Self-Study Report
for ATMAE

Bossier Parish Community College

February 17, 2012
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Welcome
In preparation for our self-study report, we have listed each standard of accreditation in the Outcomes Assessment Accreditation Model followed by documentation of how we have met that standard. Please note that the appendices also include additional documentation.

Definition of Terms

Program: A defined course of study leading to a degree program which is denoted by a unique name on the official transcript.

Option: A subset of a program which may be denoted by a unique name on the official transcript.

(Program options are sometimes referred to as concentrations or specializations, this document will use the term option to represent program options, concentrations or specializations)

Program Title: The official approved title of the degree program being considered for accreditation.

Program Mission: A general statement which identifies the broad purpose of a program.

General Outcomes: A list of general expectations for “what” you expect students to achieve in the form of knowledge and skills.

Competencies: A series of measurable activities that demonstrate “how” students are achieving the desired outcomes.

Competency Measures: The activities used to determine if students have achieved a competency such as written tests, demonstrations & observations, case studies & discussion groups, exemplars, peer reviews, self assessments, presentations, mock events and monitors.

Outcome Measures: A series of activities, using instruments such as surveys, undertaken after students have completed a program to determine the overall effectiveness of the outcomes and competencies identified and covered in the program.

Outcomes Assessment Accreditation Model
The objective of ATMAE accreditation is to ensure that programs in Technology, Management and Applied Engineering that are accredited meet established standards and that outcome measures are used to continuously improve programs. The “Outcomes Assessment Accreditation Model” requires that consideration be given to both the qualitative and quantitative criteria set forth in these standards.
PA.1 Preparation of Self-Study

The Self-Study Report shall follow the guidelines and be completed by a representative portion of the institution’s administrative staff, teaching faculty, and students.

The Self Study Report shall show how each program and program option meets each standard. Please note: If a program has one or more associated options, all options must stand for accreditation.

The following individuals assisted in preparing this report:

**Administration:**
- Jim Henderson, Chancellor
- Karen Recchia, Vice Chancellor of Student Services
- Dr. Stan Wilkins, Vice Chancellor of Academic Affairs
- Tom Williams, Vice Chancellor for Business Affairs and Economic Development
- Dr. Barbara Poole, Associate Vice Chancellor for Academic Affairs
- Lesa Taylor-Dupree, Associate Vice Chancellor of Planning and Instruction
- Carrolyn Burroughs, Dean of Science, Nursing and Allied Health
- Holly French-Hart, Dean of Liberals Arts
- Kathleen Gay, Dean of Educational Technology
- Laura Goadrich, Dean of Technology, Engineering and Mathematics
- Dee Dee Mitchell, Dean of Behavioral and Social Sciences
- Lisa Wargo, Dean of Workforce Development and Continuing Education
- Donna Womack, Dean of Innovative Learning

**Staff:**
- Wesley Bange, Senior Analyst Mainframe
- Wendy Billingsley, Programmer
- Teri Bashara, Director of Human Resources
- Lynn Brown, Director of Testing Center
- Karen Musgrove, Director of Public Relations
- Lisa Wheeler, Director of Institutional Research and Grants
- Michelle Brewer, Chief Financial Officer
- Gary Hollatz, Chief Information Officer
- Lynn Lyle, Budget & Reporting Officer
- Cynthia McCreary, Administrative Coordinator III
- Jennifer Parish, Administrative Coordinator III
- Christina Poole, Administrative Coordinator III
Eddy Smith, Website manager
Adam Viator, Instructor/Systems Librarian

**Teaching faculty:**
Jessica Cleaver, Instructor of Construction
Jason Cooper, Program Director for Cyber
Rocky Duplichan, Instructor for Oil and Gas
Tom Hopkins, Instructor for Technology, Engineering and Mathematics
Carrie Salinas, Instructor for Oil and Gas
Linda Sonnier, Program Director for Energy and Construction

**Students:**

**OIL AND GAS PRODUCTION TECHNOLOGY**
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Robin Jannsen
Clint Miller
Shaun Remedies

**CONSTRUCTION TECHNOLOGY**
Cindy Grant
Randy Hines
Daniel Kinard
Matthew Smith, Graduate fall 2011

**INFORMATION SYSTEMS ADMINISTRATION SPECIALIST**
Wendy Begonis
Ty Cook
Landon Dick, graduate
Peter Foree
Larry Hawkins
Brian Rodrigue

**Industry members:**

**OIL AND GAS PRODUCTION TECHNOLOGY**
James Blanton, Operations Superintendent, Shell Oil and Exploration
Bob Coleman, Production Supervisor, Chesapeake Energy
John Corley, Bravo Drilling, LLC
Keith Evans, President, Brammer Engineering, Inc.
Russell Robinson, EHS Coordinator, Chesapeake Energy
Steve Short, Coushatta Field Lead, Encana Oil & Gas
Susan Thompson, Community Relations, Encana Oil & Gas

**CONSTRUCTION TECHNOLOGY**
Al Bargas, Associated Builders and Contractors, Pelican Chapter
Mike Boggs, Boggs and Poole Construction
Kim Mitchell, SMBB Architects, Inc.
Chuck Penn, Associated General Contractors, Shreveport Chap
Thad Thrash, Bryan and Thrash Contractors
Dorre Vanderberg, Vanderberg Construction

INFORMATION SYSTEMS ADMINISTRATION SPECIALIST
GB Cazes, Cyber Inovation Center, Computer Security Systems
Julie Cotner, Venyu, Data Recovery
Brett NeVille, Barksdale AFB, Communication
Kevin Smith, Praeses
Mike Vaughn, HDS Global Solution Services, Computer Systems

PA.2 Program Definition:
A program is a set of courses leading to a degree. A program may have more than one option, specialization or concentration, but specific course requirements for each option shall be clearly specified, and as appropriate all program/options shall meet ATMAE standards. In situations where an option is not appropriate for ATMAE accreditation based upon the approved definition of technology, management, and applied engineering, the request for accreditation should clearly state which option, concentration, or specialization is seeking accreditation and which ones are excluded.

The case for exclusion should be made with the application for accreditation. If an option, concentration, or specialization is excluded and the program becomes accredited, the program must identify specifically which concentrations, options and specializations are and are not accredited in all their publications and promotional materials that mention accreditation.

The programs that are being reviewed for accreditation do not have any specializations. These programs are all standalone degrees.

Associate of Applied Science in Oil and Gas Production Technology
Provides the graduate with the knowledge and applied technical skills needed to compete within the energy sector.
(http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-oilgasproductiontechnology.html)

Associate of Applied Science in Construction Technology and Management
Provides the graduate with the knowledge and applied technical skills needed to enter and be successful in the construction field.
(http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-constructiontechnologymanagement.html)
Associate of Applied Science in Information Systems Administration Specialist
Provides the graduate with project management skills with an emphasis in operating systems, networking and data storage techniques.

(http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-informationsystemsadministrationspecialist.html)

7.0 Standards for Accreditation

Program Inputs:

7.1 Program Title, Mission, and General Outcomes:

The program(option title, definition and mission shall be compatible with the ATMAE definition of Technology, Management, and Applied Engineering. The program(option shall lead to a degree at the associate, bachelors, or masters level. ATMAE approved definitions for degree programs are as follows:

Bossier Parish Community College mission statement:
The mission of Bossier Parish Community College is to promote attainment of educational goals within the community and strengthen the regional economy. This mission is accomplished through the innovative delivery of quality courses and programs that provide sound academic education, broad vocational and career training, continuing education, and varied community services. The College provides a wholesome, ethical, and intellectually stimulating environment in which students develop their academic and vocational skills to compete in a technological society.

The complete college mission statement can be found online at http://www.bpcc.edu/aboutbpcc/statements.html.

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

The complete division mission statement can be found online at http://www.bpcc.edu/tem.
a. Associate Degree:

Programs/options that prepare individuals for positions that contribute to the design and development, production, distribution or operational support of complex technical systems.

The Associate of Applied Science in Oil and Gas Production Technology program specializes in preparing students to work with and use complex technical systems for careers in the Oil and Gas Technology area. Please refer to the curriculum in Figure 7.5.2.

The Associate of Applied Science in Construction Technology and Management program specializes in preparing students to work with and use complex technical systems for careers in the Construction Technology area. Please refer to the curriculum in Figure 7.5.3.

The Associate of Applied Science in Information Systems Administration Specialist program specializes in preparing students to work with and use complex technical systems for careers in the Systems Administration area. Please refer to the curriculum in Figure 7.5.4.

b. Application of theories, concepts, and principles

found in the humanities and the social and behavioral sciences, including a thorough grounding in communication skills.

The curricula for the Associate of Applied Science in Oil and Gas Production Technology, Associate of Applied Science in Construction Technology and Management, and Associate of Applied Science in Information Systems Administration Specialist require students to take one Humanities elective course from the school's list of allowed electives.

These electives include:

<table>
<thead>
<tr>
<th>Literature:</th>
<th>ENGL 201 Major British Writers</th>
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<tbody>
<tr>
<td></td>
<td>ENGL 202 Major American Writers</td>
</tr>
<tr>
<td></td>
<td>ENGL 255 Introduction to Fiction</td>
</tr>
<tr>
<td></td>
<td>ENGL 256 Introduction to Poetry and Drama</td>
</tr>
<tr>
<td>Foreign Language Sequences:</td>
<td>FREN 101 Elementary French I</td>
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<tr>
<td></td>
<td>FREN 102 Elementary French II</td>
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<tr>
<td></td>
<td>FREN 201 Intermediate French</td>
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<tr>
<td></td>
<td>SPAN 101 Elementary Spanish I</td>
</tr>
<tr>
<td></td>
<td>SPAN 102 Elementary Spanish II</td>
</tr>
<tr>
<td></td>
<td>SPAN 201 Intermediate Spanish</td>
</tr>
</tbody>
</table>
**History Sequences:**
- HIST 101 Western Civilization I
- HIST 102 Western Civilization II
- HIST 103 World Civilization I
- HIST 104 World Civilization II
- HIST 201 American History I
- HIST 202 American History II
- HIST 203 Louisiana History

**Humanities*: **
- HMAN 201* Humanities I
- HMAN 202* Humanities II
- HMAN 203* Film and Culture

**Other**

*may only be used for AAS degrees

This list of approved courses can be found here in our online catalog: [http://bpcc.edu/catalog/current/generaldegreereq.html#gecorecurriculum](http://bpcc.edu/catalog/current/generaldegreereq.html#gecorecurriculum).

The curriculum for the Associate of Applied Science in Oil and Gas Production Technology requires students to take POSC 202 State and Local Governments as the behavioral science course. The communications skills requirement is satisfied by the students engaging in discussions and developing reports in the following courses: OGPT 101, OGPT 217.

The curriculum for the Associate of Applied Science in Construction Technology and Management also requires students to take POSC 202 State and Local Governments as the behavioral science course. The communications skills requirement is satisfied by the students engaging in discussions and developing reports in the following courses: CONS 101, CONS 102, CONS 150, and CONS 250.

