year.

Department Measurable Strategy
Provide scheduled and on demand placement testing opportunities for students.

Performance Indicators
Number of opportunities for scheduled and on demand placement tests during the 2013-2014 academic year.

Assessment Results
The Office of the Associate Vice Chancellor of Planning and Instruction provided 157 opportunities for students to take placement tests. Also, the Office of the Associate Vice Chancellor of Planning and Instruction administered 7,191

Changes Based on Assessment Outcomes
No changes are needed.

Strategy(ies) for the Future
The Office of the Associate Vice Chancellor of Planning and Instruction will meet the demands of students by providing all scheduled and on demand placement testing opportunities for the next academic year.
placements tests to 3,763 students.

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<td>Provide professional development workshops regarding Banner to the faculty and staff.</td>
<td>Number of professional development workshops regarding Banner provided to the faculty and staff.</td>
<td>The Coordinator for CAPP offered eleven (11) professional development workshops concerning CAPP and Banner during the 2013-2014 academic year. A total of seventy-six (76) faculty, staff, and administrators attended these workshops.</td>
<td>No changes are needed.</td>
<td>The Office of the Associate Vice Chancellor of Planning and Instruction and the Coordinator for CAPP will offer CAPP and Banner professional development workshops as needed during the next academic year.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

1. Provide scheduled and on demand placement testing opportunities.
2. Oversee the updates of Curriculum, Advising, and Program Planning (CAPP) to existing CAPPs and create new CAPPs for new credentials within the Banner system for the College.
3. Provide professional development opportunities for faculty and staff for Banner.
4. Provide faculty with information regarding advising policies and procedures, placement testing, general education competencies, and CAPP.
5. Update the Blackboard site for the Planning Council and update the Placement Test site and the Candidates for Graduation site on the BPCC website each semester.
6. Review and update the general education core competencies for the College.
7. Oversee the graduation process and document the number of graduates for the 2014-2015 academic year.
8. Oversee the Planning Council.
9. Participate in professional development opportunities.
DIVISION SUMMARY

The Fall 2013 semester brought an increase in the number of students in the BPCC @ GSU program. With an enrollment of 406 students there was a need to hire new faculty. Three new faculty members were hired in the Fall of 2013 and three more were hired for Spring 2014.

BPCC @ GSU students have been introduced to MOODLE, technological internet tool which is used at Grambling State University. This will help prepare the student for the increasing number of internet courses at GSU and other institutions. Several BPCC @ GSU adjunct instructors attended MOODLE workshops which were conducted GSU Professors who teach for BPCC @GSU and the Distance Learning staff at GSU.

In Spring 2014 many BPCC @ GSU students were honored at Grambling State University Honor’s Day Convocation. These students received medallions and were invited to the President’s Picnic.

During the Fall and Spring semester several GSU honor students served as tutors in the areas of English and Math for the BPCC @ GSU students.

Having been with the BPCC @ GSU Program since its inception, Dr. LaWanna Gunn-Williams, Professor of Psychology will be retiring from GSU on July 31, 2014.

Mr. Willie Smith, Student Enrollment Advisor BPCC @ GSU participated in a Literacy Outreach Program at Alma J. Brown Elementary during Fall 2013. Mr. Smith read several books to 1st and 2nd graders.

Mr. Willie Smith visited Grambling Laboratory High School during Spring 2014 to speak with high seniors in regards to the BPCC @ GSU Program.

Mrs. Sandra Willis-Theus, Program Director BPCC @ GSU served as a judge and Mr. Willie Smith served as a tabulator for the Miss Omega Psi Phi Scholarship Pageant during Fall, 2013.
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<tr>
<td>Implement social media.</td>
<td>Social media site created.</td>
<td>Instagram site created Spring 2014 semester.</td>
<td>Will work closely with BPCC Public Relations to create a facebook account.</td>
<td>Enhance social media for BPCC @ GSU.</td>
</tr>
<tr>
<td>Provide Professional development workshops regarding Moodle to faculty and staff.</td>
<td>Number of attendees who attended workshops.</td>
<td>5 BPCC @ GSU Adjunct Instructors attended MOODLE workshops presented by Distance Learning staff at GSU.</td>
<td>No changes</td>
<td>Continue to encourage adjunct faculty and staff to attend MOODLE workshops.</td>
</tr>
<tr>
<td>Provide professional growth opportunities for office personnel.</td>
<td>Number of professional workshops, seminars, or conferences.</td>
<td>BPCC @ GSU staff attended a total of 10 professional growth opportunities.</td>
<td>No changes</td>
<td>Continue to provide professional growth opportunities for office personnel.</td>
</tr>
<tr>
<td>Increase enrollment by ten percent (5%) for the next academic year.</td>
<td>Number of students enrolled.</td>
<td>The total number of students enrolled was 801 (Summer 2013, Fall 2013, and Spring 2014)</td>
<td>No changes</td>
<td>Increase enrollment by 5% for the next academic year.</td>
</tr>
<tr>
<td>Increase academic effectiveness of BPCC @ Grambling.</td>
<td>1. Number of successful completers. 2. Feedback from student surveys.</td>
<td>219 BPCC @ GSU students successfully completed the program to transition. (Summer 2013, Fall 2013, and Spring 2014)</td>
<td>No changes</td>
<td>Continue to work closely with instructors and students to improve and increase academic effectiveness.</td>
</tr>
</tbody>
</table>
PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Move to a larger facility.
2. Hire an additional staff member.
DIVISION SUMMARY

The BPCC @ LSUS Division began as a partnership with LSU Shreveport in June 2013. Modeled after other BPCC partnerships such as BPCC @ NSU and BPCC @ GSU, the BPCC @ LSUS program assists students who do not meet the admission requirements for LSUS by offering developmental and general education courses right on the LSU Shreveport campus. BPCC @ LSUS staff assist students with the transfer process into LSUS once they complete the necessary courses.

With just two months to prepare for the fall 2013 semester, we were able to recruit and enroll 61 students thanks to referrals from the LSUS admissions office and local advertising provided by the BPCC Public Relations office. By spring 2014, enrollment grew 20% to 73 students due to continued advertising and word of mouth. After the first academic year, fifteen students met the requirements to transfer to LSUS.

The Program also provided academic advising and registration assistance to ten currently enrolled LSUS students who wished to enroll in BPCC courses either online or on the BPCC main campus in Bossier City.

To increase awareness of the BPCC @ LSUS program in the community, we displayed electronic billboards around Shreveport/ Bossier during registration, advertised in SB Magazine, appeared on KSLA News channel’s morning show to discuss the program and promote an instructor job fair, distributed information packets to all Career Compass counselors in the area, mailed information packets to all high school counselors in Northwest Louisiana zone 5, and made presentations to area high school students. We plan to expand on these efforts to improve awareness in the coming year.

The creation of the BPCC @ LSUS Division has improved educational choices for students in the Shreveport/Bossier community. Students are attracted to the program because of the convenient location with access to nearby housing and public transportation and the ease of transfer into a four year university. With the admission standards at LSUS increasing, we forecast more students will need our program in fall 2014. In anticipation of higher enrollment, we have increased our course offerings from thirteen courses in fall 2013 to nineteen courses and multiple sections in fall 2014.
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<tr>
<td>Increase awareness of program in</td>
<td>1. Number of student referrals and inquiries. 2. Number of students enrolled.</td>
<td>1. Received 215 referrals for the fall and spring semesters. 2. Forty-eight percent of referrals became students.</td>
<td>Track phone calls, emails, and walk-in inquiries.</td>
<td>Seek out additional ways to promote the program.</td>
</tr>
<tr>
<td>Shreveport/Bossier and surrounding parishes.</td>
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<tr>
<td>Recruit and hire a diverse set of faculty to improve variety of course offerings.</td>
<td>Number of adjunct faculty hired.</td>
<td>Fourteen adjunct faculty were employed in the fall. Two new faculty were hired in the spring.</td>
<td>No changes.</td>
<td>Continue to recruit potential faculty.</td>
</tr>
<tr>
<td>Track and record student success rates in courses.</td>
<td>1. Number of successful completers. 2. Record learning outcome data for each course.</td>
<td>1. Fifteen students completed the program by the end of the spring semester. 2. Learning outcomes for the fall and spring semester were recorded.</td>
<td>No changes.</td>
<td>Continue to track student success in courses and research methods to improve student learning.</td>
</tr>
<tr>
<td>Provide professional development opportunities for program personnel.</td>
<td>Document participation in professional development opportunities provided.</td>
<td>Program staff participated in fourteen webinars and workshops.</td>
<td>No changes.</td>
<td>Encourage more participation from adjunct faculty.</td>
</tr>
<tr>
<td>Increase awareness of program in Shreveport/Bossier and surrounding parishes.</td>
<td>Number of student referrals and inquiries.</td>
<td>Duplicate strategy. See strategy number one for assessment results.</td>
<td>Duplicate strategy. See strategy number one for changes</td>
<td>Duplicate strategy. See strategy number one for future strategies.</td>
</tr>
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</table>
PRIORITIES FOR THE COMING ACADEMIC YEAR

Improve the content of our new student orientation and work to increase participation by students. Continue to promote the math lab and writing center and encourage students to seek out tutoring when necessary. Set up an adjunct faculty office in the classroom building to give instructors additional space to counsel students and prepare for their classes. Plan student success workshops and bring in guest speakers for topics such as study skills, time management, and test preparation. Work with the library to conduct an orientation of library resources. Publicize intramural sports and student activities on campus to increase student awareness of these events. Continue to network with high school and Career Compass counselors to increase awareness of the program.
DIVISION SUMMARY

The bpcc@NSU Division has had a successful 2013-2014 academic year as reflected in the expansion of the bpcc@NSU/Leesville program and the total enrollment at both Natchitoches and Leesville. More course offerings have been available on semester schedules of classes to provide prospective and current students with additional choices. Enrollment has increased from 140 students in 2005-2006 to 450 students in 2013-2014. New admission requirements for university enrollment will continue to channel students to the BPCC campuses in Natchitoches and Leesville. Additionally, new transfer requirements will mean that students who enter our program will continue with us for approximately three semesters. Even with the new requirements, bpcc@NSU students continue to successfully progress toward university admission. First time freshmen who require any developmental courses will now enroll in bpcc@NSU. 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.

bpcc@NSU Division continues to be successful in attracting students from central Louisiana who do not meet the admission standards to enter local universities, particularly Northwestern State University. The enrollment numbers for bpcc@NSU and bpcc@NSU/Leesville and 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 and in Leesville. They continue to update the forms of BPCC and to relay current and correct information. The newest change in the program has been that NSU no longer offered developmental English this past year. We became the primary way for a university student to complete that part of his/her requirement to continue on to college level English. We have already begun the planning to provide all developmental courses for the university beginning in Fall 2014. We work very closely with NSU to ensure that our students will complete all necessary requirements to streamline the process of moving into NSU. Our office has done a wonderful job of spreading the value of beginning college at bpcc@NSU in order for our area students to stay in central Louisiana to complete their degree. We engage our students within the term by offering special days of celebration where the office highlights one day a month as “nacho day,” “ice cream day,” etc. and that item is provided to the students. As often as is possible, the staff at bpcc@NSU engages in community projects and serves the students in our program with excitement and celebration. We continue to be included in the graduation parties of our former students. 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. 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 and bpcc@NSU/Leesville are credentialed to teach at the community college in their respective disciplines.
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<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.</td>
<td>No changes.</td>
<td>Hire the best and most qualified instructors.</td>
</tr>
<tr>
<td>Strengthen ties and communication with secondary schools and Career Compass.</td>
<td>1. Travel log of meetings with secondary schools.</td>
<td>Communicated with forty-two area high schools. Received inquiries from 80% of them.</td>
<td>No changes.</td>
<td>Strengthen ties and communication with secondary schools and Career Compass.</td>
</tr>
<tr>
<td>Expand scope and offerings at Natchitoches and Leesville sites.</td>
<td>1. Number of course offerings.</td>
<td>Variety and number of course offerings have been added to schedule of classes.</td>
<td>Modify offerings.</td>
<td>Modify schedule of classes per semester to broaden offerings.</td>
</tr>
<tr>
<td>Provide information about enrollment in developmental courses and college classes to meet transfer requirements.</td>
<td>Number of documented courses and number of successful completers.</td>
<td>Information has been posted and communicated through emails.</td>
<td>No changes.</td>
<td>Increase communications with staff and student population.</td>
</tr>
<tr>
<td>Provide professional development opportunities to BPCC @ NSU faculty and staff.</td>
<td>Documentation of number, date, and attendance at professional opportunities provided.</td>
<td>Staff utilized professional developmental opportunities</td>
<td>No changes.</td>
<td>Provide professional development opportunities to faculty and staff.</td>
</tr>
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</table>
| Provide academic opportunities for success of BPCC @ NSU students. | 1. Number of successful completers.  
2. Feedback from student surveys.  
3. Log of student usage of labs and tutorial services. | Sixty-three students were eligible to attend university. | No changes. | Increase academic effectiveness of bpcc@NSU. |

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Vary the courses offered on an as-needed basis at NSU and Leesville campus, offering those courses that attract students and will enable students to meet the standards necessary for transfer to a university. Hire the most highly qualified and experienced instructors available. Continue to work with 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. Include the student evaluation of faculty instruction of classes to improve reporting progress. 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. Observe and evaluate instructors in the bpcc@NSU program. Operate within the planned program budget for 2014-2015.
DIVISION SUMMARY

During the 2013-2014 academic year, the Division of Educational Technology implemented many strategies and technological advancements that contributed to and enhanced the successful operation and growth of the College's electronic learning initiatives. Under the direction of the Dean, the Division helped to coordinate and develop new electronic learning opportunities for our students. Cooperative efforts between the academic divisions of the College and other institutions of higher learning, the addition of new and improved technologies, outreach programs, and innovative training opportunities for faculty and staff, also contributed to the strength and success of the College's electronic learning enterprise.

For the fall 2013 and spring 2014 academic semesters, our students enrolled in electronic learning courses were located throughout 52 Louisiana Parishes, and across 32 states including Alaska. Of the 32 states represented, students were located in 27 counties in Texas and 7 counties in Arkansas. The Division continued its efforts in serving the general education needs of students located at various Louisiana Technical College campuses through the College's compressed video course delivery initiative, as well as resuming our participation in the LCTCSOnline initiative.

During the 2013-2014 academic semester, the total number of unique faculty/staff/student users of the College's Learning Management System totaled over 17,000, and the staff of the Division of Educational Technology logged over 10,000 phone calls and emails during the 2013-2014 academic semester in an effort to respond to the technological support needs of our College population. Staff members of the Division attended and presented at numerous campus-wide, local and national professional development trainings, seminars, conferences, including the American Association of Community Colleges Annual Convention in Washington, DC, the Association of American Colleges and Universities Conference in Portland, Oregon, the Annual Sloan Consortium International Conference on Online Learning in Orlando, Florida, the Delgado Community College Summer Institute, and the Louisiana Board of Regents "Creative pathways for Modern Learners" workshop. The Division was proud to be a coordinating partner and technical support for the "BPCC Open Campus" project initiative which won the Blackboard's Catalyst Award for Innovation. This award will be presented at the BlackboardWorld Conference in Las Vegas in July 2014. The Open Campus initiative was implemented during spring 2012, and allowed students to participate in non-credit online, video-based/self-contained preparatory courses in the disciplines of math, English, and reading. At that time, the student enrollment in this initiative totaled 190. Since that time, the program has grown in the number of student participants and the number of online courses offered through this format. Student enrollment in Open Campus for the 2013 - 2014 academic year totaled 6,550.
The Division was instrumental in implementing two additional major projects during the academic year. The integration process of the College's Student Information System Banner and our Learning Management System Blackboard was completed during the fall 2012 semester. Overall, the integration continues to work fine, but this integration only talks one way from Banner to Blackboard. Blackboard cannot communicate back to Banner to let it know if it actually performed a requested action. Our Division is hoping that this problem will be rectified with the new proposed statewide Learning Management System. The new Learning Management System is slated to roll out sometime in fall 2014. The other major project our Division implemented was the Blackboard Load-Balancing project. This project was completed in late December 2013. The Division worked with Blackboard consultants on this project, but we felt like Blackboard dropped the ball on this. In reality, our Division completed the work needed to run the load-balancer. Once the install was completed, the new configuration made our Banner integration unstable. Connection would be intermittent or totally stopped. After a very long process with both Blackboard consultants and Blackboard support, a workable solution was identified but was not a permanent fix. The Division has worked out a routine to address this issue, however, it continues to be an issue. Both the Blackboard/Banner Integration and the Blackboard Load-Balancing projects have increased our available services to our users as well as making the entire integration process faster. We have also greatly increased our security to our Blackboard, protecting our users’ identities and the integrity of the courses they take. Utilization of Blackboard has greatly increased, but with the load-balancer in place, the spring 2014 semester was the first semester in several years that Blackboard did not lock-up during mid-terms and final exams. Also, our new system will handle 600 simultaneous users at one time. Under the old system, the maximum count Blackboard could handle simultaneously was 200. The Louisiana Community and Technical College System is presently looking into a system-wide Learning Management System for all the institutions of higher learning within the LCTCS. The projected date for implementation of a system-wide LMS is spring 2015.

The Division continues the responsibility of improving upon and enhancing the services provided by the College's E-Learning Initiatives. Opportunities in the electronic delivery format of courses and programs are encouraged among the academic divisions through "memorandums of understanding" and collaborative partnerships with other institutions of higher learning within and outside our state. The 2013-2014 BPCC Report Card indicates that our Divisions does an excellent job in providing technical support and services to our faculty/staff and students.

**STRATEGIC PLANNING**

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<td>Incorporate &quot;Quality Matters&quot; principles into the design of hybrid courses.</td>
<td>Number of training sessions online and face-to-face provided to faculty and staff on utilizing the QM Rubric for hybrid course design.</td>
<td>As a result of the Performance Indicator and the need to reach out and serve the needs of our adjunct instructors, the training on utilizing the QM Rubric was moved to an online format. More full-time and adjunct instructors can be</td>
<td>The College will continue to implement &quot;Quality Matters&quot; as a means of a quality assurance measurement for the College's electronic learning initiatives.</td>
<td>To implement a possibly new assurance measurement for the College's electronic learning initiatives that will be based on best practices found in the 2014 &quot;Quality Matters&quot; 5th edition Rubric.</td>
</tr>
</tbody>
</table>
Department Measurable Strategy
Promote the design, development, and implementation of new hybrid and online courses within the academic divisions.

Performance Indicators
Number of new hybrid and online courses offered as documented in the web-based academic course offering list.

Assessment Results
Over 25 new online and hybrid courses were designed and delivered during the 2013-2014 academic year, as well as numerous section and session offerings of online and hybrid courses, as indicated by the schedule of classes on the College website.

Changes Based on Assessment Outcomes
All online and hybrid courses offered by the College will continue to be assessed using the 2011-2013 "Quality Matters" Rubric for course design, and the results of the student evaluation of courses utilizing EvaluationKit surveys. Results of these two assessment tools will be used to improve upon course design and delivery by electronic formats.

Strategy(ies) for the Future
In the fall 2014 semester, a committee will be formed to look at the "Quality Matters" Rubric to determine if the College should develop our own assessment tool for evaluating our online and hybrid course design. The College will continue to promote the design, development, and delivery of new hybrid and online courses within the various academic divisions.