The curriculum for the Associate of Applied Science in Information Systems Administration Specialist requires students to take one Humanities elective course and one Behavioral and Social Science course from the list of allowable electives:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
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<tbody>
<tr>
<td>ANTH 201 Physical Anthropology</td>
</tr>
<tr>
<td>ANTH 202 Cultural Anthropology</td>
</tr>
<tr>
<td>BADM 201 Economic Principles I</td>
</tr>
<tr>
<td>BADM 202 Economic Principles II</td>
</tr>
<tr>
<td>CJUS 101 Introduction to Criminal Justice</td>
</tr>
<tr>
<td>GPHY 101 Physical Geography</td>
</tr>
</tbody>
</table>
GPHY 102 Cultural Geography
POSC 201 National Government in the United States
POSC 202 State and Local Government
PSYC 201 Introduction to Psychology
PSYC 202 Practical Psychology for Health Professionals
PSYC 205 Child Psychology
PSYC 206 Adolescent Psychology
PSYC 210 Educational Psychology
PSYC 215 Psychology of Religion
PSYC 220 Developmental Psychology
PSYC 225 Loss and Death
SLGY 201 Introduction to Sociology
SLGY 202 Social Problems
SLGY 203 Marriage and Family Living
SLGY 207 Race, Class and Ethnicity

This list of approved courses can be found here in our online catalog:
http://bpcc.edu/catalog/current/generaldegreereq.html#gecorecurriculum

Communication Skills are satisfied with 3 credit hours of SPCH 110: Principles of Speech as a requirement.

c. Understanding of the theories and the ability to apply the principles and concepts of mathematics and science and the application of computer fundamentals.

The curriculum for the Associate of Applied Science in Oil and Gas Production Technology requires students to take the following:
- Mathematics: The mathematics concepts are found in two 3 credit hour courses:
  - MATH 129: Applied Technical Math
  - MATH 102: College Algebra
- Science: The natural science elective is restricted to one 3 credit hour course:
  - PHSC 111: Physical Geology
- Computer Fundamentals: two three credit hour courses satisfy the computer literacy general education requirement at BPCC:
  - OGPT 101: Introduction to the Exploration and Production of Oil and Gas
  - OGPT 260: Computer Applications for Oil and Gas Industry (an alternative to the internship/co-op course)

The curriculum for the Associate of Applied Science in Construction Technology and Management requires students to take:
- Mathematics: The mathematics concepts are found in two 3 credit hour courses:
  - MATH 102: College Algebra
  - MATH 112: Trigonometry
- Science: The natural science elective is restricted to two classes:
  - PHSC 105: Elemental Physics
PHSC 105L: Elemental Physics Lab

- Computer Fundamentals:
  - CIS 105: Computer Concepts

The curriculum for the Associate of Applied Science in Information Systems Administration Specialist requires students to take:

- Mathematics: The mathematics concepts are found in one 3 credit hour course:
  - Math 102: College Algebra
- Science: The natural science elective is restricted to a 3 hour credit course:
  - PHSC 105: Elemental Physics.
- Computer Fundamentals: As the basis for this program is computer administration there are 36 credit hours of computer applications. Please refer to the curriculum in Figure 7.5.4.

**d. Application of concepts**

*derived from, and current skills developed in a variety of technical, engineering technology, technical management, applied engineering, and related disciplines.*

The curriculum for the Associate of Applied Science in Oil and Gas Production Technology contains a minimum of 41 technical class hours. These classes include:

- MATH 129: Applied Technical Math
- OGPT 101: Introduction to the Exploration and Production of Oil and Gas
- OGPT 103: Drilling Complex Wells
- OGPT 131: Completions and Workovers
- OGPT 150: Regulatory Issues for the Oil and Gas Industry
- TEED 101, 101L: Basic Electricity and Lab
- ISAF 109: Basic Field Safety Orientation (Safe Land Certification)
- TEED 153: Hydraulics/Fluid Dynamics with Lab
- OGPT 203: Oil and Gas Instrumentation and Lab
- OGPT 207/217 Production and Recovery I and II
- TEED 245: Pumps and Compressors with Lab
- ISAF 209: Safety Regulations and Hazwoper 40 Safety Certification
- OGPT 221: Natural Gas Processing and Lab
- OGPT 270/280 Internship/Co-op course

Please see the complete course descriptions at [bpcc.edu/catalog/current/coursedescriptions/cons.html](http://bpcc.edu/catalog/current/coursedescriptions/cons.html).

The curriculum for the Associate of Applied Science in Construction Technology and Management contains a 32 hours of classes of a technical nature. These classes include:

- CONS 101: Materials and Methods I
- CONS 102: Materials and Methods II
- CONS 150: Construction Contracting and Laws
- CONS 160: Construction Graphics and Specifications
- CONS 200: Sustainable Construction Science
- CONS 140: Construction Safety and the OSHA Standards
- CONS 210: Construction Surveying and Lab
• CONS 220: Construction Estimating
• CONS 220L: Construction Estimating Lab
• CONS 230: Statics and Strengths of Materials
• CONS 250: Construction Management
• CONS 250L: Construction Management Lab
• TEED 171: Graphics Modeling I

Please see the complete course descriptions at http://bpcc.edu/catalog/current/coursedescriptions/cons.html.

The curriculum for the Associate of Applied Science in Information Systems Administration Specialist has 33 hours of technical coursework:
• CIS 105: Computer Concepts
• CIT 101: Network Essentials
• CIS 102: Problem Solving and Programming Techniques
• CIT 115: Network Defense
• CIT 170: Microsoft Windows Server
• CIT 130: Web Design I
• CIS 209: Advanced MS Access
• CIT 172: Linux Server
• CIT 279: Information Assurance
• CIT 282: IT Project Management
• CIT 291: Information Systems Administration Specialist Internship, a programming elective, and one additional CIT elective.

Please see the complete course descriptions at http://bpcc.edu/catalog/current/coursedescriptions/cons.html.

e. Completion of a field of specialization,

for example, graphics, construction, safety, manufacturing, automation, electronics, design, transportation, distribution, CAD, aviation, etc.

The associate degrees at BPCC applying for accreditation do not have areas of specialization or concentrations. Yet, students are able to earn additional qualifications during their studies for their associate degrees. Technical Competency Areas and Certificates of Technical Studies are available for students who desire only to receive instruction in particular areas, such as construction management or engineering graphics.

Related credentials for Technical Competency Area and Certificate of Technical Studies

The closest Technical Competency Area and Certificate of Technical Studies related to the Associate of Applied Science in Oil and Gas Production Technology are
• The Certificate of Technical Studies in Industrial Control Systems will produce skilled industrial technicians with a broad understanding of basic electricity, semiconductors, pneumatics, electric motor controls, digital electronics, instrumentation, and programmable logic controllers.
• The **Technical Competency Area in Manufacturing Technology program** will produce skilled employees for the manufacturing industries. Skills taught have been derived from typical business requirements for existing manufacturing employees and those entering the workforce.

The Technical Competency Areas and Certificate of Technical Studies related to the Associate of Applied Science in Construction Technology and Management are:

- The **Certificate of Technical Studies in Construction Technology** is designed for graduates to be prepared to act as foremen overseeing a construction site and to accommodate those people currently employed in the residential/commercial construction industry who wish to upgrade their job skills.
- The **Technical Competency Area in Construction Readiness** is a response to the need for baseline preparation for workers entering the construction industry.
- The **Technical Competency Area in Computer Drafting and Design** provides students with skills and knowledge necessary for a computer-aided drafter working in industry. The TCA provides a short path into the computer drafting career field. The TCA also allows those presently working in CAD, who are self-taught computer drafters, to acquire competency to show their level of technical training.
- The **Technical Competency Area in Construction Entrepreneurship** program includes training in the areas of entrepreneurship, safety, construction management, and licensing board test preparation.

The Technical Competency Area and Certificate of Technical Studies related to the Associate of Applied Science in Information Systems Administration Specialist include:

- The **Certificate of Technical Studies in Help Desk Support** - Preparation for providing software, hardware, and system technical support.
- The **Certificate of Technical Studies in Information Systems Security Professionals** credential provides students with the skills needed to manage an organization's network security needs.
- The **Certificate of Technical Studies in Senior Systems Managers** provides students with the skills needed to manage an organization's network security needs.
- The **Technical Competency Area in Software Applications** - A job-skills-specific program in the area of commonly used business software applications for students who do not need or wish to complete a two-year curriculum, but who are required to demonstrate proof of knowledge and skills necessary to meet the basic computer needs of the business community.
- The **Technical Competency Area in Web Design** - A well-rounded selection of courses balanced between general orientation to business/industry and applied technical skills. Students completing the Web Design TCA will obtain technical skills necessary for qualified entrance into Web Design and maintenance-related careers.
For more details on any of the above Technical Competency Areas and Certificate of Technical Studies, please see the curriculum online at http://bpcc.edu/tem/.

Related certifications available within the degree programs

The curriculum for the Associate of Applied Science in Oil and Gas Production Technology contains two classes that allow for external safety certifications:

- ISAF 109: Basic Field Safety Orientation (Safe Land Certification)
- ISAF 209: Safety Regulations and Hazwoper 40 Safety Certification

For a complete list of certifications, please refer to our certification page at http://bpcc.edu/tem/engineeringtechnology/certifications.html.

The curriculum for the Associate of Applied Science in Construction Technology and Management contains a graphics course CONS 160: Construction Graphics and Specifications. All CONS courses in the curriculum focus on core construction concepts, please see the complete course descriptions at http://bpcc.edu/catalog/current/coursedescriptions/cons.html. The program also includes external certifications in:

- CONS 140: Construction Safety and the OSHA Standards
- CONS 141: OSHA 30 Hour Construction Safety

The management focus is found in two courses:

- CONS 250: Construction Management
- CONS 250L: Construction Management Lab

For a complete list of certifications, please refer to our certification page at http://bpcc.edu/tem/engineeringtechnology/certifications.html.

The curriculum for the Associate of Applied Science in Information Systems Administration Specialist: The curriculum for the Associate of Applied Science in Information Systems Administration Specialist prepares graduates to become system administrators or project managers in an IT setting.

- CIS 209: Advanced MS Access, Microsoft Office Access 2007 (77-605)
- CIT 101: Network Essentials, Network+
- CIT 112: Support of Emerging Technologies, A+
- CIT 130: Web Design I, CIW Web Design Specialist
- CIT 170: Microsoft Windows Server, Microsoft Server 2008 (70-642)
- CIT 172: Linux Server, Linux+
- CIT 282: IT Project Management, Project+

For a complete list of certifications, please refer to our certification page at http://bpcc.edu/tem/computertechnology/certifications.html

f. General outcomes

shall be established for each program/option that provide a framework for the development of specific measurable competencies.

Program outcomes are reviewed by all faculty at the start of each semester. All faculty members receive a list of all course and program recommendations from the end of the prior semester at the first faculty meeting of the subsequent semester. Each program and course is reviewed and updated at the second faculty meeting of the semester, usually within the first three weeks of courses. Summer courses are evaluated with the prior spring courses when all faculty return in the next fall.
The program outcomes for the Associate of Applied Science in Oil and Gas Production Technology will ensure that students have demonstrated:

1. knowledge of the processes which lead to the geological origins of oil and gas and the process of its accumulation within the earth’s crust;
2. understanding of the procedures and evaluation of the options for fossil fuel exploration, drilling, well completion, production, recovery, and processing;
3. ability to discuss subject matter using industry terminology and prepare written summaries of industry issues;
4. demonstration of operational ability for basic electrical equipment, hydraulics and fluid dynamics equipment; pumps and compressors; oil and gas instrumentation equipment; and oil and gas processing equipment;
5. understanding of well analysis processes and procedures, the well decision process, the economics of production and recovery; and
6. ability to perform work functions within the regulatory and safety systems established for the industry

The complete list of program outcomes can be found online at http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-oilgasproductiontechnology.html

The program outcomes for the Associate of Applied Science in Construction Technology and Management will ensure that students have demonstrated:

1. knowledge of the properties of construction materials and knowledge and skills in the use and application of construction materials commonly used in residential and commercial construction;
2. understanding of the major components of the construction contract, bid process, laws and regulations governing the construction industry;
3. ability to interpret construction graphics, specifications and other documents used for the construction, modification, and repair of buildings, and to communicate graphically when required;
4. ability to prepare a complete estimate for a residential or commercial building to arrive at a profitable bid; and the ability to manage the project delivery process, including coordination of the diverse activities found in a construction project with planning, scheduling, and fiscal control;
5. ability to communicate effectively with design consultants to manage changes and redirection of the project as required during the construction phase; and the ability to communicate effectively with project owner, colleagues and employees; and work efficiently and effectively with other construction personnel;
6. knowledge of fundamental skills of plan surveying;
7. knowledge of the equilibrium mechanics of stationary bodies and the ability of a material to withstand an applied stress without failure; and
8. knowledge of personal safety, as well as the OSHA requirements, for safety of all supervised employees on the construction project.

The complete list of program outcomes can be found online at http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-constructiontechnologymanagement.html

The program outcomes for the Associate of Applied Science Information Systems Administration Specialist will ensure that students have demonstrated:

1. clarity in verbal and written communication to accurately convey technical information and to critically read and interpret technical literature;
2. the ability to critically analyze and solve real world client and server system issues;
3. working knowledge in multiple operating system environments enabling graduates to critically analyze and react to new developments in their field;
4. the utilization of mathematics to collect, analyze and interpret technical data collected through security investigation and experimentation; and
5. an application of networking and systems integration to gain hands-on experience

The complete list of program outcomes can be found online at http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-informationsystemsadministrationspecialist.html

Program mission statements:

The Associate of Applied Science in Oil and Gas Production Technology provides the graduate with the knowledge and applied technical skills needed to compete within the energy sector.

The Associate of Applied Science in Construction Technology and Management provides the graduate with knowledge and applied technical skills needed to enter and be successful in the construction field.

The Associate of Applied Science in Information Systems Administration Specialist provides the graduate with project management skills with an emphasis in operating systems, networking and data storage techniques.

Validation of the general outcomes shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow up studies of graduates.

Program advisory boards:

Each program advisory board meets at least once a year. The advisory board for the Associate of Applied Science in Oil and Gas Production Technology met on September 19, 2011. The advisory board meeting for the Associate of Applied Science in Construction Technology and Management met on October 24, 2011. The subcommittee for the Cyber Information Technology advisory board that governs the
Associate of Applied Science in Information Systems Administration Specialist program met on October 5, 2011.

The agenda, handouts, and minutes for the committee are found at http://bpcc.edu/tem/advisoryboard. Please see APPENDIX A for the charters and APPENDIX B for the complete set of meeting minutes from the most recent advisory board meeting.

g. Only institutions legally authorized
under applicable state law to provide degree programs beyond the secondary level and that are recognized by the appropriate regional and/or national accrediting agency are considered for accreditation. Evidence must exist that the programs are understood and accepted by the university/college community, and the business/industry community.

Bossier Parish Community College is accredited by Southern Association of Schools and Colleges (SACS). For detailed general education requirements the college follows to satisfy SACS, please see http://www.bpcc.edu/catalog/current/generaldegreereq.html.

Note: Each program/option shall have appropriate titles consistent with the approved ATMAE definition of Technology, Management, and Applied Engineering. Representative student transcripts for each program and/or option shall be made available for the visiting team.

Transcripts and student curriculum information will be provided in the resource room for the visiting team.
7.2 Competency Identification & Validation:

Measurable competencies shall be identified and validated for each program/option. These competencies must closely relate to the general outcomes established for the program/option and validation shall be accomplished through a combination of external experts, an industrial advisory committee and, after the program is in operation, follow up studies of program graduates.

Measurable competencies are linked from the course learning outcomes to the program learning outcomes. Validation of program outcomes are reviewed by faculty each fall and spring semester and program industrial advisory board committee members at least once a year. Please see APPENDIX C for the data.

Program graduates are surveyed at least each February for all programs. Each program has a unique survey. Please see APPENDIX L for the sample surveys and APPENDIX D for the data.

A current pre-graduate end of program survey is given out before graduation to all of our pending graduates. Each program has a unique survey. Please see APPENDIX E for the sample surveys and APPENDIX F for the data.

An employer satisfaction survey is given at the end of each internship experience to the mentoring employer. Please see APPENDIX G for the sample surveys and APPENDIX H for the data.

Our degree programs are ensured to cover the general education requirements set by the Board of Regents and SACS (http://www.bpcc.edu/catalog/current/generaldegreereq.html). Each academic dean is responsible for maintaining statistical information from his or her respective area. These seven general education areas and their associated academic deans are:

Dean Holly French-Hart:
1. READING - Comprehend, evaluate, and synthesize information gained by reading college-level material across the curriculum.
2. WRITTEN COMMUNICATION - Communicate effectively in written English across the curriculum by thinking critically to develop ideas and organize argument and supporting information in a variety of rhetorical modes.

Dean Ray Scott Crawford:
3. ORAL COMMUNICATION* - Develop effective informative and persuasive oral-communication skills demonstrated through oral presentation across the curriculum.
4. CRITICAL THINKING - Develop critical thinking skills to generate and interpret information and beliefs successfully from knowledge, skills and abilities gained across the curriculum.
5. LIBRARY SKILLS - Use library resources to research topics across the curriculum.
* Please note that Dean Ray Scott Crawford took over Oral Communications in January 2012. Before that time, Dean Holly French-Hart was responsible for gathering these outcomes.

Dean Laura Goadrich:
6. **MATHEMATICAL COMPUTATION** - Comprehend and accurately perform course-specific mathematical operations to demonstrate problem-solving skills.
7. **COMPUTER LITERACY** - Utilize current computer technology and applications across the curriculum to develop research skills and computer literacy for academic settings, workforce development, and lifelong learning.

In some cases, due to accreditation, articulation or industry recommendations, a degree program does not have the standard classes to satisfy the general education requirements above. In that case, the dean of that degree program is responsible for maintaining the statistics on the general education requirements and then reporting the statistics to the appropriate dean.

In the case of the Associate of Applied Science in Oil and Gas Production Technology Dean Laura Goadrich monitors Oral Communications, Critical Thinking, Program, and Library Skills in OGPT 101 and OGPT 217. Computer Literacy has been monitored in OGPT 260 since fall 2011. For the Associate of Applied Science in Construction Technology Management, Dean Laura Goadrich monitors Oral Communications, Critical Thinking, Library Skills in CONS 250. For all data on Oral Communications, please see **APPENDIX I** for data. These results are given to the appropriate Dean at the end of each semester.

Each semester learning outcomes for each course. This ensures that courses with multiple sections will cover the same learning outcomes that are required by the Master Syllabus for the course. All Master syllabi may be found at [http://bpcc.edu/academics/syllabi/](http://bpcc.edu/academics/syllabi/).

### 7.3 Transfer Course Work:

The institution shall have policies in place to ensure that coursework transferred to the program is evaluated and approved by program faculty. All transfer coursework accepted must meet the ATMAE foundation course requirements for the program/option.

The dean, program director and faculty of each division review transfer coursework. For questions beyond our discipline, they contact the dean of the appropriate division to determine the viability of transfer courses.

It is required that all program graduates take at least 12 courses in their discipline area. This is specified on the Graduation Checklist, which is completed with every application for graduation. Please see [Figure 7.5.1](#) for the documentation that is used.
The Louisiana Board of Regents has an articulation matrix that all advisors can use to compare courses at different colleges across the state. This matrix is updated and voted on annually by every college in Louisiana. This matrix can be found at http://latransferdegree.org and http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=90.

7.4 Assessment of Competency Measures:
Assessment measures shall exist for each of the measurable competencies identified for the program/option.

For every course, there is a Master Syllabus that outlines the learning outcomes and objectives for that course. All Master Syllabi are posted online at http://bpcc.edu/academics/syllabi/. Each section of a course must provide a Section Information Sheet and Course Calendar to the appropriate dean at the start of the semester. The Section Information Sheet will contain all specific rules that apply to the class in addition to campus services that are available to students. All of these documents are kept on file and reviewed by the academic dean each semester. A student will receive copies and references for all documents at the beginning of their course.

Each semester, the faculty gather and report the results of the course learning outcomes for each course section that is taught. This data provides information on student retention and success for each learning outcome. These results also provide information identifying where we need additional classroom supporting technology to make sure that we are meeting all student needs. The learning outcomes results from the previous semesters are reviewed before the start of each semester. Please see APPENDIX J for a complete list of course outcomes from fall 2011.

Program and course outcomes are reviewed by all faculty at the start of each semester. The faculty receive a list of all course and program recommendations from the end of the prior semester at the first faculty meeting of the subsequent semester. Each program and course is reviewed and updated at the second faculty meeting of the semester, usually within the first three weeks of courses. Summer courses are evaluated with the prior spring courses when all faculty return in the next fall. The advisory boards review the documentation at least once a year to give their feedback.
7.5 Program Structure & Course Sequencing:
Each program/option shall meet minimum foundation semester hour requirements. Programs/options may exceed maximum foundation semester hour requirements specified in each area, but appropriate justification must be provided. A specific list of courses and credit hours that are being counted toward each category shall be included in the Self Study Report (please use the attached table 7.5). Minimum and maximum foundation semester hour requirements for degree programs/options are listed below:

a. Associate’s Degree:
Programs/options shall be a minimum of 60 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:
Communications (must include both oral and written course) ……………………6-9
Mathematics …………………………………………………………………………………3-12
Physical Sciences* ………………………………………………………………………3-12
Management and/or Technical ……………………………………………………………29-45
General Electives …………………………………………………………………………0-12
*Life Sciences may be appropriate for selected programs of study.
Students must successfully complete a minimum of 12 semester hours of management and/or technical course work at the institution seeking accreditation.

The following figure and tables list the courses in each requirement area for each program being evaluated. The campus-wide graduation checklist is used to ensure that each graduate meets the requirements for the particular degree program, certification, and technical competency areas. The graduation checklist can be found in Fig 7.5.1.

Please refer to the following tables stating the requirements for each program:
AAS in Oil and Gas Production Technology – Table 7.5.2
AAS in Construction Technology and Management – Table 7.5.3
AAS in Information Systems Administration Specialist – Table 7.5.4

b. Appropriate laboratory activities
shall be included in the program/option and a reasonable balance shall be maintained between the practical application of “how” and the conceptual application of “why.”

Many of our technical courses require lab environments. These courses include:

AAS Oil and Gas Production Technology
• OGPT 221: Natural Gas Processing and Lab
• OGPT 280: Internship
• TEED 101L: Basic Electricity Lab
• TEED 245: Pumps and Compressors with Lab
• TEED 153: Hydraulics/Fluid Dynamics

AAS Construction Technology and Management
• CONS 160: Construction Graphics and Specifications
• CONS 210: Construction Surveying and Lab
• CONS 220L: Construction Estimating Lab
• CONS 250L: Construction Management Lab
• CONS 280: Construction Management Internship
• PHSC 105L: Elemental Physics Lab

AAS Information Systems Administration Specialist
• CIS 102: Problem Solving and Programming Techniques
• CIS 105: Computer Concepts
• CIS 209: Advanced MS Access
• CIT 115: Network Defense
• CIT 130: Web Design I
• CIT 170: Microsoft Windows Server
• CIT 172: Linux Server
• CIT 282: Project Management
• CIT 291: Systems Administration Specialist Internship

c. There shall be evidence of appropriate sequencing of courses
   in each program/options to ensure that applications of mathematics, science, written and oral communications are covered in technical and management courses.

Courses in the program curriculum are listed by semester in a sequence to provide progression from elementary foundation to advanced techniques. The curriculum for each program is completed with an internship to provide real-world experience.

The recommended sequence of courses for all three programs can be found in APPENDIX K.

d. Examples of graded student work and textbooks
   for each management and/or technical course shall be provided for the visiting team. Further, sequencing should ensure that advanced level courses build upon concepts covered in beginning level courses.

Textbooks and Course Binders will be provided in the resource room for each management and technical course.