Department Measurable Strategy
Expand the new BPCC "Open Campus" project to include all academic areas of the College.

Performance Indicators
Number of new "Open Campus" courses posted to the BPCC website each semester.

Assessment Results
As a result of the Performance Indicator, 8 "open class" courses are not posted to the College's website, with an enrollment of 6,550 students for the 2013-2014 academic semester.

Changes Based on Assessment Outcomes
Changes made to this initiative will be based upon impending assessment results of this initiative and the continued increase in student enrollments.

Strategy(ies) for the Future
Continue to expand the "open class" concept to include all academic areas of the College.
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<td>Participate in professional development and utilize the information to develop and implement future training opportunities.</td>
<td>Number of professional development opportunities attended by the division and documented in files of the office of the Dean.</td>
<td>As a result of the Performance Indicator, the staff of the Division of Educational Technology attended, participated in, and or presented at 36 campus-wide, state, and national workshops and conferences. Attendance and participation is documented through certificates, agendas, and sign-in sheets. Documentation is kept in the office of the Dean.</td>
<td>Changes made in regards to professional growth opportunities attended by the Division would be to ensure that the information learned would be shared among the Division staff and the College. When appropriate, the information would be included in future training modules presented by the Division to faculty/staff.</td>
<td>Continue to make professional development a part of the Division's annual goals, and to utilize the information fathered to help develop, implement, and improve upon the services provided by the Division.</td>
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<tr>
<td>Promote the design, development, and implementation of new tutorials to the College's Help Desk Center located on the web and through the Learning Management System.</td>
<td>Number of tutorials posted to the Help Desk Center located on the web through the College Learning Management System.</td>
<td>As a result of the tutorials located on the College's Help Desk Center located on the web and through the Learning Management System, students have been more pro-active in finding solutions to general technical issues and therefore there have been less calls about general questions. Instructors have included information about the</td>
<td>Continue to update the Help Desk tutorials and keep faculty/staff and students aware of technical issues and how to solve general technical problems.</td>
<td>Develop a tutorial on how to successfully utilize the Help Desk and post to the College website as well as on the Learning Management System.</td>
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</table>
Help Desk in their course information sheets and through their course orientations.

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

1. Resume the development of online trainings and professional growth opportunities for faculty and staff, and to include more face-to-face training opportunities.
2. Continue to increase the number of online and hybrid course offerings at the College.
3. Develop and implement a new assessment tool for evaluating online/hybrid course design utilizing the best practices developed by "Quality Matters."
4. Expand upon the College's "Open Class" concept.
5. Continue efforts in establishing collaborative partnerships with public and private institutions for the purpose of delivering academic, workforce, and technical courses/programs utilizing electronic course delivery formats.
DIVISION SUMMARY

IR&G personnel supplied data and analyses to inform decision-making processes; provided data to state and federal agencies; administered multiple internal surveys; provided data for program accreditation visits and program reviews; and compiled data for the SACS-COC Fifth Year Report. Department personnel assisted with the redesign of the BPCC Report Card and the Annual Report, placement testing, Career Compass Day, and graduate exit exam administration. The 4th Annual GRAD Act report to the LA Legislature was submitted to the Board of Regents in May 2014. In September 2013, BPCC was awarded a $3.5M workforce training grant from the USDOL TAACCCT, Round 3 competition to provide training and job placement in advanced manufacturing and mechatronics. Through the Workforce Innovation for North LA employer collaborative, the National Fund for Workforce Solutions funded a third year of training at $100,000 for careers in Energy Services through a workforce collaborative of employers, community leaders, and nonprofit representatives. During the 2013-14 academic year, 16 competitive funding proposals were developed and 15 were submitted to external funding agencies, including five federal grants, six state grants, and five proposals to national foundations and other funders. Nine proposals were funded, including two federal awards ($3.5M and $21,200), three national foundation awards ($1.4M, $100,000, and $9,000), and four state grants ($80,000, $64,000, $55,000, and $4,000), totaling $5,233,200 in competitive grant funding. Four proposals are still pending. The Director served on the coordinating committee for the Community Renewal Center at BPCC; the Step Forward Workforce Network, a community-based workforce development initiative; the Assessment Specialist served as a judge for the Shreveport/Bossier Minority Business of the Year competition, and the Administrative Coordinator served as the Treasurer for the campus Staff Senate. All IR&G personnel served on campus committees and various community service initiatives.

STRATEGIC PLANNING

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<td>Provide Professional Development to enhance personnel qualification.</td>
<td>Number of, date, and personnel attending professional development events.</td>
<td>Overall, 128 professional development events were attended throughout the 2013-2014 fiscal by the</td>
<td>Focus professional development efforts on specific IR&amp;G challenges.</td>
<td>Ensure all IR&amp;G employees are highly proficient in Excel.</td>
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<tr>
<td><strong>Department Measurable Strategy</strong></td>
<td><strong>Pursue external funding opportunities as available.</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>Number of proposals submitted to state and federal agencies.</td>
<td><strong>Assessment Results</strong></td>
</tr>
<tr>
<td><strong>Department Measurable Strategy</strong></td>
<td><strong>Supply data to units of College to enhance institutional effectiveness and assist in decision making.</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>Number of, date, and personnel served with data requests.</td>
<td><strong>Assessment Results</strong></td>
</tr>
<tr>
<td><strong>Department Measurable Strategy</strong></td>
<td><strong>Demonstrate fiscal and programmatic accountability through state and federal reports.</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>1. IPEDS reports. 2. LaPAS reports. 3. GRAD Act report.</td>
<td><strong>Assessment Results</strong></td>
</tr>
<tr>
<td><strong>Department Measurable Strategy</strong></td>
<td><strong>Support data collection efforts for campus initiatives.</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>CCSSE, SENSE, and graduate exit exam data.</td>
<td><strong>Assessment Results</strong></td>
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PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Advance the work of the campus-wide data team to ensure clean, accurate data on first submission. Foster a collaborative relationship among departments to exchange ideas and problem-solve data discrepancies.
2. Encourage IR&G personnel to participate in professional development training related to accurate data collection and reporting, and grantwriting and federal compliance guidelines.
3. Clarify best practices for updating Gainful Employment Disclosures, Net Price Calculator, and how best to work together to post disclosures in a timely manner.
4. Expand application of Emergenetics principles to Community Renewal Center activities.
DIVISION SUMMARY

The Division of Behavioral & Social Sciences introduced two new programs to the division within the 2013 - 2014 academic year: College Transition Programs (CTP) and Program for Successful Employment (PSE). With the addition of these programs the division title changed to Behavioral-Social Sciences and College Transition Programs as well as the division mission.

The mission of the Division of Behavioral-Social Sciences and College Transition Programs is to offer courses that complement and/or support degree programs at BPCC; to support the academic and vocational success of students previously unsuccessful in their educational and employment endeavors; to fulfill the needs of individuals seeking credentials or advanced training for promotion in law enforcement and corrections agencies; to offer students a comprehensive education program specifically designed to produce teacher candidates for university colleges of education; to meet the educational standards set by the State and federal governments for early childhood programs and satisfy the highest level of requirements in the Louisiana Quality Rating System (QRS) for providers of child care; to coordinate BPCC Accelerated for working adults interested in completing their education in an online format; and to offer courses that transfer to other colleges and universities.

College Transition Programs offer individuals the instruction and support needed to enroll in college regardless of their previous education experience. Programs include Middle College, Accelerating Opportunity, English as a Second Language, High School Equivalency Test (HiSET), and HiSET Program in Spanish, Louisiana National Guard Youth Challenge Partnership, High School Career GPS, and other programs in the works. Additionally, this area endured a great deal of growth in 2013-2014. The program received $1.6 million in grant funding from several grants. The Adult Education program grew by 60%, serving 993 students this year compared to 622 last year. The English as a Second Language program grew from 44 students to 164 this year.

Through continued and strengthened partnerships, CTP added several new resources to our offerings. In collaboration with the League of United Latin American Citizens, a Hispanic Resource Center was developed to provide support, referrals to services and access to scholarships for Hispanic residents in our region. The College Transition Program partnership with Goodwill has provided seamless access to both adult education and employment to over 40 students at their location, and the new statewide Youth Challenge partnership has provided access to 2598 college credit hours for 362 cadets.
Through the Program for Successful Employment (PSE), Bossier Parish Community College offers vocational training for people with Cognitive Disabilities and/or Autism. The program combines academic and job skills training on BPCC’s campus and in regional businesses. The goal of PSE is paid employment for students in jobs focused on their interests and strengths. Students receive soft skills as well as career specific training along with actual hands-on work experience through vocational externships in the community. Assistance both in the classroom and on the work site helps all students succeed. This program is built through a third-party agreement with Louisiana Rehabilitation Services.

PSE piloted the start up program in January 2014 with 10 Bossier Parish Schools students concurrently enrolled in high school. Fall 2014 enrollment is projected to reach 25 students; 10 from the original cohort, 7 additional Bossier Parish Schools students, and 8 additional community members. has partnered with 15 businesses in the community for student vocational training opportunities. Funding for this program has increased through an increase local match, allowing an increase in federal pull down funds. Funding is now at a total of $290,000. Tuition charges for students will begin in January 2015.

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, and there has been tremendous growth within the program over the past six years. To date, the program has seen 48 graduates. Twenty AST graduates have earned full teacher certification and are currently teaching.

The division continues to offer the Praxis Institute to students pursuing a degree in education. This preparatory course is offered on Saturdays, eliminating any conflicts with regard to class schedule. The workshop covers Praxis I content and test design. Students complete assessments to target areas of weakness, and create a prescriptive study plan based upon their assessment results. The workshop culminates with a mock administration of the Praxis I exam, meant to assist students in determining whether or not they are prepared to take the exam, or need further preparation. To date, approximately 45 preservice teachers have benefitted from this preparation for the Praxis exam. For the 2013-2014 academic year, Praxis II content (Content Knowledge and Principles of Learning and Teaching) was added to the workshop.

The division has maintained its chapter of the Associated Professional Educators of Louisiana (A+PEL). A+PEL is a member-driven, statewide organization to create a focus on excellence in education and to advance the recognition of teachers as career professionals. A+PEL has been helpful in promoting the AST program both on campus and off.

During 2013-2014, the AAS in Care and Development of Young Children (CDYC) had six program completers. Working students have been offered hybrid and additional online courses which have increased program enrollment locally and state-wide.

Progress toward accreditation status from the National Association for the Education of Young Children (NAEYC) for programs offering initial and advanced degrees in early childhood education is approaching the target date of spring-summer 2015. CDYC program coordinator applied for the self-study phase during 2010-2011. All CDYC program staff, faculty, students and community stake-holders were kept abreast of accreditation progress during annual advisory committee meetings. Six core CDYC curriculum courses were selected for the accreditation review. Six Key Assessment activities, rubrics and student instructions were developed for each assessment; and program coordinator, faculty, and adjunct assisted in the process of aligning the learning outcomes of all Key Assessments to each of the seven NAEYC accreditation standards.
During 2013-2014, the required two-data collections per NAEYC course review were completed. All entities involved in the education of early childhood educators and young children with learning standards are required to be included in the alignment to the NAEYC standards. Aggregated and disaggregated data based on Key Assessment learning outcomes will be reported in the self-study document. Projection for submittal date of the NAEYC self-study report is September 30, 2014. The peer accreditation review team will conduct a site visit during March 2015. Upon review of reports, the NAEYC Accreditation Board will announce the accreditation status of the program.

In response to the demand for qualified, trained personnel in local and regional law enforcement and corrections communities, the division continues to offer the Associate of Applied Science in Criminal Justice and further expand access to our students.

During the 2013-2014 year we have seen tremendous growth in CJUS graduates. There were 60 students who earned an Associate's of Applied Science in Criminal Justice this year. The program contributes the growth to year round division program advising, accelerated online formats for criminal justice courses, aggressive recruiting at the local LA POST Academies, the CJUS 240-DEP (Drug Education Program) class offered to employees at law enforcement agencies at no cost, and strong criminal justice faculty and program coordination

Recruiting efforts for the division’s Criminal Justice program continue to be a high priority. Thirteen (13) presentations were made to area law enforcement academies. Approximately one-hundred fifty (150) law enforcement officers and academy recruits were provided information packets detailing educational opportunities with the completion of LA POST certification. Fifteen (15) hours of credit are given in select criminal justice courses at BPCC.

The Criminal Justice program offered a Drug Education Program (DEP). The program was introduced as a community outreach initiative which provided an educational opportunity for individuals employed with Louisiana law enforcement/first responder community. The program allowed this type of employee an incentive to enroll in CJUS 240 Narcotic & Dangerous Drugs online at no cost. The benefits gained from this program were beneficial. Most importantly, employees within the criminal justice and first responder career fields had access to information being taught to help better prepare them in their jobs. There were 71 employees/student that took advantage of taking CJUS 240-DEP at no cost to the student.

BPCC Accelerated offers online, accelerated programs designed to meet the needs of working adults, who desire to return to college, by offering associate degrees in accelerated formats (8 weeks and 4 weeks). BPCC Accelerated added two additional online, accelerated programs - Associate of Applied Science in Criminal Justice (Medicolegal Death Investigation concentration) and Associate of Applied Science in Cyber Technology (Network Security concentration or Programmer-Analyst concentration).

During 2013-2014, BPCC Accelerated responded to 248 program inquiries/requests generated through the “request more information” tab on the BPCC Accelerated website. The social media site for BPCC Accelerated tracked a twelve percent (12%) increase in followers viewing the site. BPCC Accelerated is a member of CAP (Council for Accelerated Programs) which facilities access to participate in webinar presentations on topics such as accelerated learning, online learning, and retention of online students. Members also receive newsletters, and the opportunity to attend the annual CAP Conference.
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<td>Increase number of AST (grades 1 - 5) Program graduates.</td>
<td>Number of AST (grades 1 - 5) graduates compared to 2012-2013.</td>
<td>Number of AST graduates remained constant, despite a decrease in program enrollment during 2012-2013 academic year.</td>
<td>Continue to offer Praxis workshop. Offer AST as a path to double certification for candidates seeking Pk-3 teaching certificate.</td>
<td>Rework Praxis Institute to align with new Praxis Core Academic Skills for Educators.</td>
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<tr>
<td>Increase number of CDYC Program graduates.</td>
<td>Number of CDYC graduates compared to 2012-2013.</td>
<td>Did not increase the number of graduates.</td>
<td>Offer students more options as it relates to the delivery of instruction.</td>
<td>Increase the offering of hybrid and online courses to accommodate working adults.</td>
</tr>
<tr>
<td>Increase number of CJUS Program graduates.</td>
<td>Number of CJUS graduates compared to 2012-2013.</td>
<td>56 CJUS graduates during 2012-2013 and 60 for 2013-2014. The program saw a 7% increase.</td>
<td>No change</td>
<td>Increase number of graduates during 2014-2015 in comparison to 2013-2014</td>
</tr>
<tr>
<td>Recruit for BPCC Accelerated through social media site.</td>
<td>Track number of followers subscribing to social network site.</td>
<td>Social media site tracked a twelve percent (12%) increase in followers.</td>
<td>Increase number and frequency of posts on the social media site.</td>
<td>Publicize the social media site during recruiting events and in response to emails and inquiries about BPCC Accelerated.</td>
</tr>
<tr>
<td>Increase the number of community projects within division.</td>
<td>Number of community projects.</td>
<td>Expanded projects within division and Community Renewal</td>
<td></td>
<td>Work with CRI on future community projects.</td>
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<tr>
<td>Offer professional development opportunities for faculty and staff.</td>
<td>Documentation of number and attendance at professional development events.</td>
<td>Division attendance was taken for professional development workshops, seminars, and trainings.</td>
<td>No change.</td>
<td>Offer professional development workshops, seminars, and trainings for upcoming academic year.</td>
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<tr>
<td>Create a Memorandum of Understanding between BPCC &amp; League of United Latin American Citizens to provide referral services and scholarship funding to eligible Hispanic students.</td>
<td>Signed MOU.</td>
<td>Hispanic Resource Center was established in October 2013 to provide support, referral services and scholarship funding to Hispanic students.</td>
<td>Continue to build partnership and expand services.</td>
<td>Seek part-time staff position to support the center.</td>
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<tr>
<td>Increase number of recruiting efforts for the Louisiana POST Law Enforcement Academies.</td>
<td>Number of recruiting events.</td>
<td>Thirteen (13) presentations were made to area law enforcement academies. Approximately one-hundred fifty (150) law enforcement officers and academy recruits were provided information packets detailing educational opportunities with the completion of LA POST certification.</td>
<td>No changes.</td>
<td>Extend recruiting efforts to include additional law enforcement academies located within the state. Continue presentations with established law enforcement academies.</td>
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<tr>
<td>Coordinate Praxis Institute for education students.</td>
<td>Number of participating students.</td>
<td>Participation in Praxis Institute increased by 50%</td>
<td>No change.</td>
<td>Rework Praxis Institute to align to Core Academic Skills for Educators effective with Fall 2014 delivery.</td>
</tr>
<tr>
<td>Provide professional development through participation in national workplace literacy organizations and local training &amp; development.</td>
<td>Number of professional development activities College Transition Programs attend.</td>
<td>Instructional staff attended 25 conferences and trainings.</td>
<td>No changes.</td>
<td>Provide access to professional development opportunities for community partners.</td>
</tr>
<tr>
<td>Work towards National Association for the Education of Young Children accreditation through student success.</td>
<td>Earn NAEYC Accreditation by 2015.</td>
<td>Data for NAEYC Accreditation course review was collected.</td>
<td>No change</td>
<td>Write and submit NAEYC Accreditation self-study report by established due date.</td>
</tr>
<tr>
<td>Strengthen course learning assessments to document student learning.</td>
<td>Learning assessment documents.</td>
<td>Strategies for Improvement were included in the results for fall and spring.</td>
<td>Make changes based on student learning outcomes.</td>
<td>Make changes based on student learning outcomes.</td>
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<tr>
<td>Document student success as measured by course learning outcome assessments.</td>
<td>CLO assessments administered during the fall and spring semester.</td>
<td>Faculty documented results of CLO assessments during the fall and spring semesters.</td>
<td>Review of Strategies for Improvement from the previous semester.</td>
<td>Strategy ongoing</td>
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<td>Provide online tutorials for adult basic education and remediation.</td>
<td>1. Number of tutorials for adult basic education and remediation offered. 2. Number of students enrolled in online tutorials.</td>
<td>1. Students had access to three online course options: My Skills Tutor, BPCC Open Campus, and Kahn Academy. 2. All adult education students (661) were enrolled in online offerings.</td>
<td>Offer incentives for participation in online tutorials.</td>
<td>Promote and reward participation in online tutorials.</td>
</tr>
<tr>
<td>Administer instruction surveys for GED Program.</td>
<td>Results of evaluations.</td>
<td>Students report satisfaction with instructional delivery but express a desire for more flexible scheduling.</td>
<td>Additional schedules to be developed.</td>
<td>Distance education program will be developed to support students requiring more flexible options.</td>
</tr>
<tr>
<td>Recruit eligible students for Workforce Investment Act Youth Programs.</td>
<td>Number of students to complete educational programs, earn credentials and secure employment.</td>
<td>Student enrollment in this program was very low this year and students failed to complete.</td>
<td>This program ended June 30, 2014.</td>
<td>Program ended June 30, 2014.</td>
</tr>
<tr>
<td>Develop partnerships with area service organizations and develop satellite locations through College Transition Programs.</td>
<td>Number of partnerships developed.</td>
<td>Formal partnerships were signed with League of United Latin American Citizens and Community Renewal International.</td>
<td>Satellite locations will be developed and expanded as a result of these partnerships.</td>
<td>Identify opportunities to expand instructional services through these collaborations.</td>
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<td>Create an CJUS program incentive for LA Law Enforcement Officers through a CJUS course at no cost to the commissioned officer.</td>
<td>Provide a criminal justice course that can be used within the CJUS program.</td>
<td>CJUS 240-DEP was created and delivered for commissioned officers at no cost in tuition.</td>
<td>No change.</td>
<td>Increase number of students enrolled in CJUS 240-DEP.</td>
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<tr>
<td>Participate in Chamber of Commerce and North Shreveport Business Association in order to establish new formal partnerships.</td>
<td>Number of new formal partnerships formed with businesses.</td>
<td>Seven businesses have partnered with Bossier Parish Community College's Program for Successful Employment as a result of these partnerships.</td>
<td>No change.</td>
<td>Continue to partner with businesses through these organizations.</td>
</tr>
<tr>
<td>Create proposal to Louisiana Rehabilitation Services for funding of expanded offerings.</td>
<td>Proposal submitted and applying for funding.</td>
<td>Louisiana Rehabilitation Services entered into a third party agreement to fund the Program for Successful Employment.</td>
<td>Expand services to provide access to additional parishes.</td>
<td>Continue collaboration with Louisiana Rehabilitation Services to increase services and expand service area.</td>
</tr>
</tbody>
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**PRIORITIES FOR THE COMING ACADEMIC YEAR**

**Associate of Science in Teaching (grades 1 - 5):**
1-Continue to conduct Praxis workshop
2-Align Praxis workshop to new Praxis Core Academic Skills for Educators exam
3-Advise students seeking Pk-3 certification of opportunity for double certification through AST program

**Care & Development of Young Children:**
1-Approval of NAEYC Accreditation

**Criminal Justice:**
1-Begin presenting out-of-town to LA POST Academies.
2-Increase articulations between BPCC’s CJUS program with universities within LA.