Each program is designed to cover basics in the first semester to include Math and English with the entry-level courses providing the foundation in the first year for the
following two semesters. See tables for each of the degree programs and the flowchart in APPENDIX K.

Figure 7.5.1 – Graduation Checklist for all degree programs.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course prefix, number and title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications</strong> 6-9 Semester Hours</td>
<td>ENGL 101 Composition &amp; Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Speech (Integrated in OGPT 101 &amp; OGPT217)</td>
<td>3*</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6</td>
</tr>
<tr>
<td><strong>Mathematics</strong> 3-12 Semester Hours</td>
<td>MATH 102 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 129 Applied Technical Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6</td>
</tr>
<tr>
<td><em><em>Physical Sciences</em> 3-12 Semester Hours</em>*</td>
<td>PHSC 111 Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Management and/or Technical 29-45 Semester Hours</strong></td>
<td>TEED 101 Basic Electricity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TEED 101L Basic Electricity Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ISAF 109 Basic Field Safety orientation (Safe Land Cert)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OGPT 101 Intro to the Exploration and Production of Oil and Gas</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OGPT 103 Drilling Complex Wells</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OGPT 131 Well Completions and Workovers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TEED 154 Hydraulics/ Fluid Dynamics w/ Lab</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OGPT 260 Computer Applications for Oil &amp; Gas Industry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or OGPT 270 Cooperative Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or OGPT 280 Internship – Oil &amp; Gas Technology/ Technician</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OGPT 203 Oil &amp; Gas Instrumentation and Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>TEED 245 Pumps &amp; Compressors w/ Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OGPT 150 Regulatory Issues for the Oil &amp; Gas Industry</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>OGPT 207 Production and Recovery I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OGPT 217 Production and Recovery II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OGPT 221 Natural Gas Processing and Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ISAF 209 Safety Regulations &amp; Hazwoper 40 Safety Certification</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>POSC 202 State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BADM 217 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

| General Electives 0 – 12 Semester Hours | Humanities Elective | 3 |
| ATMAE Minimum Total 60 Semester Hours | Degree Total        | 63* |

*Speech hours are not included in Total since they are included within the listed courses.
Table 7.5.3 AAS Construction Technology and Management course requirements

<table>
<thead>
<tr>
<th>School/Program Degree Requirements</th>
<th>Course prefix, number and title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications 6-9 Semester Hours</td>
<td>ENGL 101 Composition &amp; Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Speech (integrated in CONS 101, CONS 102, CONS 150, and CONS 250)</td>
<td>3*</td>
</tr>
<tr>
<td>Mathematics 3-12 Semester Hours</td>
<td>MATH 102 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 112 Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>Physical Sciences* 3-12 Semester Hours</td>
<td>PHSC 105 Elementary Physics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHSC 105L Elementary Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>Management and/or Technical 29-45 Semester Hours</td>
<td>CIS 105 Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BADM 105 General Business Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BADM 108 Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 101 Materials and Methods I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 102 Materials and Methods II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 140 Construction Safety and OSHA Standards</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 150 Construction Contracting and Laws</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 160 Construction Graphics and Specifications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 200 Sustainable Construction Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 210 Construction Surveying and Lab</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 220 Construction Estimating</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 220L Construction Estimating Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CONS 230 Statics and Strengths of Materials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 250 Construction Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CONS 250L Construction Management Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CONS 280 Construction Management Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>POSC 202 State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>General Electives 0 – 12 Semester Hours</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>ATMAE Minimum Total 60 Semester Hours</td>
<td>Degree Total</td>
<td>63*</td>
</tr>
</tbody>
</table>

*Speech hours not included in the Total hours since they are included within the listed courses.
# Table 7.5.4 AAS Information Systems Administration Specialist Course Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>School/Program Degree Requirements Course prefix, number and title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications</strong></td>
<td>ENGL 101 Composition &amp; Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Communications 6-9 Semester Hours</strong></td>
<td>SPCH 110 Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 6</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MATH 102 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics 3-12 Semester Hours</strong></td>
<td></td>
<td><strong>Total 3</strong></td>
</tr>
<tr>
<td><strong>Physical Sciences</strong>*</td>
<td>PHSC 105 Elementary Physics</td>
<td>3</td>
</tr>
<tr>
<td><em><em>Physical Sciences</em> 3-12 Semester Hours</em>*</td>
<td></td>
<td><strong>Total 3</strong></td>
</tr>
<tr>
<td></td>
<td>*Life Sciences may be appropriate for selected programs of study</td>
<td></td>
</tr>
<tr>
<td><strong>Management and/or Technical</strong></td>
<td>CIS 105 Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Management and/or Technical 29-45 Semester Hours</strong></td>
<td>CIS 102 Problem Solving and Programming Techniques</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 115 Network Defense</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 120 Network Routing and Switching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 170 Microsoft Windows Server</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 172 Linux Server</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 130 Web Design I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIS 209 Advanced MS Access</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 279 Information Assurance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 282 IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 291 Information Systems Administration Specialist Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Programming Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cyber Information Technology Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BADM 215 Business Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 42</strong></td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Electives 0 – 12 Semester Hours</strong></td>
<td>Social/Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 6</strong></td>
</tr>
<tr>
<td><strong>ATMAE Minimum Total</strong></td>
<td></td>
<td><strong>Degree Total 60</strong></td>
</tr>
<tr>
<td><strong>60 Semester Hours</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7.6 Student Admission & Retention Standards:

There shall be evidence showing that the quality of technology, management, and applied engineering students is comparable to the quality of students enrolled in other majors at the institution. The standards for admission and retention of technology, management, and applied engineering students shall compare favorably with institutional standards. Sources of admission information may include test scores and grade rankings. Sources of retention information shall include general grade point averages of technology, management, and applied engineering students compared to programs in other institutional programs.

BPCC follows equal opportunity standard admission practices for all students enrolled in all majors at its institution. BPCC’s admissions policy states:

Students may be admitted to Bossier Parish Community College if they meet one of these three options: have obtained a high school diploma from a school accredited by a regionally accredited agency, have obtained a General Education Development diploma (GED), or have met pre-established criteria on the BPCC Ability to Benefit test and are above the age of compulsory school attendance. The objective of the Ability to Benefit as defined by the United States Department of Education is "the use of a standardized test approved by U. S. Department of Education to determine the ability of a student to benefit from the instruction available from an institution." The assessment measures established by the federal government as showing "ability to benefit" are as follows: a COMPASS score of 25 on pre-algebra/number skills; 32 on Writing Skills; and 62 on Reading Skills. The student is evaluated on the demonstration of at least the minimum score on all three tests in a single testing experience to be admitted to the College.

The reference to BPCC’s entire admission policy can be found in Appendix M.

Student retention:

Retention at Bossier Parish Community College is a growing focus. Retention has been moved from the sole responsibility of the instructor to an area of study and reflection for improvement.

One of the focuses of our campus Foundations of Excellence (http://www.bpcc.edu/foundationsofexcellence/index.html) work is to review and increase our student retention. The Foundations of Excellence® (FoE) is an initiative of the John N. Gardner Institute for Excellence in Undergraduate Education. The Gardner Institute will guide the FoE process at BPCC during 2010-2011. FoE is a comprehensive self-study and improvement process. More specifically, FoE provides a framework for a faculty, staff, and student task force to:

1. Study all aspects of the first-year and transfer-bound student experience.
2. Produce a plan for institutional improvement leading to higher levels of student learning and persistence at BPCC.
The campus-wide FoE is in its first year and is led by Toya Tucker.

Online retention strategies have been in place since 2009 with the establishment of the CALL (Center for Adult Learning in Louisiana) program on campus. The Division of Innovative Learning allows instructors to submit requests to contact students electronically. This system is quite effective and removes the stress from the instructors by contacting students and then reporting back to the instructor the results of the finding.

In our division, Jennifer Parish, Administrative Coordinator III and Christina Poole, Administrative Coordinator III, are able to follow up with students regarding the Associate of Applied Science in Information Systems Administration Specialist. Mrs. Parish handles academic concerns and Ms. Poole handles certification concerns. Cynthia McCreary, Administrative Coordinator III is able to follow up with students with regard to the areas of Associate of Applied Science in Oil and Gas Production Technology and Associate of Applied Science in Construction Technology and Management.

The student grade point averages for the last five years for all programs at Bossier Parish Community College are provided below.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral and Social Sciences</td>
<td>2.54</td>
<td>2.433</td>
<td>2.561</td>
<td>2.563</td>
<td>2.710</td>
<td>2.628</td>
</tr>
<tr>
<td>Business</td>
<td>2.618</td>
<td>2.643</td>
<td>2.581</td>
<td>2.702</td>
<td>2.765</td>
<td></td>
</tr>
<tr>
<td>Communication and Performing Arts</td>
<td>2.787</td>
<td>2.845</td>
<td>2.825</td>
<td>2.892</td>
<td>2.937</td>
<td>2.828</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>2.504</td>
<td>2.491</td>
<td>2.501</td>
<td>2.630</td>
<td>2.628</td>
<td>2.633</td>
</tr>
<tr>
<td>Science, Nursing, &amp; Allied Health (Prior Nat Science)</td>
<td>---</td>
<td>2.609</td>
<td>2.581</td>
<td>2.630</td>
<td>2.780</td>
<td>2.793</td>
</tr>
<tr>
<td>Technology, Engineering and Mathematics</td>
<td>---</td>
<td>2.546</td>
<td>2.722</td>
<td>2.859</td>
<td>2.845</td>
<td>2.808</td>
</tr>
</tbody>
</table>
The student retention rates for all associate level programs at Bossier Parish Community are including enrollment information. The retention information for the past five years is reported in the chart below. As the programs going up for accreditation are newer, it is helpful to see the growth with the most recent spring data. In spring 2011, there were 101 declared majors for the AAS Oil and Gas Production Technology program, 25 majors in AAS Construction Technology Management and 12 majors in AAS Information Systems Administration Specialist.

In the data table below, you will find that several associate degree programs have been discontinued, these program include: AAS CD and AAS Computer Web Design, and AAS Industrial Technology. Therefore, the number of majors in these discontinued programs are decreasing, if not already zero.

**Figure 7.6.1: Declared majors at BPCC**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>A General Studies</td>
<td>507</td>
<td>520</td>
<td>511</td>
<td>645</td>
<td>564</td>
</tr>
<tr>
<td>AA Music</td>
<td>15</td>
<td>14</td>
<td>20</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>AA Theatre</td>
<td>23</td>
<td>20</td>
<td>16</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>AAS Business Administration</td>
<td>268</td>
<td>271</td>
<td>262</td>
<td>272</td>
<td>289</td>
</tr>
<tr>
<td>AAS CD</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AAS Care and Development of Young Children</td>
<td>0</td>
<td>23</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS Computer Information Systems</td>
<td>83</td>
<td>91</td>
<td>99</td>
<td>96</td>
<td>101</td>
</tr>
<tr>
<td>AAS Criminal Justice</td>
<td>139</td>
<td>110</td>
<td>125</td>
<td>159</td>
<td>156</td>
</tr>
<tr>
<td>AAS Construction Technology Management</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>AAS Computer Web Design</td>
<td>19</td>
<td>22</td>
<td>22</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>AAS EMT Paramedic</td>
<td>32</td>
<td>24</td>
<td>26</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>AAS Health Care Management</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>AAS Industrial Controls</td>
<td>12</td>
<td>15</td>
<td>19</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>AAS Information Network Specialist</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>AAS Information Network Security Specialist</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>AAS Information Programmer Analyst</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>AAS Information System Administration Specialist</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>AAS Industrial Technology</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AAS Medical Assistant</td>
<td>83</td>
<td>61</td>
<td>61</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>AAS Oil and Gas Production Technology</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>133</td>
</tr>
<tr>
<td>AAS Occupational therapy Assistant</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>58</td>
</tr>
<tr>
<td>AAS Pharmacy</td>
<td>44</td>
<td>43</td>
<td>57</td>
<td>83</td>
<td>87</td>
</tr>
<tr>
<td>AAS Physical Therapy Assistant</td>
<td>187</td>
<td>153</td>
<td>144</td>
<td>193</td>
<td>193</td>
</tr>
<tr>
<td>AAS Respiratory Therapy</td>
<td>52</td>
<td>106</td>
<td>841</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AAS Telecommunications</td>
<td>106</td>
<td>138</td>
<td>133</td>
<td>164</td>
<td>143</td>
</tr>
<tr>
<td>AAS Web Analyst Programmer</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS General Science</td>
<td>252</td>
<td>234</td>
<td>239</td>
<td>360</td>
<td>257</td>
</tr>
<tr>
<td>AS Respiratory Therapy</td>
<td>108</td>
<td>87</td>
<td>41</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>AS Nursing</td>
<td></td>
<td>0</td>
<td>431</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS Teaching</td>
<td>17</td>
<td>65</td>
<td>61</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>
7.7 Student Enrollment:

There shall be evidence of an adequate number of program majors to sustain the program, and to operate it efficiently and effectively. Program enrollment shall be tracked and verified.

BPCC tracks the enrollment in the Bossier Parish Community College Fact Book updated each semester. The enrollment growth is shown in the chart below through fall of 2011.

**Enrollment by Semester - Official 14th Day Count***

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>7,077</td>
<td>6,473</td>
<td>5,430</td>
<td>4,665</td>
<td>4,986</td>
</tr>
<tr>
<td>Spring</td>
<td>6,619</td>
<td>5,647</td>
<td>4,759</td>
<td>4,778</td>
<td>4,609</td>
</tr>
<tr>
<td>Summer</td>
<td>2,725</td>
<td>2,412</td>
<td>1,922</td>
<td>1,755</td>
<td>1,706</td>
</tr>
</tbody>
</table>

*The 14th day of class of a semester (or 7th day of a summer semester) is designed as the official census reporting date for Louisiana institutions of Postsecondary Education.

<table>
<thead>
<tr>
<th>Liberal Arts</th>
<th>F07</th>
<th>F08</th>
<th>F09</th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>1143</td>
<td>1000</td>
<td>1237</td>
<td>1257</td>
<td>1240</td>
</tr>
<tr>
<td>Total FT students</td>
<td>734</td>
<td>669</td>
<td>780</td>
<td>816</td>
<td>785</td>
</tr>
<tr>
<td>Total PT students</td>
<td>409</td>
<td>331</td>
<td>457</td>
<td>441</td>
<td>455</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology, Engineering and Mathematics</th>
<th>F07</th>
<th>F08</th>
<th>F09</th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>66</td>
<td>64</td>
<td>146</td>
<td>445</td>
<td>605</td>
</tr>
<tr>
<td>Total FT students</td>
<td>23</td>
<td>26</td>
<td>90</td>
<td>315</td>
<td>383</td>
</tr>
<tr>
<td>Total PT students</td>
<td>43</td>
<td>38</td>
<td>56</td>
<td>130</td>
<td>222</td>
</tr>
<tr>
<td>Business</td>
<td>F07</td>
<td>F08</td>
<td>F09</td>
<td>F10</td>
<td>F11</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Total Students</td>
<td>812</td>
<td>796</td>
<td>766</td>
<td>624</td>
<td>707</td>
</tr>
<tr>
<td>Total FT students</td>
<td>493</td>
<td>489</td>
<td>496</td>
<td>416</td>
<td>467</td>
</tr>
<tr>
<td>Total PT students</td>
<td>319</td>
<td>307</td>
<td>270</td>
<td>208</td>
<td>240</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication and Performing Arts</th>
<th>F07</th>
<th>F08</th>
<th>F09</th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>253</td>
<td>250</td>
<td>277</td>
<td>288</td>
<td>293</td>
</tr>
<tr>
<td>Total FT students</td>
<td>192</td>
<td>198</td>
<td>213</td>
<td>215</td>
<td>223</td>
</tr>
<tr>
<td>Total PT students</td>
<td>61</td>
<td>52</td>
<td>64</td>
<td>73</td>
<td>70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral &amp; Social Sciences</th>
<th>F07</th>
<th>F08</th>
<th>F09</th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>228</td>
<td>328</td>
<td>391</td>
<td>561</td>
<td>532</td>
</tr>
<tr>
<td>Total FT students</td>
<td>142</td>
<td>225</td>
<td>279</td>
<td>395</td>
<td>372</td>
</tr>
<tr>
<td>Total PT students</td>
<td>86</td>
<td>103</td>
<td>112</td>
<td>166</td>
<td>160</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science &amp; Allied Health</th>
<th>F07</th>
<th>F08</th>
<th>F09</th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>1491</td>
<td>1215</td>
<td>1546</td>
<td>2314</td>
<td>2530</td>
</tr>
<tr>
<td>Total FT students</td>
<td>835</td>
<td>721</td>
<td>945</td>
<td>1397</td>
<td>1463</td>
</tr>
<tr>
<td>Total PT students</td>
<td>656</td>
<td>494</td>
<td>601</td>
<td>917</td>
<td>1067</td>
</tr>
</tbody>
</table>

For the summary of all BPCC students, I include the above division break-down and all students with no degree sought, BPCC at Northwestern State University, Louisiana State University at Shreveport and BPCC at Grambling enrollment information.

<table>
<thead>
<tr>
<th>BPCC Overall</th>
<th>F07</th>
<th>F08</th>
<th>F09</th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>4986</td>
<td>4665</td>
<td>5430</td>
<td>6473</td>
<td>7077</td>
</tr>
<tr>
<td>Total FT students</td>
<td>2838</td>
<td>2681</td>
<td>3177</td>
<td>3959</td>
<td>3716</td>
</tr>
<tr>
<td>Total PT students</td>
<td>2148</td>
<td>1984</td>
<td>2253</td>
<td>2514</td>
<td>2227</td>
</tr>
</tbody>
</table>

**Degree majors**

The degree was approved and degree courses were offered for the Associate of Applied Science in Information Systems Administration Specialist starting in spring 2009 and therefore, data for that program begins in fall 2009.

Please refer to Figure 7.6.1 for data on declared majors for each of the programs for the last 5 years.
The current faculty and staff listed by each division at BPCC are:

<table>
<thead>
<tr>
<th>Division</th>
<th>Staff</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral and Social Science</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Communication and Performing Arts</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Technology, Engineering and Mathematics</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Science, Nursing and Allied Health</td>
<td>6</td>
<td>38</td>
</tr>
</tbody>
</table>
7.8 Administrative Support & Faculty Qualifications:

There must be evidence of appropriate administrative support from the institution for the technology, management, and applied engineering program/option including appropriately qualified administrators, an adequate number of full time faculty members and budgets sufficient to support program/option goals. Full time faculty assigned to teach courses in the technology, management, and applied engineering program/option must be appropriately qualified. Faculty qualifications shall include emphasis upon the extent, currency and pertinence of: (a) academic preparation; (b) industrial professional experience (such as technical supervision and management); (c) applied industrial experience (such as applied applications); (d) membership and participation in appropriate technology, management, and applied engineering professional organizations; and (e) scholarly activities. The following minimum qualifications for full time faculty are required (except in unusual circumstances which must be individually justified):

a. Associate Degree: The minimum academic qualifications for a regular full-time faculty member is expected to be an earned bachelor’s degree in a discipline, or in certain cases for documented reasons, an associate’s degree plus professional certification/licensure closely related to the faculty member’s instructional assignments.

b. Bachelor’s Degree: The minimum academic qualifications for regular tenure track, or full time, faculty members shall be an earned graduate degree in a discipline closely related to the instructional assignment. A minimum of fifty percent of the regular tenure track, or full-time, faculty members assigned to teach in the program of study content area(s) shall have an earned doctorate or other appropriately earned terminal degree as defined by the institution. Exceptions may be granted to this standard if the institution has a program in place that will bring the faculty demographics into compliance within a reasonable period of time. REV: 022210mdsc –Sections 8-11 Added - 7 –

c. Master’s Degree: An earned doctorate degree in a discipline closely related to the faculty member’s instructional assignment (exceptions may be granted for specialized technical management programs/options). Policies and procedures for faculty selection, appointment, reappointment, and tenure shall be clearly specified and shall be conducive to the maintenance of high quality instruction. Faculty teaching, advising, and service loads shall be reasonable and comparable to the faculty in other professional program areas.

The Administration of BPCC is fully supportive of all programs offered by the college including the three programs under review with space, equipment, and funds. The Office of Institutional Research and Grants provides assistance, data, and, fund requests for various types of funding. An example of support is shown below from the 2010-11 Annual report on the successful funding.

Cyber Security Educational Consortium grant, September 1, 2010-August 31, 2011, $62,200 (third year grant receipt)
CIC grant via NSF, August 1, 2009-January 31, 2011
AirPcap, $698
Attending SIGCSE conference, $1,273.92
CISSP Certification Boot Camp, $2,995
Tech fee, Classroom Hardware Improvements, $29,619
IPODs for use in teaching programming and security, $15,728.99
Laptops for Security Training, $26,217.55
Tech Fee Proposal,
Transport/Storage Cases for Security Laptops, $472.50
Network Cable and Connection Tools and Supplies, $1,124.51
Workforce Rapid Response Grant, shared with Oil and Gas Technology program for
$260,000. Cyber Information Technology received $97,680.
Workforce Rapid Response Grant, shared with workforce for NCCER: $100,000
Encana scholarship and support for new Center: $425,000

A full copy of the annual reports include grants and funding obtained by each division
can be found at http://bpcc.edu/research/annualreport.html

All faculty at BPCC, full time or part time, must satisfy the requirements of Southern
Associate of Colleges of the South which states that all faculty must have a master’s to
include 18 graduate hours in their discipline area. Occasionally there are exceptions,
where a faculty member may not have all 18 hours in their discipline; in that case, an
Alternative Credentialing form and supporting documentation must be completed. This
form is submitted to review of Bossier Parish Community College’s Credentialing
Committee and their ruling will determine if the faculty member may teach at the
institution.