BPCC Accelerated:
1-Increase recruiting strategies through social media site.
2-Modify information, as needed, in response to email inquiries about online, accelerated programs
3-Seek recruiting opportunities for program presentations

College Transition Programs:
1-Develop a distance education program for working adults, a program for LGBTQ students in Adult Education.
2-Create a family literacy program.

Program for Successful Employment:
1-Begin serving community members Spring of 2015
2-PSE students enter academic classes thus beginning “inclusion” portion of program.
3-Begin application process for CTP Certification
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 2013-2014 academic year the faculty and staff contributed to the continued success and mission of Bossier Parish Community College through institutional and community services. The Division of Business hired one new faculty member for the spring 2014: Delbert Shorb, instructor of Business Administration and John Delouche interim instructor of Business Administration. The 2013-2014 academic year, the Division of Business was involved in many academic and extracurricular activities at Bossier Parish Community College and in the community. The Division of Business had 1,615 students declaring Associate of Applied Science in Business, which was an increase of 24% from the previous academic year, and 219 Associate of Science in Health Care Management for the 2013-2014 academic year, which was a 49% increase. The Division of Business had a total of 200 graduates, in the Associate of Applied Science in Business, Associate of Science in Health Care Management, Certificates in Culinary Arts, and Legal Secretary, TCA’s in Basic Management, Bookkeeping, and Business Communications. During the 2013-2014 academic year, the faculty and staff contributed to the continued success and mission of Bossier Parish Community College through institutional and community services. The Division of Business offered a total of 212 sections including face-to-face, online, and hybrid in the disciplines of Accounting, Business, Culinary Arts, Health Care Management, and Legal Secretary for the academic year of 2013-2014.

Additionally, the faculty and staff in the Division of Business participated in many professional development activities and served on several communities. Following the submission of a self-study and an onsite visit, the Culinary Arts Department was reaccredited, until 2018, by the ACF (American Culinary Federation) for Culinary Arts. The Culinary Arts Department had multiple food displays and demos in the media and other publications. Once again this year the Culinary Arts is hosting the Quota Club of Shreveport’s Fifth Annual Icing On The Cake Competition. The Division of Business was granted two new Certificates of Technical Studies, one in Retail Management and the other is Business Entrepreneurship. The Division maintains and updates articulation agreements with four-year institutions, including the University of Louisiana at Monroe, University Maryland University College, Louisiana State University- Shreveport, Louisiana Technical University and Northwestern State University.
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<td>Create an advisory board that will include both business and healthcare members.</td>
<td>Number of advisory board meetings for business and healthcare management.</td>
<td>Met with the combined Advisory Board twice, and planned for some changes to the BADM Degree, HCM, and Legal Secretary.</td>
<td>Successful. Changed the title of the Legal Secretary to Legal Assistant with the suggestions from the advisory board.</td>
<td>Continue to meet with the Advisory Board to successfully meet the needs of the community.</td>
</tr>
<tr>
<td>Provide professional development opportunities for the Division of Business.</td>
<td>Documentation of attendance for professional development.</td>
<td>The Business Division faculty and staff updated learning outcomes and made some adjustments to learning outcomes to improve student learning.</td>
<td>Successful.</td>
<td>Continue to participate and present professional development seminars and workshops.</td>
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<tr>
<td>Utilize course learning outcome data to make course improvements.</td>
<td>Documented changes to courses.</td>
<td>The Business faculty/staff participated and presented various seminars and/or workshops.</td>
<td>Changed Learning Outcomes as needed.</td>
<td>Review course syllabi including course learning outcomes of all courses and make updates as needed</td>
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**PRIORITIES FOR THE COMING ACADEMIC YEAR**

1. Work alongside the TAACCT grant to create a certificate of technical studies in Health Care Informatics.
2. Pursue external funding sources for enhancement and expansion of programs and services.
3. Apply for the ACBSBP Accreditation for the Business Program.
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 in Music degree and an Associate of Arts in Performing Arts (Music Concentration) degree as well as a Certificate of Technical Studies in Music. The Theatre Program offered an Associate of Arts in Theatre degree and an Associate of Arts in Performing Arts (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. This year the Theatre Program added a Musical Theatre Concentration to the Associate of Arts in Performing Arts.

For the 2013-2014 academic year, forty-six graduates received the Associate of Applied Science in Communication Media degree, one graduate received the Associate of Arts in Music degree, three graduates received the Associate of Arts in Performing Arts (Music Concentration) degree, one graduate received the Associate of Arts in Theatre, eight graduates received the Associate of Arts in Performing Arts (Theatre Concentration) degree. Also, thirty-nine students received the Certificate of Technical Studies in Communication Media, three students received the Certificate of Technical Studies in Music, and ten students received the Certificate of Technical Studies in Theatre. Additionally, the following Technical Competency Areas were awarded: Acting (6), Broadcasting (1), Business of Music (3), Computer Animation (4), Costume Design (2), Directing (2), Film (1), Graphic Design (11), Lighting Design (1), Media for the Ministry (2), Photography (3), Sound Recording Technology (7), Theatre Technician (1), and TV Production (3).

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 401 majors in the fall of 2013 and 393 majors in the spring of 2014, the Music Program had thirty majors in the fall of 2013 and twenty-seven majors in the spring of 2014, and the Theatre Program had thirty-five majors in the fall of 2013 and thirty-two majors in the spring of 2014. Student success rates for the academic year were as follows: communication media – a ninety-one percent (91%) success rate, speech courses – an eighty-six (86%) success rate, music courses – a ninety-one percent (91%) success rate
and theatre courses – an eight-five percent (85%) success rate.

During 2013-2014 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 including the Red River Revel; and sound and music support for BPCC and area institutions. The program also continued to work to strengthen networking bonds with local, state, and regional professional operations and institutions including local television stations, regional film studios, and the National Association of Broadcasters. The BPCC Film Institute also premiered its annual feature film The Remnants in November.

Bob Alexander, the BPCC Debate Team Coach, in the Speech Program, received the International Public Debate Association Coach of the Year award.

Throughout the year, the Performing Arts programs produced many theatrical productions and music events which showcased students, staff, and faculty as well as offered entertainment to the public. All Performing Arts events, both theatrical and musical, were attended by approximately 10,000 people. During the fall and spring semesters, the Music Program held student recitals and juries; produced formal concerts featuring the Jazz Ensemble, the Concert Choir, and the Concert Winds; performed at athletic events and the Fall and Spring Graduation Ceremonies; and accepted invitations to perform off-campus at a variety of venues in the Shreveport/Bossier City area. The Music Program also invited artists to the campus to perform in the Guest Artist Series. Likewise, during the academic year, the Theatre Program produced the Festival of One Acts during the fall and spring semesters, held student juries, and showcased students through apprenticeships which employed students in various venues and professional theatres. At Bossier Parish Community College, the Theatre Program and the Cavalier Players produced Barefoot in the Park, Dracula, The BPCC Christmas Show, Jack and the Beanstalk and Fiddler on the Roof. Several events showcased The Performing Arts this year. These included the presentation of Barefoot in the Park at the Canterbury Summer Theatre in Michigan City, Indiana; the opportunities that current students and graduates had to work with local theatres including East Bank Theatre, Shreveport Little Theatre, and River City Repertory (a Professional Equity Theatre); the opportunity for four students to compete in the Region VI Kennedy Center American College Theatre Festival acting competition while three students competed in the KCAC TF Musical Theatre Initiative; and several community performances by the BPCC Music Program including the Jazz Ensemble at the Builder’s Supply Annual Banquet. Additionally, faculty recitals showcased our faculty including a faculty Christmas concert and a piano recital.

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

**STRATEGIC PLANNING**

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</thead>
<tbody>
<tr>
<td>Review and update, if necessary, division course offerings.</td>
<td>Documented changes in course offerings to meet the</td>
<td>The Communication and Performing Arts</td>
<td>Changes were made</td>
<td>The Communication and Performing Arts division</td>
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</table>
Division faculty and staff reviewed the division course offerings and made some adjustments to the offerings to meet the needs of the students.

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<tr>
<td>Produce television, film, theatre, and music events to showcase students and offer entertainment to the college community and to the public.</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 248 events to showcase the students and offer entertainment to the college and to the public.</td>
<td>No changes are needed.</td>
<td>The Communication and Performing Arts division will produce events for the next academic year which showcase the abilities and talents of its majors to the public.</td>
</tr>
<tr>
<td>Participate in recruiting activities for the Division of Communication and Performing Arts.</td>
<td>Document the number of recruiting activities in which the faculty and staff in the Division of Communication and Performing Arts participate.</td>
<td>The Communication and Performing Arts faculty and staff documented the number of recruiting activities in which they participated; the faculty and staff participated in 103 recruiting activities</td>
<td>No changes are needed.</td>
<td>Performing Arts Division faculty and staff will be encouraged to participate in recruiting activities for the next academic year.</td>
</tr>
<tr>
<td>Utilize the College website for advertising the Division of Communication and Performing Arts events.</td>
<td>1. Redesigned and updated look of the Division of Communication and Performing Arts website. 2. Number of Division events added to Students Events</td>
<td>1. The Communication and Performing Arts Division updated the look of the division website: new photos and program videos</td>
<td>No changes are needed.</td>
<td>The Communication and Performing Arts faculty and staff will utilize the BPCC website and student events calendar for the next academic year.</td>
</tr>
</tbody>
</table>
Calendar.

2. The Communication and Performing Arts Division placed 61 events on the Student Events Calendar.

**Department Measurable Strategy**

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

**Performance Indicators**

Number of partnerships and students.

**Assessment Results**

The Communication and Performing Arts Division provided opportunities for over 600 Communication Media and Performing Arts majors and other students interested in communication, music and/or theatre to showcase their talents through 23 new and existing partnerships.

**Changes Based on Assessment Outcomes**

No changes are needed.

**Strategy(ies) for the Future**

The Communication and Performing Arts faculty and staff will be encouraged to continue to maintain existing partnerships and look for ways to create new partnerships.

**Department Measurable Strategy**

Participate in professional development opportunities.

**Performance Indicators**

Document the number of professional development opportunities in which the individuals in the Division of Communication and Performing Arts participate.

**Assessment Results**

The Communication and Performing Arts faculty and staff documented the number of professional development opportunities in which they participated; the faculty and staff participated in a total of 82 professional development opportunities.

**Changes Based on Assessment Outcomes**

No changes are needed.

**Strategy(ies) for the Future**

The Communication and Performing Arts faculty and staff will be encouraged to participate in professional development opportunities for the next academic year.
PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Participate in professional development opportunities.
2. Utilize the college website for advertising the Division of Communication and Performing Arts events.
3. Participate in recruiting activities for the Division of Communication and Performing Arts.
4. Provide opportunities for Communication Media and Performing Arts majors and students interested in communication, music and/or theatre to perform and to showcase their talents.
5. Produce television, film, theatre, and music events to showcase students and offer entertainment to the college community and to the public.
DIVISION SUMMARY

The Division of Innovative Learning was created in 2009-2010. It resulted from many factors including early success in the piloting of online accelerated courses and programs coupled with adult-friendly services. The establishment of this academic division aligned with Bossier Parish Community College's mission of promoting the attainment of educational goals through the creation of innovative and quality courses. The Innovative Learning Department is an ever expanding area that currently encompasses programs such as Dual Enrollment, Veteran Education Services, and Off-Campus studies. Generally the Department also provides service information on retention, advising, and recruitment for Carl Perkins students and Career Compass applicants. Lastly, Innovative Learning took on duties helping students log onto their LoLA accounts throughout the semester.

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

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

Also, the Division of Innovative Learning offers students receiving veteran benefits a central location to certify their college enrollment to the Department of Veterans Affairs. This area provides specific information for GI Bill recipients, V. A. beneficiaries, and is a resource to all veterans on campus. The Division has served approximately 750 students using military benefits in fiscal year 2013-2014 with 104 graduates, and 276 new students. Through the efforts of this Division BPCC was recognized as a "Military Friendly School" by GI Jobs Magazine out of 12,000 schools nationwide which ranks BPCC in the top 15% of colleges in the nation due to our exemplary service to our veterans and their families.

The Division of Innovative Learning worked with the Career Compass team to promote enrollment at Bossier Parish Community College. As a result of this endeavor, approximately 1,000 BPCC admissions applications were received through the efforts of the Career Compass team. Of the
applicants 458 became full-time BPCC students and another 45 have reapplied and registered for Fall 2014. Recruitment efforts were much stronger than in previous years including mailers, email marketing, phone calls, and direct contact with each of the applicants whenever possible. Also, Innovative Learning hosted a Career Compass Registration Day June 13, 2014 and had 255 students placement test, get advised, and register for their Fall courses.

Another piece of the Division of Innovative Learning is the management of a Carl D. Perkins grant since 2009. The goal of the Carl D. Perkins Vocational and Technical Education grant is to improve the quality and availability of career technical education (CTE). The annual grant period is from July 1 to June 30. Ongoing efforts to improve retention amount CTE student include strengthening instruction through professional development, providing resources geared toward CTE student success, and improve communication between all CTE stakeholders.

Lastly, the Division of Innovative Learning actively participated in professional development opportunities throughout the course of the year. Our six member staff combined to participate in 64 professional developments and presented 7 additional presentations. Of the professional development topics we participated in 35 were on campus and 29 were off campus.

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<tr>
<td>Increase opportunities and services for students using veteran benefits and increase G.I. Bill recipient enrollment.</td>
<td>1) Creation of a new Veterans Organization for students 2) Increase recruiting efforts at veteran career and college fairs.</td>
<td>1) Veteran Student Organization was approved by SGA in Fall of 2013. 2) We attended 9 veteran college and career fairs in the past year, and one was held on BPCC’s campus.</td>
<td>none</td>
<td>1) Have first meeting and elections for the Veterans Student Organization. 2) Continue attending fairs to provide information to area veterans and their dependents.</td>
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<tr>
<td>Continually assess ways to improve and create positive change at Bossier Parish Community College</td>
<td>1) Documentation of retention and graduation rates. 2) Documentation of professional development sessions and student success workshops.</td>
<td>1) Graduates for the Fall and Spring are continually increasing. 2) Innovative Learning put on 7 professional developments on Teaching, Advising, and Customer Service.</td>
<td>Have more focus on retention numbers.</td>
<td>Develop or participate in a campus retention plan. When meeting with new students the mindset needs to focus on creating a plan for graduation and not just registering them for classes.</td>
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We also presented to students on Academic Success and Communicating with Instructors.

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<tr>
<td>Collaborate with various departments and off campus agencies in order to increase student enrollment.</td>
<td>Increase of overall enrollment from prior semester</td>
<td>Enrollment increased to over 8500 students this Fall.</td>
<td>none</td>
<td>Continue to provide quality customer service to our students while expanding educational opportunities.</td>
</tr>
<tr>
<td>Expand Career Compass Registration Day to include more focus on student access and success.</td>
<td>Increased Attendance and expansion of offerings during the 1-2 day registration sessions.</td>
<td>Over 250 students attended and registered during Career Compass days' two sessions. The day included expanded options for the parents to participate as well.</td>
<td>none</td>
<td>Find additional sponsorship to provide lunch for all attendees next year.</td>
</tr>
<tr>
<td>Increase dual enrollment access to high school students especially within rural communities.</td>
<td>Number of relationships developed with school districts and number of additional class options.</td>
<td>Two additional schools were added for Dual Enrollment collaborations. They included Arcadia and LA Virtual School.</td>
<td>none</td>
<td>Continue to add course options for eligible Dual Enrollment students. Implement an online application to expedite the enrollment process.</td>
</tr>
<tr>
<td>Provide staff professional development opportunities.</td>
<td>The number of professional development activities each employee participates in including on and off campus opportunities.</td>
<td>Our staff participated in 64 professional developments and presented 7 additional presentations. Of the professional</td>
<td>none</td>
<td>Continue to attend as many professional developments as are available.</td>
</tr>
</tbody>
</table>
development topics we participated in 35 were on campus and 29 were off campus.

### Department Measurable Strategy

Begin expanding on ways to improve retention at BPCC.

### Performance Indicators

1. Use Career Compass Students and take an inventory of retained vs. transferred students
2. Start a workshop series aimed at student success and continuation of education

### Assessment Results

1. Career Compass students have a 54% retention rate for Fall 2013.
2. Workshop series was a collaborative effort with the Student Success series team. Workshops were also held during instructor classroom time.

### Changes Based on Assessment Outcomes

None

### Strategy(ies) for the Future

Workshop series will have more focus at the beginning of the semester. Academic Planners were purchased for all attending participants.

### PRIORITIES FOR THE COMING ACADEMIC YEAR

The Division of Innovative Learning will continue to provide services and programs that will increase BPCC enrollment. The interest in the Dual Enrollment program will continue to increase throughout Bossier, Caddo, and Webster parishes as we look for new and innovative ways to deliver our products and services to these locations. We will continue to serve our veteran population on campus by answering questions and processing benefit verification forms. Finally, Innovative Learning will continue to collaborate with other departments in order to increase campus recruitment and retention efforts.
DIVISION SUMMARY

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

Continuing Education provides a wide-variety of affordable, non-credit lifelong learning opportunities to meet the diverse needs of the community. Offerings include personal enrichment courses to meet an extensive assortment of interests, 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 Baker Hughes, Doerle Foods, CertainTeed, Harrison Company, Imperial Trading, Express Energy Services, and FireTech. Industry-specific courses included Food Safety Certification, Real Estate 90 hour pre-licensing program, Certified Nursing Assistant Training, Notary Public, Paralegal Certificate, OSHA, Medical Coding, and Industrial Readiness Training. Partnerships with the Division of Liberal Arts, Division of Communication and Performing Arts and the Division of Technology, Engineering, and Mathematics led to offering non-credit student enrollment in academic courses for non-credit, and CIT certifications.

STRATEGIC PLANNING

Department Measurable Strategy
Analyze non-credit course and instructor evaluations and make any necessary changes to improve.

Performance Indicators
Course/Instructor evaluations completed by students.

Assessment Results
Of the 1,121 student responses received, 96% (1,079) felt the course met their expectation with a response of good or

Changes Based on Assessment Outcomes
Instructors will be encouraged to improve any weak areas noted in evaluations. Courses

Strategy(ies) for the Future
Monitor non-credit course and instructor evaluations and make any necessary changes to improve the quality of courses offered.
excellent, and 98% (1,098) felt the instructor preparedness and presentation were good or excellent.

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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</td>
<td>1. Enrollment in non-credit courses for 2013-2014 was 2,062, showing a decrease of 86 over the 2012-2013 fiscal year. While overall the enrollment was down by 86, the enrollment in corporate training increased to 634 this year, an increase of 413 over the 2012-13 fiscal year.</td>
<td>Continue the focus on corporate and BPCC training within IWTP grants to enhance the non-credit courses offered through the division.</td>
<td>Track overall enrollment in non-credit courses as well as net revenue earned.</td>
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<td>2. Net Revenue Earned</td>
<td>2. Net Revenue Earned for 2013-2014 was $218,433.21, an increase of $99,498.24 over the 2012-2013 fiscal year. The increase can be attributed to the increase of corporate training and the increased focus of BPCC training within IWTP grants.</td>
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<tr>
<td>Pursue IWTP grants and other funding opportunities to meet the demands of the workforce and community.</td>
<td>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.</td>
<td>1. Seven IWTP grants and one BOR grants were written and approved; seven grants have been submitted and are awaiting approval and five grants are in development. 2. Number of employees trained during the fiscal year from IWTP funding = 752. 3. IWTP Customer Satisfaction Report completed by IWTP grant employers rated our services with 100% satisfaction as all employers indicated yes to all criteria.</td>
<td>Workforce Development and Continuing Education work diligently to identify the training needs of local and state businesses to effectively and efficiently develop training programs that meet those needs.</td>
<td>Continue to meet the needs of employers in Louisiana through the IWTP program as well as other funding programs.</td>
</tr>
<tr>
<td>Evaluate marketing sources and track results by source to improve marketing Return on Investment (ROI).</td>
<td>Numbers of registrations received via each marketing source.</td>
<td>Beginning with Fall 2013, we eliminated all forms of marketing except Press Releases and use of banners on BPCC website.</td>
<td>With no marketing investment made, there is no need to track Return on Investment. Discontinue tracking by marketing source.</td>
<td></td>
</tr>
<tr>
<td>Provide professional development through participation in local,</td>
<td>Number of professional development activities</td>
<td>Staff attended professional</td>
<td>Professional development is an</td>
<td>Continue to offer and provide professional development</td>
</tr>
</tbody>
</table>
regional and nationwide workforce training and development organizations.

development and continuing education programs less frequently due to budget constraints and limited staffing.

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.

through participation in local, regional and national workforce training and development organizations.

PRIORITY FOR THE COMING ACADEMIC YEAR

1. Work to establish programs that will push Workforce Development and Continuing Education towards a true profit center.
2. Increase corporate sales and marketing efforts through Business Development Representative.
3. Utilize IWTP grants to focus on BPCC training.
3. Continue to grow Camp CAVS.
DIVISION SUMMARY

BPCC’s Testing Center had an busy and productive year. Highlights of the year include addition of paper-based GED testing (discontinued effective 12/31/13) and paper-based and computer-based HiSET testing (started 1/1/14), WorkKeys assessments for Physical Therapist Assistant program applicants, Louisiana State Licensing Board of Contractors exams formerly only offered in Baton Rouge, and significant growth in all existing test services. Testing for the year included over 800 GED and HiSET tests, 400 WorkKeys, 200 IC3 exams, and over 200 contractor license exams.

Testing revenue also grew significantly during 2013-2014. During 2012-2013, approximately 1,930 exams were delivered and $80,000 revenue was earned. During 2013-2014, approximately 4,645 exams were delivered and $158,700 revenue was earned. With 2715 more exams and $78,700 more revenue, this represents a 141% increase in exams delivered and 98% increase in revenue. Exams delivered and revenue should continue to grow during 2014-2015.

Major test services offered include Castle Worldwide, Certiport, College Board (CLEP), EC Council, ETS (HiSET), Louisiana State Licensing Board of Contractors, Pearson VUE, Prometric (DSST), ACT (WorkKeys), NOCTI, and Manufacturing Skill Standards Council assessments. Distance education exam proctoring for students attending other colleges continues to grow. National test services usually delivered on weekends include the Law School Admission Test, Multistate Professional Responsibility Test, and GRE Subject-Based tests.

In addition to participating in worthwhile professional development activities, BPCC’s Testing Center also hosted two CLEP workshops that were well-attended by BPCC faculty, staff, high school counselors and representatives from a number of area high schools and colleges.

BPCC’s Testing Center's $83,000 Board of Regents' grant, GED at BPCC: Helping Dreams Come True, was successfully implemented during 2013-2014. Although implementation was delayed due to major unexpected changes, the results achieved so far have been outstanding. A one-year extension was requested to allow a full year to evaluate the project's impact. Watching individuals successfully earn their high school equivalency credential has made the year very rewarding especially those who have tested at Caddo Correctional Center.
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<tr>
<td>Provide a College Board workshop for BPCC faculty, advisors, staff, and representatives from local colleges and high schools.</td>
<td>Workshop sign-in sheets showing attendance at College Board workshops.</td>
<td>Two College Board CLEP workshops were conducted on February 20, 2914. Session 1 attended by 34 high school counselors. Session 2 attended by 37 BPCC faculty and staff and representative from other colleges.</td>
<td>No change.</td>
<td>Continue to promote CLEP testing at BPCC.</td>
</tr>
<tr>
<td>Complete steps to earn National College Testing Association Test Center Certification.</td>
<td>NCTA Certification awarded to BPCC Testing Center.</td>
<td>The addition of HiSET, Louisiana Contractor exams, and WorkKeys did not allow time to seek NCTA Certification.</td>
<td>Continue to explore becoming an NCTA Certified Testing Center.</td>
<td>Attend NCTA Certification Workshop at NCTA Conference to gather information necessary to seek certification.</td>
</tr>
<tr>
<td>Implement additional test services needed by students, workforce and/or members of the military.</td>
<td>1. Signed agreement to become Authorized Prometric Testing Center and Prometric exams delivered. 2. Signed agreement to offer ETS High School Equivalency Test (HiSET) and number of HiSET exams delivered.</td>
<td>1) Prometric agreement was completed but not approved by BPCC due to concerns with the agreement. 2) Agreement was signed to offer HiSET tests at BPCC. 3) WorkKeys became a requirement for PTA program applicants.</td>
<td>1) Offer Microsoft exams through Pearson VUE. 2) Continue all existing test services.</td>
<td>Once part-time Testing Coordinator position is filled, identify other locations where HiSET exams could be delivered.</td>
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<tr>
<td>Increase revenue earned by BPCC Testing Center and BPCC National Test Center.</td>
<td>2013-2014 revenue compared to 2012-2013 revenue.</td>
<td>2012-2013 revenue $80,000. 2013-2014 revenue $158,700</td>
<td>BPCC Testing Center Director and Testing Coordinator will work diligently to maximize revenue.</td>
<td>1) Expand hours and services once part-time Test Administrator is hired. 2) Focus on maximizing revenue generated with existing test services.</td>
</tr>
<tr>
<td>Participate in professional development activities and maintain testing credentials.</td>
<td>1. Attendance at NCTA Conference and other professional development activities related to testing. 2. New and renewed test service credentials earned by Director and Testing Coordinator. 3. Credentials earned by new part-time Testing Coordinator.</td>
<td>1) NCTA Conference was attended in August 2013. 2) Testing credentials were renewed by Director and Testing Coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide evening and Saturday testing appointments.</td>
<td>1. 2013-2014 testing schedule compared to 2012-2013 testing schedule. 2. Appointments scheduled and revenue earned through evening and Saturday testing.</td>
<td>1) HiSET and other test services are available Tuesday evening and every other Saturday. 2) BPCC Testing Center revenue increased over 150%.</td>
<td>Continue to request part-time Test Administrator.</td>
<td>Attend Chief Examiner and Supervisor training to develop knowledge of HiSET Test and test security.</td>
</tr>
<tr>
<td>Implement GED at BPCC Board of Regents’ grant</td>
<td>1. Number of GED students who utilize grant-funded resources. 2. Number of GED test candidates who utilize grant-funded resources.</td>
<td>1) Grant was implemented. 81 testers have completed their HiSET credential. 70 testers have taken one or more HiSET</td>
<td>One-year extension requested to allow more time to train and test students.</td>
<td>1) Continue HiSET testing. 2) Continue to request part-time Test Administrator to allow Saturday and evening testing for HiSET and other test services.</td>
</tr>
</tbody>
</table>
PRIORITY FOR THE COMING ACADEMIC YEAR

1. Addition of a part-time Testing Administrator.
2. Increase revenue and number of exams delivered.
3. Implement Microsoft testing.
DIVISION SUMMARY

The Division of Learning Resources engaged in numerous academic and extracurricular services at Bossier Parish Community College during the 2013-14 fiscal year. Brenda Brantley attended the Spring LALINC Deans and Director's meeting in Alexandria. All Learning Resources personnel engaged in a number of professional workshops/seminars. In October Debra Harmon, Katie Jones, and Tim Osteen attended the LOUIS User Conference (LUC) in Baton Rouge. Tim Osteen, Debra Harmon, and Stephanie Cox attended the LOUIS meeting this May in Natchitoches. Katie Jones, reference librarian, was selected as one of BPCC's finest and received the NISOD award for outstanding leadership and timely professional development. Katie also participated in a roundtable discussion on "Tips for Recent Grads and Job Hunters" at the Louisiana Library Association (LLA) conference in March. Recruitment activities included faculty and staff involvement in "Senior Fling Open House" and orientation for eighth graders from Youree Middle School.

All Learning Resources faculty and staff volunteered for various service activities. We distributed worn books to various organizations such as Providence House, Rummage for Rescue, Foster Parents, Shreveport Rescue and many others. Sandy Todaro and Elane McDade played a vital role in the delivery of these books. Our annual "Food for the Holidays" donation allowed us to collect 1471 pounds of assorted food products. The Library partnered with The Gingerbread House during the Christmas Holiday. We collected various items such as crayons, art supplies, gloves, legos, coloring books, travel games, and the list goes on. From this endeavor stockings were stuffed for needy children. Librarians continued to partner with Kerr Elementary School to read to the kindergarteners in both the fall and spring semesters. Brenda Brantley also participated in reading to kindergarteners in Caddo parish through the "Ready to Read" Reading Pipeline Project. Roxie Johnson displayed two outstanding exhibits during the Veteran's Benefits and Resource Fair. This event was part of the Readjustment Counseling Services "Vets to Vets" tour.

The Learning Center (TLC) delivered quality service to 4,910 students who visited 31,925 times. Fifty nine students from others colleges and local high schools took advantage of our services. Writing Support (WS) tutors reviewed 546 drafts during face-to-face sessions and 77 online. Laura Jones presented over 50 classroom orientations to inform students of services offered in TLC.

The Division of Learning Resources is in the process of developing a "Learning Commons" for the Library. Tim Osteen, Katie Jones, Debra Harmon and Brenda Brantley spearheaded this project. This project focus is to create an inviting, technologically advanced space for all BPCC users. Learning Commons will also reinforce academic stability in order to serve more students as well as improving success rate. Currently, the
Library has received funding from a Board of Regents Grant (BOR) and BHP Billiton.

The Library gave 128 orientations (360 hours) to 3,737 students, and circulated 7,465 items. Study rooms were used 341 times. Student usage of the Library's laptops continues to be in great demand. In the fall laptop check out was 464 and 208 in the spring. Reference statistics in the fall were 1,975 queries and 1,402 queries in the spring. By the end of the Fall semester students visited the Library 51,202 times and 41,296 in the spring. Total count in the Technology Resource Center was 23,090.

### STRATEGIC PLANNING

<table>
<thead>
<tr>
<th><strong>Department Measurable Strategy</strong></th>
<th><strong>Performance Indicators</strong></th>
<th><strong>Assessment Results</strong></th>
<th><strong>Changes Based on Assessment Outcomes</strong></th>
<th><strong>Strategy(ies) for the Future</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact and plan reading program to kindergarteners.</td>
<td>Number of elementary schools visited.</td>
<td>There was a total of 30 visits to Kerr Elementary by librarians to read to the kindergarteners.</td>
<td>Kindergarteners were very excited and teachers welcomed us back the next year.</td>
<td>Continue outreach program to the kindergarteners.</td>
</tr>
<tr>
<td>Provide new instruction methods for library and TLC related topics.</td>
<td>1. Create a community page on Blackboard for the TLC. 2. Create instructional videos for the Student Success Series through Open Campus. 3. Develop a Research Methods course.</td>
<td>1. Created and maintained Blackboard page. 2. Provided face-to-face workshop series with the Student Success Office. 3. The course has been developed and is &quot;awaiting approval.&quot;</td>
<td>1. No changes needed. 2. Changed to face-to-face workshops because of time constraints. 3. No assessment can be done at this time.</td>
<td></td>
</tr>
<tr>
<td>Provide students and library staff with new technologies to promote student success.</td>
<td>1. Number of Student Technologies Grant applications. 2. Number of Apple computer stations utilized. 3. Number of RDA compliant records.</td>
<td>1. Three Student Technology Fee (STF) proposal grants were written. Two of these were funded. As a result we have a KIC Scanner and the</td>
<td>1. KIC Scanner provides an alternative to the copy machine. This is a form of Green Technology which</td>
<td>1. Implement another STF proposal and BOR grant to bring approximately 50 new computers to the library. 2. Maintain Apple computers for communication students. 3. Follow and practice RDA</td>
</tr>
</tbody>
</table>
### Department Measurable Strategy

<table>
<thead>
<tr>
<th>Improve the layout and functionality of the library website.</th>
</tr>
</thead>
</table>

#### Performance Indicators

1. Create subject guides for subject specific research.
2. Add links to helpful online sources.
3. Update pictures.

#### Assessment Results

1. Subject guides for subject specific research were not created due to other priorities.
2. All links were checked and additional links were added.
3. New pictures were added to website.

#### Changes Based on Assessment Outcomes

1. No change in this strategy.
2. Students are able to access more online sources for numerous class assignments.
3. Pictures have enhanced the websites and given students a more visual view of our website.

#### Strategy(ies) for the Future

1. Create subject guides for incoming year.
2. Increase online resources.
3. Continue to add more pictures.

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### Department Measurable Strategy

<table>
<thead>
<tr>
<th>Attend meetings with the Northwest Louisiana Academic and Public Library Collaborative.</th>
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#### Performance Indicators

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<tr>
<th>Number of sharing sessions with other libraries in the LOUIS consortium.</th>
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#### Assessment Results

<table>
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<tr>
<th>Attended three meetings with NWLAPLC and multiple LOUIS meetings.</th>
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#### Changes Based on Assessment Outcomes

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<tr>
<th>Collaborations allowed positive feedback that can be utilized to enhance standards on all future records.</th>
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#### Strategy(ies) for the Future

<table>
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<tr>
<th>Attend more meetings the coming year.</th>
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<tr>
<td>Department Measurable Strategy</td>
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<tr>
<td>Promote library skills through workshops and supplemental materials.</td>
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<tr>
<td>Evaluate existing Learning Resources material and services to ensure relevancy.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

The Division of Learning Resources is excited about the new "Learning Commons Project" that will soon be underway. This project will reinforce academic stability and create a warm decorum for all BPCC users. We will continue presentations/workshops for BPCC library staff and faculty; seek additional fundings through grants and student technology proposals; weed collection; meet with liaisons in their perspective areas; work with students through Writing Support; and increase tutors in The Learning Center.
DIVISION SUMMARY

The Division of Liberal Arts is committed to the College's mission of providing accessible, high quality education to prepare students to enter the workforce or transfer successfully to four-year institutions to continue their studies. Under the guidance and supervision of the Vice Chancellor for Academic Affairs, the 2013-2014 academic year was a very productive and innovative year for the Division of Liberal Arts. In summer 2013, fall 2013, and spring 2014, 146 graduates received the Associate of General Studies degree, and 167 students received a Certificate of General Studies credential. One Associate of Arts Louisiana Transfer degree was conferred.

Dedicated to meeting student needs and promoting student success in both the collegiate and workplace environments, Liberal Arts faculty created new courses, modified the curriculum for the Associate of General Studies degree, developed alternative ways for students to receive college credit through the creation of an ENGL101 challenge exam, and provided better educational access through innovative scheduling, additional learning resources, and more course offerings. ENGL103 Foundations of Professional Writing was developed and will be offered for the first time in fall 2014; this course has been added to the General Studies curricular requirements and has great potential for preparing students for the workforce. Furthermore, to recognize student success within the disciplines of Liberal Arts, groundwork was laid to reactivate a charter for Sigma Kappa Delta, the English honor society for two-year colleges. Also, to meet increasing student enrollment in English courses, an additional full-time English faculty position was created and filled in August 2013.

Moreover, 2013-2014 was a very fruitful year for recognizing the talents of the Liberal Arts Division faculty. Full-time art instructor John Wagoner was featured in an exhibit sponsored by the Bossier Arts Council and was awarded the National Institute of Staff and Organizational Development (NISOD) Excellence Award for outstanding teaching. Katie Bickham, full-time English instructor, was named "Best in Show" at the Shreveport Regional Arts Council's (SRAC) CRITICAL MASS Contest, where she received a $2,000 cash prize and an advertisement in a national literary publication, and in addition to the SRAC award, she also won the Lena-Miles Wever Todd Poetry Prize, earning her a $2000 prize and publication. Vicki Dennis, full-time English Instructor, wrote a script chosen by the BPCC Division of Communication and Performing Arts for its 2014 summer film production; the script, titled Suite Dreams, was also a quarterfinalist in the 2013 Page International Screenwriting Awards.

Additionally, during the 2013-2014 academic year, the Division of Liberal Arts shared and expanded its resources for students. Three full-time English faculty assisted with tutoring in The Learning Center during both the fall and spring semesters, Liberal Arts faculty worked in the Advising
Center to assist that department in advising and registering students efficiently, and the Liberal Arts language lab was opened for student use in the afternoons to provide additional access for students enrolled in language courses. Plans are currently underway to also develop a Writing Lab for students' use during the 2014-2015 academic year.