In addition, each faculty member has a Credentialing form completed and on file in
Human Resources. This form states the classes that the faculty member is qualified to
teach. The Credentialing form is completed by the dean of each division and approved
by the Vice Chancellor of Academic Affairs. The chart below shows each full-time
instructor in the Technology, Engineering, and Mathematics Division and their degrees
and certifications. Many of our instructors also have industry experience in their
respective field of instruction, which gives them insight into the expectations of industry
workforce. The Oil and Gas Technology and Construction Technology areas have
instructors that have specialized certificates and skills needed by our curriculum and
have been credentialed with the Alternative Credentialing. The instructors’ resumes are
contained in a Faculty Credential binder and will be available for review by the visiting
team in the resource room.
<table>
<thead>
<tr>
<th>Faculty in CIS/CIT</th>
<th>Academic Rank</th>
<th>Academic Degree(s)</th>
<th>Professional Certification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleta Bynog</td>
<td>Adjunct Instructor</td>
<td>BS + 18 graduate hours in area</td>
<td>MOS Word 2003, MOS Excel 2003, MOS PowerPoint 2003, MOS Access 2003</td>
</tr>
<tr>
<td>Jason Cooper</td>
<td>Instructor</td>
<td>BS, MS</td>
<td>Network+, Security+, CNSS</td>
</tr>
<tr>
<td>Cathy Gregorio</td>
<td>Adjunct Instructor</td>
<td>BS, BS, MS</td>
<td></td>
</tr>
<tr>
<td>Dalia Gumeel</td>
<td>Instructor</td>
<td>BA, MIS</td>
<td>Network+, A+, IC3, NSTISSI 4011, CNSSI 4012, 4013E, 4014E</td>
</tr>
<tr>
<td>Thomas Hopkins</td>
<td>Instructor</td>
<td>BS, MA+</td>
<td>MOS Word 2003, MOS Excel 2003, MOS Access 2003, NSTISSI 4011, CNSSI 4012, 4013E,4014E,4016; CSEC Security Instructor</td>
</tr>
<tr>
<td>Eddie Horton</td>
<td>Instructor</td>
<td>BA, M.Ed.</td>
<td>A+, Network+, Storage+ IC3, CNSS 4011, CNSS 4012, CSEC Instructor, Dell/EMC2 Openmanage</td>
</tr>
<tr>
<td>Ricky Jones</td>
<td>Adjunct Instructor</td>
<td>MS</td>
<td>A+, Network+</td>
</tr>
<tr>
<td>Lili Kassaee</td>
<td>Instructor</td>
<td>BS, MS</td>
<td></td>
</tr>
<tr>
<td>Chris Rondeau</td>
<td>Associate Professor</td>
<td>BA, M.Ed.</td>
<td>Adobe, IC3, A+, Network+, Security+, NSTISSI 4011, CNSSI 4012</td>
</tr>
<tr>
<td>Al Shaw</td>
<td>Adjunct Instructor</td>
<td>MS</td>
<td>Security+, ISC2, CISSP</td>
</tr>
<tr>
<td>Dr. Paul Weaver</td>
<td>Professor</td>
<td>BA, MA, Ph.D.</td>
<td>MOS Word 2010, MOS Excel 2010,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty in Oil&amp;Gas / Construction Tech</th>
<th>Academic Rank</th>
<th>Academic Degree(s)</th>
<th>Professional Certification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Cleaver</td>
<td>Instructor</td>
<td>BS, MPS</td>
<td>LA Engineer Intern License # 0021097</td>
</tr>
<tr>
<td>Rocky Duplichan</td>
<td>Instructor</td>
<td>AS</td>
<td>TWIC, IADC, MMS-Accreditation for School and Instructor(Offshore Production Safety Systemes), OSHA 501 Instructor, ASE R012) Certification, Instructor-API Crane and Rigging, Instructor-Crosby API RP 2D Rigging</td>
</tr>
</tbody>
</table>

Page 39
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Salinas</td>
<td>Instructor</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>Linda Sonnier</td>
<td>Instructor</td>
<td>B. Arch</td>
<td></td>
</tr>
<tr>
<td>Larry Cooper</td>
<td>Adjunct Instructor</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Joey French</td>
<td>Adjunct Instructor</td>
<td>BS</td>
<td>PE, PLS</td>
</tr>
<tr>
<td>Ed Hughens</td>
<td>Adjunct Instructor</td>
<td>BA</td>
<td></td>
</tr>
<tr>
<td>Dr. Rafiqul Islam</td>
<td>Adjunct Instructor</td>
<td>BS, MS, Ph.D</td>
<td></td>
</tr>
<tr>
<td>Richard Jones</td>
<td>Adjunct Instructor</td>
<td>BS</td>
<td>PE, Certified Computing Professional I.C.C.P</td>
</tr>
<tr>
<td>Trence McCoy</td>
<td>Adjunct Instructor</td>
<td>AS</td>
<td>Certified Gen Industry &amp; Construction Trainer, Certified Honda Pro Tech</td>
</tr>
<tr>
<td>Jim Maranto</td>
<td>Adjunct Instructor</td>
<td>BS, MS</td>
<td></td>
</tr>
<tr>
<td>Richard Matkins</td>
<td>Adjunct Instructor</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>Russ Rogers</td>
<td>Adjunct Instructor</td>
<td>BS, MBA</td>
<td></td>
</tr>
</tbody>
</table>
7.9 Facilities, Equipment & Technical Support:

Facilities and equipment, including the technical personnel support necessary for maintenance, shall be adequate to support program/option goals. Evidence shall be presented showing the availability of computer equipment and software programs to cover functions and applications in each program area. Facility and equipment needs shall be included in the long range goals for the program.

BPCC, including the Technology, Engineering, and Mathematics Division, has one of the more modern facilities in NW Louisiana. The current campus was completed in 2004 at a cost of $55 million and consists of six, three-story buildings, plus an administration building which also houses the Library and Learning Center. We have an athletic building with a full basketball court and fitness center. The entire campus is networked together with fiber-optic cable between buildings and a full network in each building of the campus. The network was designed with the campus and all systems were built into the structures.

The physical plant provides the environmental systems and houses Plant Maintenance. They provide support for building and classroom facilities and repairs all non-computerized classroom equipment to ensure the safety and well-being of all who attend classes.

The Learning Center provides 43 computer stations with up-to-date technology, the most current windows operating systems, and all software used in the instructional classes. Tutoring is provided by student workers with an emphasis in English, math, science, and writing support services.

The Computer Services section on campus provides all technical maintenance and software support needed by laboratory and instructional classrooms. They also support our own mail servers, system servers, and system security. The facilities and equipment needs are reviewed on an annual basis and the classroom/laboratory computer systems are replaced at five year intervals to maintain current software and hardware. Several avenues are available to acquire new hardware and software including using technical fees and various grants. Software is updated as need each semester to meet course software and hardware demands. The computer system policies are found on the BPCC website under Computer Services at:


Each lab room is installed before the beginning of the semester with the software used for all classes assigned to each room. These software packages include:

Adobe Dream Weaver- CS5
Alice
Forensics Recovery Evidence Device
Java
LabVolt
Microsoft C++
Microsoft Office 2007 Suite: Word, Excel, Access, PowerPoint, Outlook
Microsoft Project
Packet Tracer
Python
Red Hat Linux
Simtronics
Visio
Visual Basic 2008
Visual Studio 2010
Ubuntu
Windows 7 operating system
Virtual Machine software

The Student Technology Fee Plan contains strategic planning for assessed student fees. It defines the use of the technology fee and the strategic goals for the program. The Statement of Purpose dictates “the Student Technology Fee at Bossier Parish Community College shall be dedicated to the acquisition, installation, maintenance, and efficient use of the state-of-the-art technology solely for supporting and improving student life and learning and for preparing students for living and working in the twenty-first century”. The Plan contains three strategic goals and outlines the policies and procedures for assessment and administration. The full plan is available on the BPCC website at http://www.bpcc.edu/studenttechnologyfee/index.html.

7.10 Program Goals:
Each program shall have current short and long range goals, and plans for achieving these goals.

Each year, every division on campus completes Strategies for Success as part of their Annual Report due in June. The Strategies for Success list the division goals and objectives for the coming year that align with the college’s mission and goals. These reports can be found at http://www.bpcc.edu/research/documents/2011-2012strategiesforsuccess.pdf. The Division of Technology, Engineering, and Mathematics report is found on page 32-33 of the report for BPCC Strategies for Success 2011-2012. Copies of the report will be made available for the visiting team.

7.11 Program/Option Operation:
Evidence shall be presented showing the adequacy of instruction including:

(a) motivation and program advising of students;
The Advising Center located in Building F is available to all students year round to help them meet their educational goals. The Advising Center ensures that individual needs of the student are addressed in all aspects of the academic decision-making process. Comprehensive services include:
1. Academic advising
2. Transcript evaluation
3. Career assessment
4. Referral to the appropriate college personnel to fully utilize available resources

More information about the campus Academic Advising center is located at http://www.bpcc.edu/academicadvisingcenter/index.html.

Before the start of each semester, registration allows the students to visit with their assigned or preferred advisor. Each student is assigned an advisor in their discipline of study and this information is available to all students via our online student resource system: http://cavs.bpcc.edu

(b) scheduling of instruction

Course schedules are developed by the appropriate dean with input from the faculty and program director. Courses are scheduled to ensure that a full-time student can enroll in all required courses and complete a degree in two years. Courses are scheduled for evening, afternoon and morning classes. To meet the needs of the traditional and non-traditional student, we offer a variety of course instructional formats including face-to-face, hybrid (part online and part face-to-face) and online. In collaboration with the Division of Innovative Learning, the Information Systems Administration Specialist degree is also fast-tracked to ensure that online students will be in at least one of three different timeframe formats: sixteen-week, twelve-week, eight-week or four-week.

Students have the ability to schedule courses through our online registration process located on http://cavs.bpcc.edu. This system also provides a degree audit feature that will allow for students to see their remaining courses required for their degree program.

(c) quality of instruction

To ensure a high level of quality instruction, numerous faculty development opportunities are offered to the faculty. The Division of Innovative Learning allows faculty to apply for travel funding each fall semester to attend professional organization meetings and conferences in their discipline. During each monthly division meeting, faculty share what they have learned with their co-workers from their professional development opportunities.

Furthermore, continuing education is provided for all faculty and adjuncts by the Division of Educational Technology with brown bag Lunch and Learns, Quality Matters training, Camtasia software sessions and podcasting tutorials. For more details about current offerings with the division, please visit http://www.bpcc.edu/educationaltechnology/index.html.

In addition, each semester, Dr. Barbara Poole, Associate Vice Chancellor for Academic Affairs organizes campus speakers and events to present on a variety of topics monthly. These large semester events are well attended by the faculty and staff. Note that all faculty are required to pursue professional development each year.
Student evaluations of their courses are completed during the midterm of every course offering. These midterms reflect on the student’s evaluation of the course and their faculty member’s presentation and classroom management. Student evaluations are returned to the faculty members after student grades have been submitted for the term.

Graduate and Internship Satisfaction surveys are administered twice a year, April and November. This data is gathered on a cumulative spreadsheet to keep track of all graduates. Internship surveys are completed at the end of each internship experience to help enhance the program for the next offering.

Our Advisory Board meets every semester. Between meetings, subcommittees specific to each degree program, meet to discuss program specific degree changes. These changes are recommended from our internship and industry members in order to keep the program current and relevant.

**(d) observance of safety standards**

Observance of safety standards is accomplished at both the institutional and program level. Institutionally, the safety function is administered and maintained by the Security Office and Safety Monitor. Please refer to [http://www.bpcc.edu/studenthandbook/campussafety.html](http://www.bpcc.edu/studenthandbook/campussafety.html).

BPCC has a full-time staff of police officers and is patrolled by off-duty, commissioned Bossier City police officers daily and by normal patrol of the Bossier City Police Department 24-hours a day. Police cars are visible on campus during these hours. Since campus police officers are also Bossier City officers, BPCC benefits from their arrest authority.

BPCC was issued a radio station license by the FCC for operation of police radios. Each classroom on campus has a radio connecting it to the Security Office. If there is an emergency in the classroom, the instructor needs only to use the radio and help will arrive momentarily. Each officer carries both Bossier City Police Department radios and Bossier Parish Community College radios.

To supplement campus police, BPCC has a Campus Watch Team of supervisors and students. Each campus watch personnel is equipped with a police radio and flashlight. This enables the monitoring of the hallways and walking other faculty or students out of the building at night.

BPCC strives to maintain a safe and secure atmosphere for members of the student body, faculty, staff, and the general public. The College makes every effort to provide such an environment but stresses that campus safety is the responsibility of the entire campus community. Crimes can be immediately reported in or on the facilities of BPCC to any campus police officer, faculty/staff members, or campus watch personnel.

To improve lighting, new halogen lights were installed to create brighter parking lots in the evening, at the request of the students. Furthermore, additional lampposts were
installed. There are also emergency call boxes that are illuminated blue in the evening, available for any needed assistance.

The office of Environmental Health Safety ensures that all staff and faculty on campus fulfill their state required safety training including any driving training requirements. Students must also comply with the Student Code of Conduct with addresses issues of safety and authority: [http://www.bpcc.edu/studenthandbook/studentconductcode.html](http://www.bpcc.edu/studenthandbook/studentconductcode.html).