As the 2013-2014 academic year comes to a close, it is with great pride that the Division of Liberal Arts acknowledges its achievements toward providing the best education and preparation for our students and their futures. Through their work and their recognition for their talents, the Liberal Arts faculty model a commitment to excellence and success that we hope to impart upon our students, and we look forward to a new year, new students, and new opportunities for making a difference in the lives of our students and in the community.

## STRATEGIC PLANNING

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<tr>
<td>Develop innovative methods of instructional delivery.</td>
<td>Number of hybrid and online course offerings compared with 2012-2013.</td>
<td>In 2012-2013, the Liberal Arts Division offered a total of 38 online classes for regular sessions and 16 online classes for accelerated sessions. Six hybrid courses were offered. In comparison, during 2013-2014, 46 online classes were offered in regular sessions and 24 online classes were offered in an accelerated format. Fourteen hybrid classes were offered. This comparison indicates a 21% increase in online offerings for regular sessions, a 33% increase in online offerings in an accelerated format, and</td>
<td>None</td>
<td>The Liberal Arts Division will respond to students' needs for alternative scheduling opportunities and develop more ways to meet those needs.</td>
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<tr>
<td>Promote the arts on campus, including partnering with other divisions across campus to showcase student work in the Donna Service Art Gallery.</td>
<td>Number of exhibitions in the Donna Service Gallery as well as works displayed in other areas on campus.</td>
<td>The Donna Service Gallery hosted five exhibits during the 2013-2014 academic year, including Summer 2013, Fall 2013, Spring 2014 (juried), and Summer 2014 Student Art Exhibitions.</td>
<td>None</td>
<td>The Liberal Arts Division will strive to showcase BPCC student talents more by collaborating with other divisions as well as with student organizations such as Savoir Faire.</td>
</tr>
<tr>
<td>Increase the number of graduates in Liberal Arts programs.</td>
<td>Number of 2013-2014 graduates of Liberal Arts programs compared with number of 2012-2013 graduates of Liberal Arts programs.</td>
<td>In 2012-2013, the college awarded 136 Associate of General Studies degrees; in 2013-2014, the college awarded 146 Associate of General Studies degrees, representing an increase of 7%.</td>
<td>None</td>
<td>The Liberal Arts Division will pursue greater increases in the number of graduates of its degree programs and will create push cards to advertise its programs.</td>
</tr>
<tr>
<td>Provide professional development workshops, both on and off campus.</td>
<td>Documentation of professional development workshops attended by Liberal Arts Division faculty and staff.</td>
<td>Faculty and staff attended professional development workshops and conferences throughout the year through non-BPCC funding.</td>
<td>None</td>
<td>The Liberal Arts Division will locate other funding sources for 2014-2015 professional development opportunities.</td>
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<td>Create a Challenge Exam for ENGL101.</td>
<td>Final draft of ENGL101 Challenge Exam.</td>
<td>In May 2014, the Liberal Arts English faculty submitted a draft of an ENGL101 Challenge Exam.</td>
<td>None</td>
<td>The Liberal Arts faculty will also develop policies and procedures for administration of the exam so that it may be implemented beginning fall 2014.</td>
</tr>
<tr>
<td>Update degree curriculum sheets in accordance with the Board of Regents current matrix.</td>
<td>Updated curriculum sheets.</td>
<td>RLGN203 World Religions was added to the curriculum beginning in Fall 2013 based upon its inclusion in the Board of Regents statewide matrix as a Humanities elective. In Spring 2014, ENGL103 Foundations of Professional Writing was added to the curriculum as the result of its addition to the Board of Regents statewide matrix. This course is now indicated as an alternative to ENGL102 for the Associate of General Studies degree curriculum. It has also been accepted as an alternative to ENGL102 for the curricular requirements in Business and</td>
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<td>Changes Based on Assessment Outcomes</td>
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<td>None</td>
<td>Strategy(ies) for the Future</td>
<td>As more Liberal Arts courses are added to the Board of Regents matrix, more courses may be added or revised for the current curriculum.</td>
</tr>
</tbody>
</table>
Criminal Justice programs.

PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Renew BPCC's charter membership of Sigma Kappa Delta.
2. Establish study abroad opportunities for students if research and data determine that it is a viable option for our students.
3. Increase the number of graduates in Liberal Arts programs.
4. Develop new ways of providing educational access through innovative class scheduling opportunities.
5. Develop a Writing Lab to promote student success in English classes.
6. Provide professional development workshops, both on and off campus.
7. Promote the arts on campus, including partnering with other divisions across campus to showcase student work in the Donna Service Art Gallery.
DIVISION SUMMARY

During the 2013-14 academic year, the faculty and staff of the Division of Science, Nursing, and Allied Health (SNAH) contributed to the continued growth and success of Bossier Parish Community College.

The Division offered 660 course sections in the disciplines of allied health, biology, chemistry, emergency medicine, medical billing and coding, microbiology, nursing, occupational therapy assisting, physical therapist assistant, pharmacy technician, physical science, physics, respiratory therapy and surgical technology. Course enrollment increased by 2%, with 14,154 students taking courses within the Division. Overall, program enrollment decreased by 3%, however, enrollment in the Phlebotomy program increased by 40% and enrollment in the Medical Office Specialist program increased by 42%. A record, 397 individuals earned associate degrees and certificates in programs offered by the Division, representing an increase of 34%.

To support the rapid growth of the SNAH Division, several new faculty and staff were hired in the fall 2013. Marilyn Persley joined the faculty as an instructor of allied health and Dr. Addie Dickson was employed as an instructor of biological sciences. Amy Knighton became an instructor in the nursing program and was replaced by Karen Humphrey as the clinical coordinator for the paramedic program. Maurice White also joined the division as an instructor in the paramedic program and Yauna Williams was employed as a nursing faculty. In January 2014, Lavar Washington was hired as the assistant laboratory coordinator.

Several programs achieved significant accreditation milestones. Following submission of a comprehensive self-study and onsite visit, the Pharmacy Technician program was reaccredited by the American Society of Health System Pharmacist for six years. In February 2014, the Occupational Therapy Assistant program received full accreditation from the Accreditation Council for Occupational Therapy (ACOTE). The American Association of Medical Assistants (AAMA) approved the submitted self-study report and granted the Medical Assistant program accreditation of the technical diploma. The Commission on Accreditation in Physical Therapy Education (CAPTE) granted the Physical Therapist Assistant program reaffirmation for a period of 10 years. A substantive change report was submitted to the Accreditation Commission for Education in Nursing (ACEN), requesting permission to expand the nursing program to twice per year admission. The report was followed by an onsite visit and final approval is pending.
The faculty and staff were actively involved in community and institutional service. The Division faculty conducted numerous tour and informational session and gave presentations to community and high school groups and organizations. The Division partnered with North Louisiana Allied Health Education Center (AHEC) to offer the M.A.S.H. program, which provided 15 high school students with the opportunity to earn college credit and participate in college level science lab experiences. The Division also sponsored AHEC day, providing tours, lab activities and information to 60 high school students interested in careers in allied health or nursing. In March, the Division sponsored the regional Science Olympiad. Fifteen team representing area high schools and middle schools participated in science and engineering exams and competitions. The schools with the highest three overall scores continued to competitions at the state and national level. The Division faculty coordinated the Region I Louisiana Science and Engineering Fair, which was held at the Bossier Civic Center on March 6-8. Three hundred seventy students, from grades 4 through 12, representing Caddo, Bossier, Red River, Desoto, and Webster parishes, competed in seventeen categories for the opportunity to attend the state and international science fairs. Category, armed services, and twenty-six community group awards were presented. The top three winners of the Region I Fair entered the International Science and Engineering Fair in Las Angeles, California, where they competed for scholarships and cash awards. The faculty mentored numerous students with development of science fair and senior projects, participated in activities in support of local charities and service organizations, volunteered at the BPCC 100, judged area science fairs and participated in numerous other community service activities.

Division faculty participated in 921 hours of professional development opportunities offered at BPCC, online and through attendance at conferences and workshops. Several division faculty earned advanced degrees and certifications and received honors. Kelly Brandon, Occupational Therapy Assistant program director, earned a Master of Science degree in Health and Human Performance from Northwestern State University. Tonia Sharp earned an associate degree in Business Administration from BPCC. Michelle Harris earned certification as an AAPC PMCC Certified Professional Coder instructor, AAPC Certified ICD-10 Trainer, and Certified Professional Biller. Laura Bryant received the 2014 NISOD Excellence in Teaching Award. In July 2013, Terri Mundy was a presenter at the National Pharmacy Technician Educators Council.

The Division pursued grant funding to upgrade laboratory equipment and supplies and provide student support services. Numerous student technology proposals were submitted. A Board of Regents grant, “Expanding Teaching and Enhancing Learning in Microbiology Laboratory”, principle investigators Dr. Elaine Cox and Judith Coston, was implemented. Dr. Staats was the principle investigator in development of a grant, “Expanding Teaching and Enhancing Learning in Anatomy and Physiology”, which was submitted to the Louisiana Board of Regents, and recommended for funding for the 2014-15 academic year. The nursing and allied health faculty contributed to the development of the Carl Perkins grant, to provide funding for professional development and acquisition of equipment and technology. The Science faculty actively participated in the final year of the Title III grant through the development of chemistry tutorial modules and participation in professional development opportunities and conferences funded by the grant. Title III funding was utilized to develop an ‘Introduction to Science” Open Campus course, which was made available beginning in the summer 2014. Additionally, Title III funded the first BPCC Summer Bridge program, designed to enhance mathematics, writing, science, and academic success skills for first semester students pursuing nursing or allied health degrees.

Student outcomes for all courses and programs were reviewed by faculty and program advisory committees, and strategies to enhance student success were developed. A formal program review was completed for the Medical Assistant, Occupational Therapy Assistant, Physical Therapist Assistant, and Nursing programs.
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<tr>
<td>Meet standards and criteria necessary to achieve or maintain accreditation of all eligible programs.</td>
<td>Documentation of program accreditation.</td>
<td>All eligible programs maintained accreditation. Specifically, the Pharmacy Technician program was reaccredited for 6 years by AHSP; the OTA program received full accreditation by ACOTE, the technical diploma in Medical Assistant was accredited by the AAMA, and the PTA program was reaccredited for 10 years by CAPTE</td>
<td>Recommendations and mandates from external accrediting agencies were utilized to enhance programs.</td>
<td>Submit necessary paperwork and meet outcome requirements necessary to achieve and maintain accreditation of all eligible programs.</td>
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<tbody>
<tr>
<td>Pursue external funding sources for enhancement and expansion of programs and services.</td>
<td>Grant proposals.</td>
<td>Division faculty submitted numerous student technology proposals, participated in development of the Carl Perkins grant, implemented a Board of Regents grant to improve microbiology and submitted a Board of Regents grant to improve instruction in anatomy and physiology.</td>
<td>Equipment, supplies and technology were upgraded utilizing grant funding.</td>
<td>Pursue external funding sources to provide for continued improvement of supplies, equipment and technology and to provide professional development opportunities for faculty and staff</td>
</tr>
<tr>
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<tr>
<td>Support faculty and staff engagement in professional development activities.</td>
<td>Completed professional development plans.</td>
<td>Faculty and staff completed 921 hours of professional development workshops and courses</td>
<td>Content from professional development workshops, courses and conferences was utilized to improve classroom instruction and the operation of the division.</td>
<td>Provide resources necessary to support faculty and staff participation in professional development workshops, courses, and conferences.</td>
</tr>
<tr>
<td>Utilize the program review process to identify strategies for improvement of all programs and courses offered by the Division of Science, Nursing, and Allied Health.</td>
<td>Program review documents.</td>
<td>Program reviews of the Nursing, Medical Assistant, Physical Therapist Assistant, and Occupational Therapy Assisting programs were completed.</td>
<td>Results of the program reviews were utilized to develop strategies for ongoing program enhancement.</td>
<td>During 2014-15, complete comprehensive program reviews of the Pharmacy Technician, Surgical Technology, Phlebotomy and Medical Office Specialist programs.</td>
</tr>
<tr>
<td>Increase enrollment in programs and courses, while maintaining high academic standards.</td>
<td>Enrollment statistics.</td>
<td>Course enrollment increased by 2%, program enrollment decreased by 3% and graduation rate increased by 34%</td>
<td>To address the demand for admission to the Nursing program, a spring cohort, in addition to the existing fall cohort, was admitted. To provide for an alternative career pathway, a concentration in billing and</td>
<td>To increase program and course enrollment, explore possible new programs, alternate pathways within existing programs and improved articulation with other institutions.</td>
</tr>
</tbody>
</table>
PRIORITIES FOR THE COMING ACADEMIC YEAR

(1) Increase student learning and success use of technology, implementation of course improvement strategies and student support.
(2) Maintain accreditation of all eligible programs.
(3) Support faculty and staff engagement in community and institutional service.
(4) Pursue external funding for enhancement of programs and services
(5) Support faculty and staff participation in professional development activities.
DIVISION SUMMARY

During the 2013-2014 academic year, the division made many contributions toward the continued success and growth of the Bossier Parish Community College community. During 2013-2014, the division maintained program accreditation with ATMAE for the programs with the Associate of Applied Science in Construction Technology Management, Cyber Technology (both concentrations), Oil and Gas Production Technology, and Computer Information Systems. To meet growing area demand, the division added the Certificate of Technical Studies in Advanced Manufacturing and the Technical Competency Areas in CISCO, Advanced Manufacturing and Microsoft Server.

In collaboration with Institutional Research, the division received a TAACCCT Round 3 grant from the department of Labor, Keith Bryant was hired as the grant director, Jennifer Lawrence as the assistant grant director, Loretta Salvetor as the financial coordinator and Niesha McCoy as the Workforce Board Recruiter. In collaboration with Louisiana Economic Development FastStart, the Round 3 group also works on implementing Louisiana's Certified for Manufacturing program (C4M) integrating the curriculum into the division programs to meet employee needs. The TAACCCT Round 2 Department of Labor Grant continues in its second year and has added Megan Martin as the Project Advisor. In May 2014, the division Dean transitioned from Laura Goadrich to Sandra Partain.

The growing division has also hired Twana Harris to manage the division finances and many grant opportunities. Jeanne Smith was added as the Administrative Coordinator in the math and technical education area of the division housed in building E. To meet the growing demands for the Associate of Applied Science in Industrial Technology, Lamont Lackman was hired as the program director for both concentrations in Automation and Controls and Engineering Graphics. In the areas of mathematics, Lindsay Small replaces the instructor position vacated by James Scott's retirement.

The Division maintains and updates articulation agreements with four-year intuitions including the University of Louisiana at Lafayette, University Maryland University College, Louisiana State University-Shreveport, Louisiana Tech University, Barksdale Air Force Base, Cyber Innovation Center and Northwestern State University. The Division became a Cisco Academy in summer 2010 and began teaching the Cisco Exploration curriculum in spring 2011. In the areas of Cyber Technology, the division also applied for and received the Committee on National Security Standards certifications for 4011 and 4016 maintaining the Center of Academic Excellence for 2-Year colleges in Information Assurance from 2013-2018. In working with the Division of Innovative Learning, during the academic year, Dalia Gumeel instructed classes to high school students off
campus in the area of computer programming.

Overall, the Division was able to secure funding from grants and outside resources. These grants came from federal, state and local resources to ensure the success of the students in the Division programs. In addition to improving campus classroom facilities, these grants allowed us to offer student scholarships, instructor training and facility enhancement. During the academic year, the new Advanced Manufacturing and Engineering building L was being constructed on campus in collaboration with the Vice Chancellor of Finance and the Chancellor. The Division faculty in Industrial Technology, Engineering were instrumental in coordinating the move over summer 2014 in preparation for offering classes for the first time in fall 2014.

The division grants include
+ $22 million for the new Advanced Manufacturing and Engineering building L on campus, Chancellor and Vice Chancellor of Finance.
+ NSF grant collaboration with Louisiana Tech for $249,990, June Schneider and Clif Frilot.
+ Scholarship for Carrie Salinas to attend the Google Geo for Higher Education summit at Google Headquarters in California (July 22-24, 2013)
+ Board of Regents Common Core State Standards and Assessment: K-12/Postsecondary Alignment subgrant $5,500 for math, Deanna Hardy and Stacey Black.
+ Manufacturing Managers Council of Northwest Louisiana donation of $1,000 for AAS in Industrial Technology student scholarships, Ed Chopin
+ Technology Fee approvals:
  - Computer upgrade to G214, $18,775.26, Achla Agarwal
  - Compact dual swipe reader, $193.37, Donna Densmore
  - Engineering Lab Equipment, $43,500.08, June Schneider
  - Dual monitors for G218, $26931.15, Jack Raley
+ Carl Perkins with the Division of Innovative Learning
  - CAEL 2013 conference, $2053, Paul Weaver
  - SMART Sync for 15 classrooms, $4522, Laura Goadrich
  - Virtual Server, $6367.71, Eddie Horton
  - MindSight LMS web hosted pipe training system, $1,000 Linda Sonnier and Lamont Lackman
  - Access Data Conference, $1900, Chris Rondeau
  - The Colloquium for Information Assurance, $2340, Chris Rondeau
+ Board of Regents grant for TEM Testing Center, $64,000, Eddie Horton and Donna Densmore
+ LCTCS Foundation scholarship funding from AT&T for $3000, Linda Sonnier
+ Workforce Rapid Response grant for Manufacturing and Mechatronics Program, $225,000, Lamont Lackman
+ CSEC grant $21200, Chris Rondeau
+ Support from LED FastStart to pay for C4M instructor $43,680
+ Cyber Security Education Consortium grant award $21,200, Chris Rondeau
+ WINLA scholarship awards, $1,250, Linda Sonnier
+ WINLA, $50,000 plus a $50,000 match, Linda Sonnier
+ Energy Scholarships from Community Foundation, $15,000, Linda Sonnier
+ AT&T Energy Scholarships, $3,000 Linda Sonnier
+ Shell Energy scholarship, $15,760, Linda Sonnier
+ Workforce Rapid Response Grant Mechatronics, $1,084,274, Lamont Lackman
+ TAACCCT Round 2 continues in year two from Department of Labor for $14.7 million
+ TAACCCT Round 3 from Department of Labor for $3.5 million
+ AEP Credit Counts $1,393,938 over the next 5 years in collaboration with Foundation and the Grants office.

The division faculty and staff created and submitted multiple reports for the variety of grants and division record updates. Deanna Hardy and Stacey Black completed a report for the Board of Regents PARCC projects. Ed Chopin completed the Board of Regents follow-up report for the Associate of Applied Science in Industrial Technology with the concentration for Engineering Graphics. June Schneider submitted the Board of Regents follow-up report for the Associate of Science in Engineering and collaborated with University of Louisiana at Laffayette for an articulation agreement and associated Memorandum of Understand for our Engineering programs. Pam Milstead completed the three year program review for the Associate of Applied Science in Computer Information Systems. Lindsay Small earned her Master’s of Education in Curriculum and instruction Secondary Math Concentration at Louisiana State University-Shreveport on May 18, 2014.

The division strives to align with national certifications to strengthen offerings and make graduating students more marketable to meet industry needs. The current division certifications include

<table>
<thead>
<tr>
<th>Course</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 100</td>
<td>Internet and Computing Core Certification</td>
</tr>
<tr>
<td>CIS 114</td>
<td>Microsoft Windows 7 Configuration (72-680)</td>
</tr>
<tr>
<td>CIS 205</td>
<td>Microsoft Office Word 2013 (77-418)</td>
</tr>
<tr>
<td>CIS 207</td>
<td>Microsoft Office Excel 2013 (77-420)</td>
</tr>
<tr>
<td>CIS 209</td>
<td>Microsoft Office Access 2013 (77-424)</td>
</tr>
<tr>
<td>CIS 210</td>
<td>Microsoft Office PowerPoint 2013 (77-422)</td>
</tr>
<tr>
<td>CIT 100</td>
<td>CompTIA Storage+ powered by SNIA</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network+</td>
</tr>
<tr>
<td>CIT 112</td>
<td>A+</td>
</tr>
<tr>
<td>CIT 149</td>
<td>CIW JavaScript Specialist</td>
</tr>
<tr>
<td>CIT 151</td>
<td>OCA Java</td>
</tr>
<tr>
<td>CIT 170</td>
<td>70-646 Windows Server 2008 Server Administrator</td>
</tr>
<tr>
<td>CIT 210</td>
<td>Server+</td>
</tr>
<tr>
<td>CIT 221</td>
<td>ICND1</td>
</tr>
<tr>
<td>CIT 222</td>
<td>ICND2 or CCNA</td>
</tr>
<tr>
<td>CIT 224</td>
<td>CISSP</td>
</tr>
<tr>
<td>CIT 225</td>
<td>Security+</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Microsoft SQL Server 2008</td>
</tr>
</tbody>
</table>
The division also maintains a testing center, started in spring 2012. This testing center may be used by any instructor on campus and allows for a quiet testing environment for all students. With the support of the division and college, Deanna Hardy works to maintain and develop the center to meet the needs of the instructors, students and proctors that make the center function smoothly. Starting in fall 2014, the testing center will move into E121 and be upgraded to support over 50 students with the Board of Regents grant received by Donna Densmore and Eddie Horton.

**STRATEGIC PLANNING**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Meet standards and criteria necessary to achieve or maintain accreditation of all eligible programs.</td>
<td>Documentation of program accreditation.</td>
<td>The current ATMAE accreditation were maintained during the 2013-2014 year. All recommendations from the ATMAE visiting team were implemented.</td>
<td>A website was created to allow the ATMAE reviewers access to all updates for accreditation.</td>
<td>Maintain the website and update the protected areas that store student records to meet the accreditation requirements.</td>
</tr>
<tr>
<td>Implement ATMAE accreditation visiting team recommendations.</td>
<td>Number of modifications made to align to ATMAE accreditation requirements.</td>
<td>Modifications were made to each of the five accredited program offering to update the short and long term goals, program learning outcomes and integrating responses</td>
<td>A website was created to allow the ATMAE reviewers access to all updates for accreditation.</td>
<td>Update program offerings to meet the accreditation visiting team guidelines.</td>
</tr>
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</tr>
<tr>
<td>Increase and update courses mapped with national certifications.</td>
<td>Number of courses mapped with national certifications.</td>
<td>The division offers 26 nationally recognized certifications in addition to Siemans certification, CNSS 4011-4016 and C4M.</td>
<td>Certification offerings were updated to meet the area need and strengthen program offerings.</td>
<td>Increase and update courses mapped with national certifications.</td>
</tr>
<tr>
<td>Provide division of Technology, Engineering and Mathematics faculty and staff discipline related certifications opportunities.</td>
<td>Number of certifications division of Technology, Engineering and Mathematics faculty and staff attempt and receive.</td>
<td>The division faculty and staff attempted 13 certifications and received 13.</td>
<td>Continue to encourage and research funding to allow faculty to continue to receive certifications in their field to enhance their class offerings.</td>
<td>Provide division faculty and staff discipline related certification opportunities.</td>
</tr>
<tr>
<td>Prepare and apply for the new CNSS certifications which become effective in 2014.</td>
<td>Number of accreditations received.</td>
<td>Division maintained program accreditation with ATMAE for the programs with the Associate of Applied Science in Construction Technology Management, Cyber Technology (both concentrations), Oil and Gas Production Technology, and Computer Information Systems.</td>
<td>Division successfully maintained and added new accreditations to program offerings.</td>
<td>Plan for upcoming spring 2014 accreditation visit from ATMAE in all programs and expanding to the Associate of Applied Science in Industrial Technology for both concentrations. Work to maintain and renew needed accreditations.</td>
</tr>
</tbody>
</table>
The division received SEIMANS approval.

The division became an approved Microsoft Academy.

The division maintained CISCO academy license.

The division maintained CNSS certifications 4011-4016 and the Center of Academic Excellence for 2-year colleges.

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<tbody>
<tr>
<td>Apply for grants and maintenance of current grants at the federal, state and/or local levels to enhance program offerings.</td>
<td>Number of applications for grants.</td>
<td>The division faculty and staff worked on 30 grants during the 2013-2014 academic year.</td>
<td>Pursue the application for new grants and maintain current grants at the federal, state and local levels.</td>
<td></td>
</tr>
<tr>
<td>Implement and monitor effectiveness in TOTAL mathematics courses.</td>
<td>Number of courses offered and students enrolled in TOTAL classes.</td>
<td>TOTAL for MATH 102 offered in one section fall 2013, Deanna Hardy and Stacey Black. Student success 100%. TOTAL for MATH 102 expanded to two section offerings in</td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Changes Based on Assessment Outcomes Federal, state and local grants were received and helped enhance the program offerings and student support needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategy(ies) for the Future Due to the success of the students in TOTAL, offer three class sections to TOTAL in fall 2014, expanding with three sections of MATH 102 and one new section of MATH 099, Deanna Hardy, Stacey Black, Michelle Barnickel, and Lindsay Small.</td>
<td></td>
</tr>
</tbody>
</table>
PRIORITYES FOR THE COMING ACADEMIC YEAR

Moving into, make needed purchases and offering courses in collaboration with LED FastStart and Benteler in building L.
In mathematics, implement a diverse offering of LAMP, TOTAL and MyLabsPlus.
Apply for federal, state and local grants to enhance program offerings and student opportunities.
Prepare new and enhanced class offerings.
Develop and recruit for all division program areas.
Division of Business Affairs
Vice Chancellor for Business Affairs

DIVISION SUMMARY

The Vice Chancellor of Business Affairs is responsible for the supervision of eight (8) divisions: Finance, Physical Plant, Human Resources, Environmental Health and Safety, Security, Computer Services, Comptroller, and Purchasing. He is responsible for the overall financial and administrative offices of the College. Numerous meetings are held on and off campus, and his attendance is vital to the sufficient funding of the College.

There are several accomplishments to report from the Division of Business Affairs for fy14. Construction of the Advanced Manufacturing and Technology Center began May, 2013 and was substantially complete May, 2014. The facility contains 66,000 sq. ft. and of an LED Training facility and BPCC labs and classrooms. It will open for BPCC classes for Fall, 2014. Planning and programming has begun for a new STEM facility to be located on property adjacent to the campus. The site for the facility has been donated to BPCC by Bossier City and Bossier Parish. Construction should begin late in fy15 and be complete in fy16. The facility will house allied health and nursing programs. Parking lot lighting is scheduled to be upgraded to LED lighting during fy15. A new 400 slot parking lot has been awarded Capital Outlay funding with planning to begin during the year.

The finance department is in the process of restructuring to better serve the needs of students, faculty, and staff. The Purchasing Department has expanded its mission to serve the needs of Louisiana Delta CC and Northwest Technical College. The IT Department has successfully completed the conversion to Banner ERP and has provided continuity between the existing campus and the Training Center. The Security Department continues to keep our campus the safest one in the System. The Physical Plant Department has provided upgrades to custodial services, lawn and landscaping service, and to the various departments they serve.

STRATEGIC PLANNING

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<tbody>
<tr>
<td>Plan and evaluate the fiscal and physical properties of the College.</td>
<td>Annual Budget, Space Utilization Report, Monthly Budget statements, End of Year Fiscal Report.</td>
<td>The fiscal and physical properties of the College were evaluated.</td>
<td>Plan and evaluate the fiscal and physical properties of the College.</td>
</tr>
<tr>
<td>Department Measurable Strategy</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Promote funding for the Center of Excellence, which will accommodate one - two academic divisions.</td>
<td>Center of Excellence is adequately funded.</td>
<td>Center of Excellence is adequately funded.</td>
<td>None</td>
</tr>
<tr>
<td>Upgrade the financial model.</td>
<td>The financial model of the College is upgraded.</td>
<td>The financial model of the College was upgraded</td>
<td>Maintain a fiscally sound institutional operation.</td>
</tr>
<tr>
<td>Increase self-generated funds.</td>
<td>Percentage of increased self-generated funds received.</td>
<td>An increase of approximately 20% was seen for self-generated funds over last year.</td>
<td>Increase self-generated funds.</td>
</tr>
<tr>
<td>Increase availability and visibility of officers to respond to campus needs.</td>
<td>Number of officers, hours, and locations assigned.</td>
<td>A Daily Activity Report from officers document all police patrols.</td>
<td>Maintain a secure campus for faculty, staff, and students.</td>
</tr>
<tr>
<td>Provide professional development opportunities for staff.</td>
<td>Number of professional development opportunities attended by staff.</td>
<td>All staff attended professional development during the year.</td>
<td>Provide professional development opportunities for staff.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

1. Complete the Advanced Manufacturing Training Center and begin training and academic classes
2. Initiate programming, planning, and architectural design for the STEM building to be constructed in FY 16
3. Maintain a secure campus for faculty, staff, and students
4. Restructure the Business and Finance Offices to increase efficiency and student service
5. Maintain a fiscally sound institutional operation
6. Initiate programming, planning and architectural design for a 400 space parking lot
7. Replace antiquated parking lot lighting with LED lighting
Division of Business Affairs
Campus Security

**DIVISION SUMMARY**

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

All Bossier Parish Community College police officers train extensively both in the classroom and the firing range. The division fulfills all POST (Police Officer Standards and Training) in-service training requirements. A retired Bossier City Police Department training officer has been hired and his duties include the coordination and documentation of all training. Extensive training in the classroom and on the firing range has been conducted.

Our Division effectiveness is measured by the amount of crime on campus.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide professional development opportunities to staff and officers.</td>
<td>Number of professional development and training opportunities attended by staff.</td>
<td>All officers working for Bossier Parish Community College are versed in police procedures and applicable laws.</td>
<td>Documentation for training received by officers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
Cleary Act reporting statistics, and BPCC Report Card.

**Department Measurable Strategy**
Evaluate the Emergency Notification System.

**Performance Indicators**
Documentation of the evacuations of the campus.

**Assessment Results**
The Emergency Notification System "FirstCall" is used by faculty, staff, and students for notifications of school closures.

**Changes Based on Assessment Outcomes** Assessment complete.

**Strategy(ies) for the Future** Evaluate the Emergency Notification System.

**Department Measurable Strategy**
Evaluate effectiveness of police patrols.

**Performance Indicators**
Daily Activity Reports.

**Assessment Results**
A Daily Activity Report from officers document all police patrols

**Changes Based on Assessment Outcomes** Assessment complete.

**Strategy(ies) for the Future** Continue the use of Daily Activity Reports for documentation of police patrols

**PRIORITIES FOR THE COMING ACADEMIC YEAR**
To maintain a safe and secure campus for all personnel and students.
DIVISION SUMMARY

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

During the fiscal year, in addition to the Computer Services Department activities listed as Measurable Strategies the Computer Services Department lost one Programmer, Gloria Freeman and added one PC/Telephone Technician, Sabrina Duffield, A.A.S. The focus for the administrative staff has been to continue to learn Banner for reporting procedures to accommodate needs of other campus departments and other reporting agencies. The department staff assists faculty, staff, and students with accessing the information required for their needs. Staff assisted in planning, and coordinating installation of wiring and networking cables at the new building in preparation for successful installation of required equipment. BPCC IT policies and procedures are under review to accommodate the Banner ERP environment. The programmers have attended various training sessions, such as Cognos Reporting and SQL Server to write reports for various departments and other reporting entities. Our support and operations team resolved 2,025 work requests submitted through Service Desk. The Computer Services Department staff attended numerous professional opportunities throughout the year. According to the Planning Council’s 2013 Report Card, 89% of faculty and staff responded favorably to the services and knowledge of the department.

STRATEGIC PLANNING

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</thead>
<tbody>
<tr>
<td>Evaluate assess outdoor access availability for Wi-Fi.</td>
<td>Outdoor access availability.</td>
<td>Wi-Fi is available in targeted areas.</td>
<td>Roaming across the campus has been extended to 10 hours per login.</td>
<td>Continue to evaluate wireless technologies to meet campus needs.</td>
</tr>
<tr>
<td>Participate in professional</td>
<td>Number of professional</td>
<td>Staff attended 23</td>
<td>Staff is more</td>
<td>Continue to participate in</td>
</tr>
<tr>
<td>PRIORITIES FOR THE COMING ACADEMIC YEAR</td>
<td></td>
<td></td>
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<tr>
<td>Computer Services will plan for the integration of the infrastructure for the buildings and remote sites. Computer Services personnel plan to become more proficient with Banner reports to assist other BPCC department and staff. Computer Services will be phasing out the old phone system and replace with an upgraded system campus wide over the next three years.</td>
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</table>
DIVISION SUMMARY

The Department of Environmental Health and Safety establishes safety policies and procedures for the Bossier Parish Community College campus. The department works closely with the Security Department to document all injury and loss incidents. In addition to documentation, the department investigates the root cause of incidents and implements policies to prevent additional accidents or losses. The Environmental Health and Safety Department constant reviews the operational procedures for safety, defensive driving, confined space entry, blood borne pathogens, violence in the workplace, CERT training and any other Bossier Parish Community College activities that require specific operational rules and regulations. Compliance with the Louisiana Office of Risk Management is achieved through audit, completing all filings and required documentation, offering defensive driving classes, and conducting quarterly safety meetings. In addition to risk and loss policy oversight, the department maintains extensive inspection schedules to assure that the campus remains safe for the employees, the students, and all guest.

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</thead>
<tbody>
<tr>
<td>Conduct inspection schedules to identify potential physical hazards.</td>
<td>Records of all inspections and associated correspondence requesting corrective actions.</td>
<td>Auditor determined all inspections and necessary actions were preformed and documented.</td>
<td>No changes to be implemented at this time.</td>
<td>Continue existing process.</td>
</tr>
<tr>
<td>Comply with the State Office of Risk Management regulations.</td>
<td>Audit findings.</td>
<td>Achieved 96% - 100% on all audits.</td>
<td>No changes to be implemented at this time.</td>
<td>Continue to monitor and implement all ORM requirements throughout the year.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Increase safety training compliance.</td>
<td>Record percentage of delivery receipts</td>
<td>Delivery to full time employees continue to be well above required thresholds. Part time employees are not receiving training at required percentages.</td>
<td>Devise methods to train adjunct instructors.</td>
<td>Discuss various possibilities with division deans to determine the most effective yet disruptive manner of delivery.</td>
</tr>
<tr>
<td>Coordinate with local public safety agencies to define special assistance and needs of the institution.</td>
<td>Logged response times.</td>
<td>Alarm notifications and response time from public safety continue to be excellent.</td>
<td>No changes to be implemented at this time.</td>
<td>Continue dialog with the police chief and fire chief to identify any measures that might be implemented to improve efficiency.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

The Department of Environmental Health and Safety will continue to utilize the methods and procedures that have been developed for this campus. After a slight upward trend in slip and fall incidents, the inspection process will become more rigorous and we will have continuing dialog with the physical plant about actions to curtail the trend. It is our intention to continue the method of monitoring our audit requirements throughout the year to support the excellent scores that have been achieved and to develop an effective training method for part time employees. Providing a safe campus environment for our employees, students, and guest is paramount.
DIVISION SUMMARY

The Finance Department is comprised of several areas including Accounting and Reporting, Grants Accounting, Accounts Payable, Budgeting and Reporting, Payroll, Student Billing and Receivables, and Collections. The overall mission of the Finance Department is to provide a functional financial operating system for the College. In striving to achieve this goal, the Finance Department changes and/or updates operations as needed.

During the fiscal year, the Finance Department was audited by the BPCC Compliance Officer, the Louisiana Community and Technical College System Internal Auditor, and the Office of the Louisiana Legislative Auditor. The Finance Department serves as the coordinator for the annual fiscal year audit as well as the liaison between the legislative auditors and various departments on campus. The FY14 Annual Operating Budget was completed and submitted prior to the deadline of September 2, 2013, and the FY13 Annual Financial Report was completed and submitted before the deadline of August 15, 2013.

Each member of the Finance Department staff attended several professional development opportunities throughout the year.

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<tbody>
<tr>
<td>Identify and/or expand cost saving methods for the College.</td>
<td>Provide a report of any possible cost-saving expenses to the Vice Chancellor of Business Affairs.</td>
<td>As cost-savings opportunities were found, reports were forwarded to the Vice-Chancellor of Business Affairs and Economic Development.</td>
<td>Identify and/or expand cost saving methods for the College.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Attend a minimum of three career enhancing professional development</td>
<td>Number of professional development opportunities</td>
<td>All the Finance Department staff attended professional</td>
<td>Attend a minimum of three career enhancing professional</td>
</tr>
</tbody>
</table>
opportunities throughout the year for the Finance Department employees.

Department Measurable Strategy
Educate Faculty and Staff in Banner Self Service on the Finance and Student side.

Department Measurable Strategy
Update the Finance Policy and Procedures to conform to Banner.

**Performance Indicators**
- Number of BPCC employees provided guidance by Finance Department Staff
- Assure that the Finance Department Policy and Procedures accurately conform to the Banner System.

**Assessment Results**
- Faculty and Staff received guidance and instructions in Banner.
- The Finance Policy and Procedures were reviewed and updated.

**Strategy(ies) for the Future**
- Provide support to Faculty and Staff in the Banner system.
- Evaluate and assess the procedures followed by the Finance Department.

**PRIORITIES FOR THE COMING ACADEMIC YEAR**
1. Evaluate and assess the procedures followed by the Finance Department.
2. Provide support to Faculty and Staff in the Banner system.
3. Finance employees to attend a minimum of three career enhancing professional development opportunities throughout the year.
4. Identify and/or expand cost saving methods for the College.
DIVISION SUMMARY

The Human Resources department achieved its goals set for the 2013-2014 Strategic Planning year. Several new policies and procedures were developed and/or implemented on campus affecting employment procedures and daily campus life. Electronic timekeeping for part-time temporary staff and faculty and the use of fillable forms to employ part-time temporary faculty were both implemented in August 2013. The College was not able to provide merit increases to faculty and staff for fiscal year 2013-2014. A layoff avoidance plan was submitted to LCTCS Board of Supervisors and Civil Service in September 2013. The College replaced essential positions or merged positions and duties to maximize the skills of the current workforce. Many benefit changes occurred during this fiscal year to include state and federal changes. Multi-cultural Relations hosted several seminars and activities to celebrate cultural, socioeconomic and educational diversity on the campus. The Human Resources staff developed their skills and knowledge through professional development through web based training and webinars offered through the state and federal governments. State Civil Service conducted a review of several personnel actions in September 2013 and the Legislative auditors periodically request review of employment records throughout the year. A job fair to recruit for adjuncts was held at BPCC and HR staff attended several local job fairs. The HR staff continues to develop skills related to the HR module of the Banner system and the electronic State application system through teleconferences and/or webinars.