**(e) availability of resource materials**

All students enrolled in any CIS, CIT, CWD or MIS course have access to the campus license of Microsoft MSDN Academic Alliance software so they can download any needed Microsoft licenses for the course assignments. The library has a large variety of available resources including laptops for weekly checkouts. External hard drives for eight-week checkout, course textbooks on reserve, reference books, and electronic media available through our online website or on campus. [http://www.bpcc.edu/bpcclibrary/researchtools.html](http://www.bpcc.edu/bpcclibrary/researchtools.html).

**(f) teaching and measurement of competencies**

*(specific measurable competencies shall be identified for each course along with the assessment measures used to determine student mastery of the competencies)*;

Teaching and measurement of course competencies are listed as course objectives located on each course Master Syllabus. Copies of all course syllabi are available online at [http://bpcc.edu/academics/syllabi/](http://bpcc.edu/academics/syllabi/) and will be made available in hard copy to the visiting team in the resource room.

***(g) supervision of instruction***

Evaluation of instruction is accomplished by formative and summative student evaluations and classroom evaluations conducted by the division dean. Each faculty and adjunct member is evaluated at least once a year by the division dean. The formal evaluation is scored and contributes to part of the faculty member’s end of the year score. The adjunct faculty observation guide is posted in the Adjunct Faculty Handbook at [http://bpcc.edu/facultystaff/documents/adjuncthandbook.pdf](http://bpcc.edu/facultystaff/documents/adjuncthandbook.pdf). The full-time observation guide is located in the Faculty Handbook at [http://bpcc.edu/facultystaff/documents/facultyhandbook.pdf](http://bpcc.edu/facultystaff/documents/facultyhandbook.pdf).

All online courses are evaluated by the division dean each semester and results are kept in the division dean’s office. Training of faculty for online instruction is conducted by the Division of Educational Technology, [http://www.bpcc.edu/educationaltechnology/index.html](http://www.bpcc.edu/educationaltechnology/index.html). All training satisfies the Quality Matters rubric [http://www.qmprogram.org/new-website-welcome-page](http://www.qmprogram.org/new-website-welcome-page).
(h) placement services available to graduates

Career Services are available in the counselor’s office to all students at BPCC to evaluate their career and employment options, [http://www.bpcc.edu/careerservices/index.html](http://www.bpcc.edu/careerservices/index.html). All of the programs applying for accreditation provide students with an internship class in their final semester. This course allows students the opportunity for hands-on experience in the field with a mentor to learn about how to apply their educational experiences and knowledge in the real world. Many of our internship experiences are made possible through members of the appropriate advisory board.

Management and/or technical course syllabi

must be presented which clearly describe appropriate course objectives, content, references utilized, student activities, and evaluation criteria. Representative examples of student’s management and/or technical graded work shall be available for each course.

The resource room for the visiting team will contain the textbook and binder for each course that we teach. Each binder will contain the Master Syllabus, Section Information Sheet, Calendar and all assignments along with sample student assignments.

Outcome Measures:

7.12 Graduate Satisfaction with Program/Option:

Graduate evaluations of the program/option shall be made on a regular basis (two to five years). These evaluations shall include attitudes related to the importance of the general outcomes and specific competencies identified for the program/option. Summary data shall be available for graduate evaluations of the program/option.

A graduate follow-up survey is conducted once annually, in the spring of each year. The data will be gathered by telephone and email by the faculty and staff of the respective divisions.

<table>
<thead>
<tr>
<th></th>
<th>Information Systems Administration Specialist</th>
<th>Construction Technology and Management</th>
<th>Oil and Gas Production Technology</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Number employed in a related industry</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Number continuing Education</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* This data is gathered each spring. The most recent information will be provided to the visiting team in the resource room.
As the information for each specific graduate contains confidential information, that information will be provided to the visiting team in the resource room during their site visit.

7.13 Employment of Graduates:
*Placement, job titles, and salaries of graduates shall be tracked on a regular basis (two to five years). The jobs held by graduates shall be consistent with program/option goals. Summary data shall be available for the employment of graduates.*

Due to the sensitive nature of the graduate students’ information, the visiting team will be provided with the complete list of graduates and their responses to our graduate survey in the resource room when they visit. The graduate survey is conducted each year around February to maintain the most current information that we can on our graduates and giving us the ability to annually update our programs based on the feedback that we receive. Please view our graduate survey in Appendix L.

Our Office of Institutional Research, [http://www.bpcc.edu/research/index.html](http://www.bpcc.edu/research/index.html), conducts surveys on BPCC graduates. One survey is the BPCC Grads at Work. The results of the survey are below:

When asked the question “In order for us to measure our performance in preparing you, may we have your permission to contact your employer?” the response rate was as follows:

**Summer 2009**
- Yes, sure, if that would be helpful - 28.6%
- No, I’d prefer not to provide that - 71.4%
- Skipped question - 8 students

**Fall 2009**
- Yes, sure, if that would be helpful - 36.4%
- No, I’d prefer not to provide that - 63.6%
- Skipped question - 6 students

**Spring 2010**
- Yes, sure, if that would be helpful - 36%
- No, I’d prefer not to provide that - 64%
- Skipped question - 11 students

**Summer 2010**
- Yes, sure, if that would be helpful - 28.6%
- No, I’d prefer not to provide that - 71.4%
- Skipped question - 1 student
The office of Institutional Research, \url{http://www.bpcc.edu/research/index.html}, also gathers information on graduate surveys sent every three and six months after graduation. The response rate and results for each semester is listed below.

**Summer 2009**
- sent 89 surveys, 22 responded = response rate of 25%

**Fall 2009**
- sent 182 surveys, 28 responded = response rate of 15%

**Spring 2010**
- sent 281 surveys, 36 responded = response rate of 13%

**Summer 2010**
- sent 105 surveys, 15 responded = response rate of 14%

**Fall 2010**
- Total of 14 students took this survey
  - Yes, sure, if that world be helpful - 27.3%
  - No, I’d prefer not to provide that - 72.7%
  - Skipped question - 3
- Sent 192 surveys, 14 responded = response rate of 7%

**Spring 2011**
- Total of 38 students took this survey
  - Yes, sure, if that world be helpful - 40.7%
  - No, I’d prefer not to provide that - 59.3%
  - Skipped question - 11
- Sent 379 surveys, 38 responded = response rate of 10%

**Summer 2011**
- Total of 11 students took this survey
  - Yes, sure, if that world be helpful - 33.3%
  - No, I’d prefer not to provide that - 66.7%
  - Skipped question - 5
- Sent 123 surveys, 11 responded = response rate of 9%

The above data reflects rates of returns on the post-graduation surveys. The office Institutional Research sends the surveys out 3 and 6 months after graduation, asking for information on the graduate’s employment or continued academic studies, contact info on their employer, permission to interview employer, etc. The office of Institutional Research began collecting data in summer 2009.

The institution wide surveys/assessments include CCSSE, SENSE, and ACTSoS which are posted to the Institutional Research’s website, but individually targeted surveys are
not. Employer responses are not posted to website, but it is understood that divisions follow up individually on their graduates/employers as needed.

GRAD Act metrics and the data above matches with the LA Workforce Commission to determine the impact of BPCC education on graduate wage earning capacity after graduation.

The office Institutional Research captures employment info and relays the information to the divisions if the data is substantive. The office Institutional Research expects that the divisions themselves will apply the information to their strategies for success continuous improvement cycle. The information is used by deans for program review. The office Institutional Research facilitate the assessment process, but the divisions apply/implement the changes resulting from the information.

7.14 Job Advancement of Graduates:
The advancement of graduates within organizations shall be tracked on a regular basis (two to five years) to ensure promotion to positions of increasing responsibility. Summary data shall be available for the job advancement of graduates.

Due to the sensitive nature of the graduate students’ information, the visiting team will be provided with the complete list of graduates and their responses to our graduate survey in the resource room when they visit. Part of our graduate survey includes the question of job advancement. The graduate survey is conducted each year to maintain the most current information that we can on our graduates and giving us the ability to annually update our programs based on the feedback that we receive. Please view our graduate survey in Appendix L.

7.15 Employer Satisfaction with Job Performance:
Employer satisfaction with the job performance of graduates shall be tracked on a regular basis (two to five years) including employer attitudes related to the importance of the specific competencies identified for the program. Summary data shall be available showing employer satisfaction with the job performance of graduates.

Due to the sensitive nature of the employer and graduate students’ information, the visiting team will be provided with the complete list of responses to our Employer Satisfaction survey in the resource room when they visit. Part of our graduate survey includes the question of job advancement. The Employer survey is conducted each year in the spring semester to maintain the most current information that we can on our graduates and giving us the ability to annually update our programs based on the feedback that we receive. Please view our graduate survey in Appendix H.
7.16 Graduate Success in Advanced Program:
If a goal of the program/option is to prepare students for advanced studies, then the success in the advanced study programs shall be tracked and confirmed. Summary data shall be available showing success in advanced programs.

Due to the sensitive nature of the graduate students’ responses in their surveys, the visiting team will be provided with the complete list of graduates and their responses to graduate success in the resource room when they visit. The graduate survey, which gathers information about graduate success, is conducted each year to maintain the most current information that we can on our graduates and giving us the ability to annually update our programs based on the feedback that we receive. Please view our graduate survey in Appendix L.

7.17 Student Success in Passing Certification Exams:
If a goal of the program/option is to prepare students to pass certification examinations, then the success in passing these examinations shall be tracked and confirmed. Summary data shall be available showing success in passing certification exams.

Students taking certification exams are tracked at the beginning of each class that is mapped to a certification. A list of certifications found in our website at http://www.bpcc.edu/TEM/computertechnology/certifications.html and also below. The certifications are provided at a reduced cost at our on-campus testing center and are included in the Technology fee for the course. At the recommendation of the Information Systems Administration Specialist advisory board and faculty change for spring 2012 was made to make it mandatory for all students to take the certification tests as part of the course except for a few acceptations as noted below. A summary of spring, summer and fall 2011 is shown below:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Certification</th>
<th>Certification Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 114 *</td>
<td>Microsoft Windows 7 Configuration (72-680)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 205 *</td>
<td>Microsoft Office Word 2010 (77-881)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 207 *</td>
<td>Microsoft Office Excel 2010 (77-882)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 209 *</td>
<td>Microsoft Office Access 2010 (77-605)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIS 210 *</td>
<td>Microsoft Office PowerPoint 2010 (77-603)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 112</td>
<td>A+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 130</td>
<td>CIW Web Design Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 149</td>
<td>CIW JavaScript Specialist</td>
<td>CIW</td>
</tr>
<tr>
<td>CIT 151</td>
<td>SCIA Java</td>
<td>Sun Microsystems</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Server 2008 (70-642)</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 221</td>
<td>ICND1</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 222</td>
<td>ICND2 or CCNA</td>
<td>Cisco</td>
</tr>
<tr>
<td>CIT 225</td>
<td>Security+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 270</td>
<td>Microsoft SQL Server 2008</td>
<td>Microsoft</td>
</tr>
<tr>
<td>CIT 272</td>
<td>Linux+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CIT 280</td>
<td>Computer Hacking Forensic Investigator</td>
<td>EC-Council</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Website</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>CIT 282 *</td>
<td>Project+</td>
<td>CompTia</td>
</tr>
<tr>
<td>CONS 140</td>
<td>OSHA 30 Hr. Construction Safety</td>
<td><a href="http://www.osha.gov">www.osha.gov</a></td>
</tr>
<tr>
<td>CONS 141</td>
<td>OSHA 30 Hr. Construction Safety</td>
<td><a href="http://www.osha.gov">www.osha.gov</a></td>
</tr>
<tr>
<td>ISAF 109</td>
<td>PEC Premiere SafeLand/SafeGulf USA - 8 hours of 45 hour Industrial Safety Course</td>
<td><a href="http://www.safegulfweb.com">www.safegulfweb.com</a></td>
</tr>
<tr>
<td>ISAF 209</td>
<td>OSHA 40 Hr. Hazwoper</td>
<td><a href="http://www.osha.gov">www.osha.gov</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.osha.gov">www.osha.gov</a></td>
</tr>
</tbody>
</table>

* States the only courses where the certification is optional when enrolling in the course. In all other courses in the chart above, the stated certification is required by all students as part of the course assessment and appropriate certification fees are charged as part of the course fees.