Human Resources developed a Pre-Employment Background Check policy as required by LCTCS policy directing each college to develop a pre-employment background check policy for all new employees. This policy was implemented July 2013 and new procedures were implemented to include this policy in the employment process. State legislation required all higher education campuses to be smoke free by August 1, 2014. Human Resources staff served on the committee to develop and implement a Smoke Free policy for the BPCC campus. Notification of this new policy was distributed to all supervisors and employees and notification is part of the employment process.

Electronic timekeeping for part-time temporary staff and faculty was implemented in August 2013 to utilize the Banner Self Service module. Full-time staff and faculty began electronic timekeeping in August 2012 and now with the part-time staff and faculty utilizing this feature most of the paper timesheets are eliminated. Human Resources provided training for supervisors, timekeepers and part-time staff on the use of electronic timekeeping. The use of fillable forms to contract part-time temporary faculty was also implemented in August 2013. The fillable form replaced the paper multi-paged form which reduced the cost of inventory of paper forms. There is surplus inventory of multi-paged forms that are used for professional instructors and other part-time staff contracts. Once the inventory is exhausted then all contracts will be electronic fillable forms.
The College had sixty seven vacancies during the 2013-2014 planning year. Human Resources staff assisted hiring supervisor in filling the positions with forty new hires, thirteen promotions and six lateral moves. The College had twenty five full-time employees leave employment at BPCC.

Human Resources staff has worked with LCTCS HR/Payroll to prepare for federal laws related to the Affordable Care Act. The Banner system will track data within the pay system and report data to the IRS related to ACA. Staff members attended several seminars to learn more about the new ACA legislation and how it will affect the College. Some benefit changes occurred during this planning year and will continue due to the ACA. Benefit plans experienced some changes to the level of benefits offered for the academic year. Premium costs increased for the academic year. A benefits fair was conducted in October for employees to meet and discuss their benefit plans with the vendor representatives.

Multi-cultural Relations hosted the Veteran’s Day program in November 2013. A stalking awareness workshop was conducted in January 2014. During February 2014 to celebrate Black History month, the Black History Stamp Dedication was recognized.

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 meeting quarterly, Banner Training through teleconferences, Civil Service Delegated training, Live webcast of US House of Representatives on ACA, three ACA workshops, SACS committee.

Shannon Jones, HR Assistant Director, Classified-La Deferred Compensation webinar, Civil Service Delegated training, Civil Service NeoGov system monthly webinars.

Jamie Heller, HR Assistant Director, Unclassified-TRSL webinars (Eligibility and Enrollments, Optional Retirement Plan, Salary and Contributions, Questionable Years, Online Processes, Sick Leave Certification, Understanding Employer Accounts, RTW Provisions), CPTP coordinator monthly webinars (12), CPTP training (HR Foundations, Understanding & Managing Anger, Peer to Peer Conflict, Top Down Communication, Apply Critical Thinking).


Christina Hughes, HR Administrative Coordinator 3-Civil Service training, Perceptis training through teleconference, CPTP training (Dealing with Difficult People, CS Essentials, Common Myths, Documentation and Grievances, SCS Department Overview, Leave Management, Diversity, Time Management), E-Verify I-9 webinar.

Civil Service conducted a Drop-in review of several personnel actions in October 2013. There were no documentation violations but there was a rule violation for timely entry to the HCM system of Civil Service. This was due to new staff learning the HCM system and limited staffing.
available during the spring.

Human Resources hosted a job fair at BPCC in July 2013 to recruit for adjuncts. Sixty-five prospective candidates discuss opportunities with several academic deans at the job fair. The need for a pool of qualified adjuncts is an on-going process. Several off campus job fairs were attended by BPCC HR staff, such as, Shreveport Help Wanted Job Fair in October 2013, Hire Our Heroes Job Fair in November 2013, and the Radio Group Job Fair May 2014.

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

### STRATEGIC PLANNING

<table>
<thead>
<tr>
<th>Department Measurable Strategy</th>
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<tbody>
<tr>
<td>Provide professional development seminars, activities and events related to cultural, socioeconomic and educational diversity.</td>
<td>Attendance records.</td>
<td>Provided several workshops and events.</td>
<td>Continue for the upcoming year.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Implement the use of fillable forms for part-time temporary contracts.</td>
<td>Part-time temporary contracts.</td>
<td>Implemented fillable forms for part-time temporary contracts.</td>
<td>Completed.</td>
</tr>
</tbody>
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<tr>
<td>Update hiring process to include Pre-Employment Background Check policy.</td>
<td>Documentation of hiring process.</td>
<td>Implemented Pre-Employment Background Check policy.</td>
<td>Completed.</td>
</tr>
</tbody>
</table>

### PRIORITIES FOR THE COMING ACADEMIC YEAR

1. Prepare for upcoming Affordable Care Act legislation.
2. Provide diversity training for faculty and staff.
3. Plan for benefit changes.
4. Provide opportunities to recruit qualified candidates.
**DIVISION SUMMARY**

The Physical Plant Department continues to maintain the complex to enhance the appearance and ensure the safety of faculty, staff, students and visitors. The department has received and completed over 1200 online maintenance requests. This number does not include the “emergency” phone call requests. Three graduation set ups were completed as well as setting up for the end of semester campus wide lunches for faculty and staff. Due to budget cuts and personnel changes, these requests were handled by a reduced number of personnel.

Almost six hundred key requests were received and fulfilled. These keys are cut by Physical Plant Department personnel.

LED lighting was added to the porches of all buildings on campus. The parking lot in front of the administration building was completely resurfaced. Automatic doors were added to two sides of each building to assist handicap students.

Two vehicles have been rented to assist faculty and staff with travel. With the state vehicle owned by the College, that brings our vehicle availability to three. Due to the increased enrollment and parking situation, two shuttle vans were rented to transport students from the Louisiana Downs parking lot to the College. Vanpool services assisted four hundred forty students for transportation.

**STRATEGIC PLANNING**

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<tbody>
<tr>
<td>Provide opportunities to Physical Plant staff for review of safety procedures of equipment and chemicals.</td>
<td>Equipment manuals and MSDS information are available in Physical Plant office.</td>
<td>Manuals and MSDS information is kept in a binder in the Physical Plant office.</td>
<td>No changes necessary</td>
<td>Provide opportunities to Physical Plant staff for review of safety procedures of equipment and chemicals.</td>
</tr>
<tr>
<td>Increase the efficiency in the</td>
<td>BPCC Report Card;</td>
<td>Maintenance requests</td>
<td></td>
<td>Increase the efficiency in the</td>
</tr>
</tbody>
</table>
method of prioritizing maintenance requests submitted by faculty and staff.

**Department Measurable Strategy**  
Increase use of electronic form for all maintenance requests from faculty and staff.

**Performance Indicators**  
Maintenance Requests are submitted online through the Physical Plant webpage.

**Assessment Results**  
Maintenance requests were received via the online form but there were many "telephone" requests.

**Changes Based on Assessment Outcomes**  
Reminder email will be sent at the beginning of the fall and spring semesters to remind personnel of online maintenance request form.

**Strategy(ies) for the Future**  
Increase use of electronic form for all maintenance requests from faculty and staff.

---

**Department Measurable Strategy**  
Increase awareness of electronic form for all maintenance requests from faculty and staff.

**Performance Indicators**  
Maintenance Requests are submitted online through the Physical Plant webpage.

**Assessment Results**  
Over 1200 online maintenance requests were received.

**Changes Based on Assessment Outcomes**  
No changes necessary

**Strategy(ies) for the Future**  
Increase awareness of electronic form for all maintenance requests from faculty and staff.

---

**Department Measurable Strategy**  
Monitor College grounds and landscape to ensure a positive learning environment.

**Performance Indicators**  
Staff are assigned to oversee the maintenance of the grounds through an outside vendor.

**Assessment Results**  
Landscape and grounds were maintained by an outside vendor.

**Changes Based on Assessment Outcomes**  
No changes necessary

**Strategy(ies) for the Future**  
Monitor College grounds and landscape to ensure a positive learning environment.

---

**Department Measurable Strategy**  
Increase the efficiency of the vanpool service to meet the needs of students.

**Performance Indicators**  
Number of van routes.  
Vehicle maintenance is up to date.

**Assessment Results**  
There are six van routes that picked up 440 students.

**Changes Based on Assessment Outcomes**  
No changes necessary

**Strategy(ies) for the Future**  
Increase the efficiency of the vanpool service to meet the needs of students.

---

**PRIORITY FOR THE COMING ACADEMIC YEAR**

The Physical Plant Department will continue to work and improve the first time impression to the campus. Due to the new building, additional custodial personnel will be hired to maintain the building. Maintenance to the existing buildings will be done on an as needed basis. Painting of hallways and corridors will be a priority as well as adding LED lighting to the parking lots.
DIVISION SUMMARY

The Purchasing Department is comprised of the following areas: Purchasing, Receiving, Property Control/Inventory. We achieved our goal of providing quality and timely services to the faculty and staff while adhering to Louisiana Law in reference to procurement laws. We processed 1,119 purchase orders, 45 contracts & 1,433 receiving reports. 433 new items were tagged and added to inventory, 349 items were surplused, 1,299 movable transfers entered.

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<tbody>
<tr>
<td>Assist faculty and staff with purchasing process and procedures.</td>
<td>BPCC report card results.</td>
<td>Due to changes to the report card a percentage was received as a response to the questions submitted. 63.1% answered Every Time for requested help.</td>
<td>Providing the assistance needed to eliminate the delay in the overall departmental purchasing process.</td>
<td>Continue to assist faculty and staff with purchasing process and procedures.</td>
</tr>
</tbody>
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<tr>
<td>Assist faculty and staff with the Banner Software.</td>
<td>BPCC report card results.</td>
<td>Due to changes to the report card a percentage was received as a response to the questions submitted. 63.1% answered Every Time for requested help.</td>
<td>Additional training continues to be provided for the new Banner Software.</td>
<td>Continue to assist faculty and staff with the Banner Software.</td>
</tr>
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</tr>
<tr>
<td>Provide professional development opportunities for staff.</td>
<td>Number of professional development opportunities attended by staff.</td>
<td>None were attended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure timely delivery of all purchases.</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>Increase overall satisfaction by 5%.</td>
<td>BPCC report card results.</td>
<td>Due to changes to the report card a percentage was received as a response to the questions submitted. 52.0% answered Every Time when questioned about the Help, Process and Time received</td>
<td>Work toward the communication process.</td>
<td>Continue to assist faculty and staff with purchasing process and procedures.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

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

The Student Services Division had a successful 2013-2014 year in meeting its mission of maximizing student success in achieving a well-rounded education. Toward the end of this academic year, there have been several major personnel changes. Patty Stewart has retired, and Kathy Vercher has taken the helm as Dean of Enrollment Management. Richard Cockerham will serve as Registrar. Both Kathy and Richard will bring innovative changes to an already dynamic department on campus. Rebecca Hanberry will take over as advisor for the ADAPTS student organization, and she will bring her vast expertise and experience to this organization. This year alone, Angie Cao's Disability Services Student Success Team proctored 761 tests for our students with disabilities. The student proctors go through a strict interview process and are chosen based on their GPA’s and organizational and social skills. This year, Angie awarded twenty-one scholarships to these student proctors in turn giving these student proctors the opportunity to further their education. Angie continues to receive positive feedback from students and faculty on the disability testing procedures.

As the Student Support Specialist, Angie oversees and monitors the Student Technology Fee proposals, requisitions, and budget, the Student Self-Assessed Committee, the STEP Committee, the Student Services website, and she serves as the liaison for LaHec, the Louisiana Higher Education Coalition for Drug and Alcohol Awareness.

During 2013-2014, Denise Morgan, Student Services Coordinator, has been the first contact person handling the paperwork and helping to resolve the following: 292 documented student issues; fifteen complaints; notifications concerning eight deceased students; 235 miscellaneous issues; eight academic misconduct issues; five academic misconduct hearings; eight disciplinary hearings; fifty-eight crisis situations; and two grievances. In addition, Denise has provided a total of 173 books to ninety students who could not afford to buy books. Denise is truly the "go to" person on campus for faculty and staff when our students need help. Another area that works diligently every year to give educational access to our students and to guide them on their career pathways is the Academic Advising Center. From June 2013 until June 2014, the Academic Advising Center staff served 12,225 students with peak advising times occurring in July, August, January, and May. In addition to advising this vast number of students, the staff completed hundreds of Academic Plans (a Department of Education requirement) for students on financial aid appeals. The Academic Advising Center staff is always present during Academic Planning's placement testing, and the staff offer same-day advising once the students complete their placement tests.

This year, in Athletics, we had the inaugural Lady Cavalier Basketball team. John Rennie, Head Coach, and Yolanda Cooper, Assistant Coach, brought together a group of young ladies who eventually made it to the regional playoffs in the first year of the program. This year, we have another
group of outstanding young ladies, and we look forward to another trip to the playoffs. In addition to this, Athletics, with John Rennie as the coordinator of the project, has created a Student Athlete Success Center. An EDUC 099 course has been created for student-athletes, and this course will contain both soft skills and academic skills to help ensure the academic success of our student athletes. We will offer four sections of the course beginning fall 2014. Also, Shelby Leach has come on board as the Student-Athlete Tutoring Coordinator, and she and John Rennie will schedule faculty to tutor our athletes who have a C or below on their progress reports. The faculty tutoring will be set up much like the faculty tutoring in the Academic Advising Center. All our coaches and athletic staff have participated in numerous community service activities with their teams, and the coaches work diligently year round maintaining the basketball court, the fields, and the lockerrooms.

The Financial Aid Office awarded a total of $56,934,730.00 in aid this year: $22,444,911.00 in Pell; $234,675.00 in GO Grants; $133,199.00 in Federal Work Study; $17,570,368.00 in UNSUB loans; $15,574,973.00 in SUB loans; $126,757.00 in SEOG grants; and $833,909.00 total TOPS individual category awards. The Office of Recruiting conducted 217 individual tours, fifteen group tours, fall and spring College Transfer Days, Senior Fling, twenty-two recruiting fairs, and was a major contributor in time and effort to the 8th Grade Expo event. Over 750 students from Bossier and Caddo Parish attended this event. A major goal of the Office of Recruiting is to complete an online New Student Orientation that can be accessed by new, continuing, and prospective students. In addition to the Financial Aid Office and the Office of Recruiting, the Office of Student Life hosted the SNAD Series, College Day at the Legislature, two Phi Theta Kappa initiation ceremonies, the annual BPCC Talent Show, the Ms. BPCC Pageant, Homecoming, fall and spring Fun Days, ULM @ BPCC Day and NSU @ BPCC Day. This year the Office of Student Life added another four-year university day, LATech @ BPCC Day. All of these events were very successful because of the hard work and dedication of the Student Life staff and the Student Government Association.

During 2013-2014, the Service Delivery Committee met monthly to create and implement campus-wide customer service standards for the College. The committee consists of faculty and staff across many and varied departments across the campus. The entire campus was surveyed to get ideas for improving service to our students and to our community. From these suggestions, the committee decided to create a ToolKit that is a tool that can be used by anyone on campus. The ToolKit, upon completion, will be an informational manual with contact information, Frequently Asked Questions, and other information that students need in order to be successful at BPCC. We hope to have the ToolKit completed by fall 2014.

Finally, in accordance with the mission of the Student Services Division, our staff had 100% participation in community service endeavors, and the staff as a whole attended numerous professional development seminars. We know that there is still much to do in order to expand enrollment, to provide seamless access to our students, to remove process barriers that are deterrents to our students, and to improve customer service standards. We look forward to addressing these tasks in 2014-2015.

### STRATEGIC PLANNING

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<tbody>
<tr>
<td>Create Learning Outcomes for all departments in the Student Services Division.</td>
<td>Completion of Student Services Learning Outcomes by May 2014.</td>
<td>Strategy not met.</td>
<td>None</td>
<td>Complete the Student Services Learning Outcomes by spring 2015.</td>
</tr>
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<tr>
<td>Implement Service Delivery customer service standards campus-wide.</td>
<td>Improvement in campus wide customer service as indicated on the CCSSE and SENSE reports.</td>
<td>The Service Delivery Committee was created and met monthly to improve customer service standards campus wide.</td>
<td>None</td>
<td>Complete the ToolKit by fall 2014.</td>
</tr>
<tr>
<td>Expand the number of high school award ceremonies attended for 2013-2014.</td>
<td>Number of high school award ceremonies and convocations attended by faculty and staff in spring 2014.</td>
<td>Faculty and staff attended two convocation ceremonies in spring 2014.</td>
<td>Revise scholarship deadlines to offer more opportunities for pending high school graduates.</td>
<td>Attend at least five convocations in spring 2015,</td>
</tr>
<tr>
<td>Enhance the partnership with Innovative Learning to continue to serve the high risk student population and to increase high risk student enrollment and retention.</td>
<td>Number of high risk students enrolled in the College from area high schools by spring 2014.</td>
<td>For 2013-2014, 433 total high risk students were enrolled in the College from area high schools.</td>
<td>None</td>
<td>Continue the partnership with Innovative Learning to give access to high risk students.</td>
</tr>
<tr>
<td>Encourage staff to participate in the Crisis Intervention Seminars.</td>
<td>Number of Student Services staff attending the Crisis Intervention seminars</td>
<td>A Drug and Alcohol Awareness seminar was created for students by the Crisis Intervention Team Liaison and CAPA. The seminar was videotaped and uploaded to YouTube. Two seminars were held for employees concerning crisis referrals for students.</td>
<td>None</td>
<td>Offer at least five Crisis Intervention Team seminars for 2014-2015.</td>
</tr>
</tbody>
</table>
In addition, packets with Crisis Intervention Team information were distributed to all divisions and departments on campus.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Complete Student Services Learning Outcomes by spring 2015.
Create an online New Student Orientation program to be implemented by spring 2015.
Pilot the Student-Athlete EDUC 099 course in fall 2014.
Create an evaluation tool for students visiting the Office of the Vice Chancellor for Student Services.
DIVISION SUMMARY

During the fall we had several significant events. We submitted two technology fee proposals. Our request for 10 wireless headsets to improve telephone customer service was approved. We also requested six computers with cabinetry to be used as admissions kiosks, for submitting applications online and performing self-service drop/add functions, which was denied. Richard Cockerham attended the Louisiana Banner User Group (L-BUG) presenting a session entitled “Banner Tips and Tricks”. Upon his return from L-BUG he shared this information with those able to attend on campus.

In the spring we resubmitted our technology fee proposal for our admissions kiosks which was denied. Richard Cockerham was able to attend the Ellucian Live conference in California thanks to a Carl Perkins Grant.

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<td>Explore options available for professional conferences and meetings.</td>
<td>Number of professional conferences and meetings attended</td>
<td>3</td>
<td></td>
<td>Continue to support professional development as a means of improving customer service.</td>
</tr>
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<td>Design a web based Admissions/Registrar's Survey by spring 2014.</td>
<td>Survey and survey results</td>
<td>Results unavailable. Survey to be implemented as early as this summer, but no later than Fall 2014.</td>
<td>Not applicable</td>
<td>Implement the survey, continue use of the survey and tweak the survey to collect the best possible information with the goal of improving customer service.</td>
</tr>
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</tr>
<tr>
<td>Expand the use of the web application for all students.</td>
<td>Number of web applications processed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase promotion of registration to perspective students.</td>
<td>Headcount increase over prior year</td>
<td></td>
<td></td>
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</tbody>
</table>
DIVISION SUMMARY

The Bossier Parish Community College Athletic Department is responsible for overseeing the four intercollegiate sports offered at the College. The three intercollegiate sports offered are men's basketball, men's baseball, women's basketball and women's softball. In addition, the Athletic Department is responsible for Title IX compliance as it relates to equity in athletics, fundraising, athletic camps, student-athlete eligibility, and community service.

The mission of the Athletic Department is to assist the student-athlete in achieving a total educational experience while competing at the intercollegiate level. Such competition parallels institution goals with a structured sport environment and enhances the student-athlete's personal growth and development. The Athletic Department strives to ensure that each student-athlete receives but is not limited to the following: the best educational opportunity; an athletic environment that enhances physical, mental, psychological, and social growth; the highest standards of health and safety during practice and games; and an understanding of and commitment to citizenship and community activity.

The Athletic Department had a successful 2013-2014 year as evidenced by the following accomplishments: one hundred percent of the staff participated in professional development seminars and workshops; in fall 2013 six (6) student-athletes finished the semester with a 4.00 grade point average, and forty-seven (47) student-athletes finished the semester with a 3.00 grade point average or higher; in spring 2014 four (4) student-athletes finished the semester with a 4.00 grade point average, and thirty-six (36) student-athletes finished the semester with a 3.00 grade point average or higher; four (4) student-athletes graduated in spring 2014 and four (4) student-athletes graduated in summer 2014.

Baseball
Fifty-five (55) student-athletes participated in 2013-2014

GPA
Fall 2013 - 3.183: five (5) student-athletes with a 4.00 and twenty-five (25) student-athletes with a 3.00 or higher
Spring 2014 - 2.868: two (2) student-athletes with a 4.00 and seventeen (17) student-athletes with a 3.00 or higher
Cumulative 3.026
Five (5) graduates and seven (7) transfers
One receiving scholarship to University of Mississippi
One receiving scholarship to Cameron University
One receiving scholarship to LSUA
One transferring to LSUS
One transferring to Grambling University
One transferring to LA Tech
One transferring to University of Kentucky
Two walking on at ULM
One signed with the Dodgers

One student-athlete received the NJCAA Award for Superior Academic Achievement having a four (4) semester cumulative GPA of 3.86
Two student-athletes Region XIV Conference All-Academic Team
One student-athlete All Conference First Team - Outfield
One student-athlete All Conference Second Team - DH
Two student-athletes All Conference Second Team - Pitchers

Community Service
Unloaded cookie dough for Apollo Elementary
BPCC Christmas Show clean up
Lawson Brandon Memorial Baseball Tournament
Sign Up Saturday
BPCC 100
Apollo Elementary Field Day
Shreve Memorial Library Book Sale
RBI Baseball Camp
Spring Fling set up
Shriners Hospital for Children
Susan G. Koman Foundation "Pink Out Baseball"

Men's Basketball
Nineteen (19) student-athletes participated in 2013-2014

GPA
Fall 2013 - 2.318: one (1) student-athlete with a 4.00 and two (2) student-athletes with 3.00 or higher
Spring 2014 - 2.018: three (3) student-athletes with a 3.00 or higher
Cumulative 2.168
Two (2) graduates - Three (3) transfers
One receiving a scholarship to LSUA
One receiving a scholarship to Wiley College
One receiving a scholarship to Paul Quinn
One receiving a scholarship to Monticello
One receiving a scholarship to Lyon College

One student-athlete receiving the NJCAA Award for Superior Academic Achievement having a four semester cumulative GPA of 3.89
One student-athlete receiving the Region XIV Conference All-Academic Team

Community Service
Shreve Memorial Library Book Sale (2 sales - fall and spring)
BPCC 100

Women's Basketball
Seventeen (17) student-athletes participated in 2013-2014

GPA
Fall 2013 - 2.384: three (3) with a 3.00 or higher
Spring 2014 - 2.550: four (4) with a 3.00 or higher
Cumulative 2.467

One student-athlete receiving NJCAA Women's Basketball All Region XIV

Community Service
Shreve Memorial Library Book Sale (2 sales - fall & spring)
Sign Up Saturday
Bows & Basketballs Lock In

Softball
Fall 2013 - 3.183: seventeen (17) student-athletes with a 3.00 or higher
Spring 2014 - 2.868 - two (2) student-athletes with a 4.00 and twelve (12) student-athletes with a 3.00 or higher
Cumulative 3.025

One graduate - five (5) transfers
Two receiving a scholarship to LSUA
One walking on at ETBU
Two transferring to LA Tech

One student-athlete NJCAA Women's Softball All Region XIV
One student-athlete Region XIV Conference All-Academic Team
One student-athlete All Conference First Team - Outfield
One student-athlete All Conference Second Team - Outfield
One student-athlete All Conference Second Team - Catcher

Community Service
Sign Up Saturday
BPCC Camp CAVS
Shreve Memorial Library Book Sale (2 sales - fall & spring)
BPCC Christmas play clean up
Concession stand and Ticket Booth - BPCC men's and women's basketball, baseball and softball games

BPCC Cavalier Athletic Foundation
President, Billy Montgomery; Vice President, Jeff Thompson; Secretary, Keith Roberison; Treasurer, Pat McConathy; board members bob Griffin, Robert Pou, Darrell Rebouche, Andy Shehee, Luke Turner, Jeff Wiese, Tom Williams, Registered agent Jim Henderson, and Ex-officio Karen Recchia. The Cavalier Athletic Foundation help fund travel for student-athletes and purchase field equipment during the 2013-2014 school year.

### STRATEGIC PLANNING

#### Department Measurable Strategy

Meet with the Athletic Student Council monthly regarding ways to promote academics in order to improve retention and the overall college experience.

#### Performance Indicators

Minutes from council meetings and graduation rates for the Athletic Department.

#### Assessment Results

With the feedback received from members the Athletic Department has developed a new program to enhance the retention of student-athletes.

#### Changes Based on Assessment Outcomes

Athletic Department Tutoring/Advising Center

#### Strategy(ies) for the Future

The Tutoring/Advising Center personnel will track class attendance, performance in the classroom and identify student-athletes who need extra academic attention.

#### Department Measurable Strategy

Offer professional development opportunities for coaches and staff

#### Performance Indicators

Number of athletic personnel attending professional

#### Assessment Results

All coaches and staff attended required

#### Changes Based on Assessment Outcomes

No changes

#### Strategy(ies) for the Future

Continue to offer professional development opportunities for
members. professional development opportunities with most attending more than is required

**Department Measurable Strategy**
Mandate study hall hours and monthly grade checks monitored by the coaching and athletic staff.

**Performance Indicators**
Number of student-athletes completing the three-hour per week study hall requirement as indicated by study hall sign-in sheets and by Learning Center records.

**Assessment Results**
All student-athletes fulfilled study hall requirements

**Assessment Outcomes**
Specific subject study halls

**Changes Based on Assessment Outcomes**

In addition to any team study hall time, Athletic Department personnel will offer subject specific study hall sessions for English, Math and Science. Any student-athlete with a C or below in one of these subjects will be assigned a time to attend one or more weekly study hall sessions for that subject. There will be a tutor in these sessions to provide assistance with studying and homework. A student-athlete that is not assigned to one of these sessions may request to attend sessions if they so desire.

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Athletic Department personnel will monitor student-athletes class attendance and by reaching out to teachers we will monitor performance in the class room. We will continue twice a semester grade and attendance check. And new for the fall 2014 semester we will offer subject specific study halls. Continued education opportunities regarding compliance with ever changing NJCAA rules and regulations. Continue to promote academics in order to improve retention and the student-athlete's overall college experience.
DIVISION SUMMARY

Career Services was involved in many academic and extracurricular activities at Bossier Parish Community College and in the community during the 2013-2014 year. This department provided students with a positive atmosphere in which to explore career and employment options through the Job Placement Office, provided services and accommodations for students with disabilities through the Office of Disability Services, and worked in conjunction with the Academic Advising Center to provide academic advising for all students. Within the Job Placement component of the Career Services, current students and alumni were assisted in locating employment which is compatible with the needs of their jobs and educational objectives. Job opportunities included full-time, part-time, and temporary employment for both on and off campus. The use of electronic applications for students and employers and OPTIMAL RESUME enabled Job Placement to be of greater assistance in the registration and employment process for students, alumni, and employers. Job Placement hosted annual Career fairs and on-campus job interviews with prospective employers and provided resume and cover letter writing and interview skills workshops. Additionally the staff member in Job Placement represented BPCC by attending numerous ribbon cutting and groundbreakings and attended monthly Bossier Chamber of Commerce meetings.

The second component of Career Services is the Offices of Disability Services. In compliance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, the Office of Disability Services ensures that eligible students receive proper classroom modification and serves as a liaison between faculty and students. Students also receive academic advising and assistance with registering for classes through the Office of Disability Services. In addition to working with the faculty and staff at Bossier Parish Community College, the Office of Disability Services also 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. Included in this endeavor is Virtual Remote Interpreting (VRI) which assures that all hearing impaired students have access to interpreters at all times while in class.

STRATEGIC PLANNING

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<tr>
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<tbody>
<tr>
<td>Implement a satisfaction survey to be given at the end of the semester to students with disabilities.</td>
<td>Results of the survey and changes made based upon the survey.</td>
<td>Due to extended absence of the Disability Services Counselor and</td>
<td>None</td>
<td>None</td>
</tr>
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<tr>
<td>Participate in professional development opportunities</td>
<td>Number of professional development opportunities in which the Disability Services Counselor and Disability Services Advisor participate in 2013-2014.</td>
<td>Due to extended absence of the Disability Services Counselor and Disability Services Advisor, no records were reported.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Offer and increase methods of student attendance to monthly meetings and seminars to help students with disabilities recognize the valuable resources available to them.</td>
<td>Number of students who attended seminars for students with disabilities</td>
<td>Due to extended absence of the Disability Services Counselor and Disability Services Advisor, no meeting records were kept.</td>
<td>Support the future ADAPTS sponsor</td>
<td>None</td>
</tr>
<tr>
<td>Evaluate student applications and notify instructors of student accommodations.</td>
<td>Number of letters sent to instructors</td>
<td>561 letters were sent notifying instructors of student accommodations.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Provide academic advising, pre-registration, and registration for students with disabilities.</td>
<td>Number of students with disabilities advised.</td>
<td>188 students were advised by the Disability Services</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Hire and train a new Career Services Manager.
DIVISION SUMMARY

The Financial Aid staff members worked very hard to ensure that student financial aid awards for the fall/spring 2013-2014 semesters were processed in a timely and efficient manner. Staff members attended training workshops via webinars. The Financial Aid office awarded $21,144,911.00 in federal Pell grants, $126,757.00 in Supplemental Educational Opportunity Grants (SEOG), $133,199.00 in federal Work-Study, $15,574,973.00 in federal Direct subsidized loans, and $17,570,368.00 in federal Direct unsubsidized loans along with various other state grants.

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<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>All staff members attended at least two professional development events.</td>
<td>None</td>
<td>Encourage staff members to participate in professional development opportunities.</td>
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<tr>
<td>Host the FAFSA Marathon in April and invite all students, including high school students and parents.</td>
<td>Total student/parent attendance at financial aid awareness events.</td>
<td>The FAFSA Marathon was held and we served 50 students.</td>
<td>FAFSA Marathon should be held three days instead of four. The target audience should be BPCC students instead of high school students since most of the high school students</td>
<td>Host the FAFSA Marathon in April and invite all BPCC students.</td>
</tr>
</tbody>
</table>
Department Measurable Strategy
Utilize Financial Aid Satisfaction Survey to develop methods to improve the financial aid process and service delivery.

Performance Indicators
Responses to the Satisfaction Survey

Assessment Results
The goal was to create an electronic Satisfaction Survey, but we were not able to achieve this goal.

Changes Based on Assessment Outcomes
None

Strategy(ies) for the Future
Develop a paper Financial Aid Satisfaction Survey to develop methods to improve the financial aid process and service delivery.

Department Measurable Strategy
Increase the use of the Banner system for the next award year so that earlier packaging should be achieved.

Performance Indicators
Financial Aid Package begin date earlier than May 1

Assessment Results
We were able to begin packaging fall 2014 students on April 17.

Changes Based on Assessment Outcomes
None

Strategy(ies) for the Future
Increase the use of the Banner system for the next award year so that earlier packaging should be achieved.

PRIORITIES FOR THE COMING ACADEMIC YEAR

Continue to utilize the Banner system and learn the new BDM imaging process that will allow us to image all documents to allow us a streamlined electronic process and eventually forego the use of paper files.

Create a loan department within the financial aid office and train two staff members in all aspects of student loans.
DIVISION SUMMARY

The Office of Recruiting is responsible for recruiting new students to the College. The Director of Recruiting, as well as one recruiter, attended various College and Career Fairs, High School Fairs and Trade Shows. Presentations were made at area high schools and junior high schools to prospective students. The staff visited students throughout seven parishes - Bienville, Bossier, Caddo, Claiborne, DeSoto, Red River, and Webster.

The Office of Recruiting served prospective students this year through campus visits, College and Career Fairs, community sponsored events, and email contacts. Campus tours were conducted on a daily basis by appointment and on a walk-in basis (by availability). The staff conducted tours on BPCC's campus to over 200 individuals and to fifteen groups/organizations during the summer, fall, and spring semesters. Classroom presentations as well as lunch time visits were also made at over twenty area schools. Follow-up letters/packets were mailed to students who inquired about BPCC by phone, email, web, walk in, or word of mouth.

The student recruiting team, Cavalier Express, assisted with most of the recruiting events including Cavalier Connection (New Student Orientation). This team also assisted with recruiting presentations and group tours as well as visiting two local elementary schools and reading to the kindergarten classes. This student recruiting team also sponsored several fundraisers throughout the year.

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

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<td>Recruit students from high schools which have large minority enrollments.</td>
<td>Number of schools visited which have large minority enrollments; number of minority students who visit</td>
<td>The recruiting staff provided information through visiting and by being host to over</td>
<td>No changes.</td>
<td>Continue to promote BPCC throughout the service area to minority schools and organizations.</td>
</tr>
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our campus.

twelve (12) area minority schools/organizations throughout the service area.

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<tr>
<td>Promote BPCC through social networking sites.</td>
<td>Number of requests from the site.</td>
<td>The recruiting email (<a href="mailto:recruiting@bpcc.edu">recruiting@bpcc.edu</a>) received 150+ emails throughout the year. Requests were also received through the department Facebook page and the staff's BPCC email accounts.</td>
<td>No changes.</td>
<td>Continue to promote BPCC and recruiting efforts through recruiting email and social media.</td>
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<tr>
<td>Promote professional development to enhance productivity and knowledge within the department.</td>
<td>Number of professional development opportunities attended by the staff members.</td>
<td>The staff overall attended twenty-five (25) professional development opportunities throughout the year.</td>
<td>No changes.</td>
<td>Continue to promote professional development to enhance productivity and knowledge within the department.</td>
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<tr>
<td>Implement a campus visit evaluation and create an email evaluation for prospective students.</td>
<td>Number of students who complete and return evaluations.</td>
<td>Due to being understaffed, not all students who scheduled a campus visit received an evaluation.</td>
<td>Consider implementing an email evaluation.</td>
<td>Continue to implement a campus visit evaluation and create an email evaluation.</td>
</tr>
</tbody>
</table>

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Continue to implement a campus visit evaluation and create an email evaluation.
Promote professional development to enhance productivity and knowledge within the department.
Hire a full-time recruiter to assist in recruiting efforts.
Division of Student Services
Student Life

DIVISION SUMMARY

The Office of Student Life had a very busy 2013-2014 year. Two new student organizations were chartered during this academic year: College Libertarians and the Military Student Organization.

Also, the year was filled with events and activities sponsored by the Office of Student Life such as the BPCC Talent Show, Homecoming, Fall and Spring Family Fests, Ms. BPCC and Miss Tiny Cavalier Pageant, Something New & Different (SNAD) events and Fun Day. The Department also assisted with several special projects this year: ULM Day @ BPCC, NSU @ BPCC Back to School Bash, NSU @ BPCC Fun Day, La. Tech Day @ BPCC, Louisiana Workforce Experience at the Capital, and the LCTCS Day at the Capital.

In addition to events, activities, special projects, and community service, the office administered 139 talent based scholarships in fall 2013 and 126 talent based scholarship in spring 2014. The Department is also responsible for making student, faculty, and staff ID cards as well as faculty and staff name tags on a daily basis.

Academic Advising for the College cheerleaders and dance line was coordinated thru the Office of Student Life. Four out of the twenty-three students on the squad graduated with an Associate Degree.

Social Media played an important role in the events and activities sponsored by the Office of Student Life. Students interested in what is happening on campus are "following", "liking" and "tweeting" about their experiences at the various events as well as inquiring about events thru social media.

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<tr>
<td>Utilize social media in a variety of ways to market Student Life at the College.</td>
<td>The number of posts made to Facebook and Twitter.</td>
<td>Facebook posts = 226 Twitter posts - 17</td>
<td>Twitter posts need to increase.</td>
<td>Link the Twitter account to the Facebook account.</td>
</tr>
</tbody>
</table>
### Department Measurable Strategy

**Utilize data from surveys to develop strategies to improve student services.**

**Performance Indicators**
Number of improvements implemented based on surveys.

**Assessment Results**
No changes are needed.

**Strategy(ies) for the Future**
Continue to look for ways to improve the Office of Student Life

---

**Ensure that each Student Life staff member utilizes professional development opportunities.**

**Performance Indicators**
Number of professional development events attended by staff members.

**Assessment Results**
No changes are needed.

**Strategy(ies) for the Future**
Continue to make professional development opportunities available for staff members.

---

**Identify College courses that will count as credit for students attending the Study Abroad Program.**

**Performance Indicators**
The number of courses that are identified.

**Assessment Results**
The staff participated in at least three professional development programs.

**Strategy(ies) for the Future**
Due to time constraints and funding issues, this strategy will be revisited at a later date.

---

**Update the Cavalier Communication Center (C3) equipment.**

**Performance Indicators**
The installation of new, updated C3 equipment.

**Assessment Results**
Technology Fee proposal was submitted and was denied by the committee.

**Strategy(ies) for the Future**
Another Technology Fee proposal will be submitted for the C3 upgrade equipment.

---

**PRIORITIES FOR THE COMING ACADEMIC YEAR**

Create an online archive for Ms. BPCC pageants.
Update the Cavalier Communication Center (C3) equipment.
Increase the number of posts to social media.
Invite branches of the military to participate in Student Life events.
Work in conjunction with the Admission and Business Offices to code scholarship students on BANNER.