Summary data for certification results given for spring, summer and fall 2011 semester is shown below:

### Spring 2011 Certifications

<table>
<thead>
<tr>
<th>Type of test</th>
<th>Number in Classes</th>
<th>Number tested</th>
<th>Number Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network+</td>
<td>77</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>A+</td>
<td>39</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>ICND 1</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>CHFI</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Security+</td>
<td>9</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Project+</td>
<td>9</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>PEC SafeLand</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>184</strong></td>
<td><strong>120</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

### Summer 2011 Certifications

<table>
<thead>
<tr>
<th>Type of test</th>
<th>Number in Classes</th>
<th>Number tested</th>
<th>Number Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network+</td>
<td>29</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>A+</td>
<td>54</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Project+</td>
<td>12</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>95</strong></td>
<td><strong>43</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Fall 2011 Certifications

<table>
<thead>
<tr>
<th>Type of test</th>
<th>Number in Classes</th>
<th>Number tested</th>
<th>Number Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Network+</td>
<td>77</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>A+</td>
<td>19x2=38 certs</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>ICND 1</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ICND 2</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CHFI</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Security+</td>
<td>9</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>141</strong></td>
<td><strong>58</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>
7.18 Advisory Committee Approval of Overall Program:

An industrial advisory committee shall exist for each program/option and shall participate in general outcome and competency validation and the evaluation of overall program success. If more than one program of study or program option is available, then appropriately qualified industrial representatives shall be added to the committee or more than one committee shall be maintained. Policies for the advisory committee shall exist that include:

Technology, Engineering, and Mathematics Division is advised by three Industry Advisory Boards which meet annually and advise the Cyber Information Technology, Oil and Gas Production Technology, and Construction Technology and Management programs. In addition, the Advisory Board for the Cyber Information Technology programs, while serving all six of the CIT programs, is further divided into Subcommittees for each degree program and chaired by a member of the CIT faculty.

1. **Criteria for Member Selection**
   
   Each CIT Subcommittee is represented by a current student and a graduate where one is available. The industry members are invited for all three committees based on their represented industries. We also have advisors from other area institutions and nearby universities from the committee’s specific area. Most of the selected members are members of the industry’s administration and cognizant of their companies hiring practices and requirements.

2. **Procedures for Selecting Members**

   The members are suggested by the faculty and the other advisors and invited by the division dean based on the industry and company. We prefer to have advisors from the management areas of the company and presently all meet that criteria.

3. **Length of Member Appointment**

   Advisors are appointed for one year. If a member withdraws, we ask they suggest a replacement from their company if possible. Their appointment is reconfirmed at the beginning of each fall semester.

4. **Committee Responsibilities**

   The committees have the purpose and responsibilities are listed in their respective charters found in our website (http://www.bpcc.edu/tem/advisoryboard/index.html). Essentially the three committees and the CIT subcommittees have the following basic purpose and responsibilities:

   1. Assist in placing students at employment sites
   2. Determine necessary entry-level skills, attitude and knowledge competencies as well as performance levels for target occupations in the community
   3. Facilitate cooperation and communication between the program and the community
   4. Assist in program evaluation and improvement
5. Assist the program in setting priorities, including participating in ongoing planning activities of the program
6. Assist in planning for future needs in the engineering profession and the related educational needs
7. Assist in finding internship or coop opportunities for students to gain work experience related to their chosen major

(e) frequency of meetings (at least one per year)
The CIT Advisory Subcommittees meet once during the fall semester. The complete Advisory Boards meet during the spring semester to work on possible changes for the following year.

(f) methods of conducting business
A roster of advisory committee members and minutes of advisory committee meetings shall be made available to the visiting team.

A roster of all advisory committee members will be available and potential advisors will be available to the visiting team. The current members’ names can be found in the respective minutes of the last meeting of each committee located in our website at: http://www.bpcc.edu/tem/advisoryboard/minutes.html

7.19 Outcome Measures Used to Improve Program:
Evidence shall be presented showing how multiple outcome measures for example (Graduate Satisfaction with Program/Option, Employment of Graduates, Job Advancement of Graduates, Employer Satisfaction with Job Performance, Graduate Success in Advanced Programs, Student Success in Passing Certification Exams, and Advisory Committee Approval of Program) have been used to improve the overall program/option (please use the attached table 7.19). Evidence that program stakeholders participate in this process must be demonstrated.

REV: 022210mdsc – Sections 8-11 Added

Each semester, Course Learning Outcomes are gathered on each section of each course that is taught. In these learning outcomes, the faculty and adjuncts must state the results of each course outcome for their section and then state methods to improve their courses. Furthermore, our college sets goals for each division each August. These goals are evaluated annually at the end of the spring semester. This process is called the Strategies for Success. All results from strategy meetings can be found in the published annual reports. A full copy of the annual reports include grants and funding obtained by each division can be found at http://bpcc.edu/research/annualreport.html
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Program Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate of Applied Science in Information Systems Administration Specialist</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What was Done</strong></td>
<td>Reflection on learning outcomes by the full-time faculty was increased from once a year to twice a year starting in spring 2011.</td>
</tr>
<tr>
<td><strong>Why it was Done</strong></td>
<td>Both the faculty and the Advisory Board felt that the rapid changes in the computer field justified the increase</td>
</tr>
<tr>
<td><strong>Supporting Evidence</strong></td>
<td>Advisory board members, student recommendations, feedback from course learning outcome feedback.</td>
</tr>
<tr>
<td><strong>Associate of Applied Science in Construction Technology and Management</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What was Done</strong></td>
<td>1. A new construction lab was put in using Carl Perkins funds. 2. NCCER curriculum was incorporated into the degree program with the state funding.</td>
</tr>
<tr>
<td><strong>Why it was Done</strong></td>
<td>1. To provide students more safety training and hands-on components in their lab classes. 2. To increase the industry recommended national certifications available to students in the curriculum</td>
</tr>
<tr>
<td><strong>Supporting Evidence</strong></td>
<td>Advisory board members, student recommendations, feedback from course learning outcome feedback.</td>
</tr>
<tr>
<td><strong>Associate of Applied Science in Oil and Gas Production Technology</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What was Done</strong></td>
<td>Large purchases of equipment from Carl Perkins and External grants were used to purchase lab volt and Simtronics software.</td>
</tr>
<tr>
<td><strong>Why it was Done</strong></td>
<td>Recommendations from local industry for more hands-on activities for students using the lab volt hardware which partners with the Simtronics simulation software.</td>
</tr>
<tr>
<td><strong>Supporting Evidence</strong></td>
<td>Advisory board members, student recommendations, feedback from course learning outcome feedback.</td>
</tr>
</tbody>
</table>
APPENDIX A: Advisory Board Charters.

Please see the below for the charter of the Associate of Applied Science for Construction Technology and Management. The charter exists electronically at http://bpcc.edu/tem/advisoryboard/index.html

Advisory Committee Charter

Charter for Construction Technology and Management

I. Purpose

The Committee is created for the purpose of working with the Construction Technology Department and shall bring its activities to advising on matters that directly concern the instructional program. The specific purposes of the Committee may include the following responsibilities:

- assist in placing students at employment sites
- determine necessary entry-level skills, attitude and knowledge competencies, as well as performance levels for target occupations in the community
- facilitate cooperation and communication between the program and the community
- assist in program evaluation and improvement, including specific curriculum and course learning objectives
- assist the program in setting priorities, including participating in ongoing planning activities of the program
- address the need for additional programs

II. Committee Charge

The advisory committee is expected to offer recommendations for instructional programs and to provide information relevant to policy about the instructional program and to the administration and instructors.

III. Membership

Members serve voluntarily and will constitute a cross-section of the community including BPCC faculty, staff, and students, local industry, secondary and university representatives. Membership will be reaffirmed at the annual spring meeting.

IV. Procedural Rules

Meetings: The committee will meet at least once a year. Written notices of upcoming meetings will be mailed to members at least ten days before a meeting.

Subcommittees: A subcommittee will be created for each of the degrees and certificates in the Construction Technology department. Membership to the subcommittee will consist of a volunteer subgroup of a minimum of three members from the full advisory board. These subcommittees will meet as needed independent of the full advisory board to make decisions about program development.

Minutes: Minutes of each meeting will be posted at http://www.bpcc.edu/tem/advisoryboard/minutes.html
Please see the below for the charter of the Associate of Applied Science for Oil and Gas Production Technology. The charter exists electronically at http://bpcc.edu/tem/advisoryboard/index.html

Advisory Committee Charter
Charter for Oil and Gas Production Technology

I. Purpose

The Committee is created for the purpose of working with the Oil and Gas Production Technology department and shall bring its activities to advising on matters that directly concern the instructional program. The specific purposes of the Committee may include the following responsibilities:

- assist in placing students at employment sites
- determine necessary entry-level skills, attitude, and knowledge competencies, as well as performance levels for target occupations in the community
- facilitate cooperation and communication between the program and the community
- assist in program evaluation and improvement, including specific curriculum and course learning objectives
- assist the program in setting priorities, including participating in ongoing planning activities of the program
- address the need for additional programs

II. Advisory Board Charge

The advisory committee is expected to offer recommendations for instructional programs and to provide information relevant to policy about the instructional program and to the administration and instructors.

III. Membership

Members serve voluntarily and will constitute a cross-section of the community including BPCC faculty, staff, and students, local industry, secondary and university representatives. Membership will be reaffirmed at the annual spring meeting.

IV. Procedural Rules

Meeting: The committee will meet at least once a year. Written notices of upcoming meetings will be mailed to members at least ten days before a meeting.

Subcommittee: A subcommittee will be created for each of the degrees and certificates in the Construction Technology department. Membership to the subcommittee will consist of a volunteer subgroup of a maximum of five members from the full advisory board. These subcommittees will meet as needed independent of the full advisory board to make decisions about program development.

Minutes: Minutes of each meeting will be posted at on the BPCC website at http://www.bpcc.edu/tem/advisoryboardminutes.html
Each program advisory committee meets at least once a year. Please see the below for the charter of the Associate of Applied Science for Information Systems Administration Specialist. The charter exists electronically at http://bpcc.edu/tem/advisoryboard/documents/citadvisorycharter.pdf.

Advisory Committee Charter
Charter for Cyber Information Technology

I. Purposes

The Committee is created for the purpose of working with the Cyber Information Technology Division and shall limit its activities to advising on matters that directly concern the instructional program. The specific purposes of the Committee may include the following responsibilities:

--assist in placing students at employment sites
--determine necessary entry-level skills, attitude and knowledge competencies as well as performance levels for target occupations in the community
--facilitate cooperation and communication between the program and the community
--assist in program evaluation and improvement
--assist the program in setting priorities, including participating in ongoing planning activities of the program

II. Committee Charge

The advisory committee is expected to offer recommendations for instructional programs and to provide information relevant to policy about the instructional program to the administration and instructors.

III. Membership

Members serve voluntarily and will constitute a cross-section of the community including BPCC faculty, staff and students, local industry, secondary and university representatives. Membership will be reaffirmed at the annual spring meeting.

IV. Procedural Rules

Meetings. The committee will meet at least one time a year. Written notices of upcoming meetings will be mailed to members at least ten days before a meeting.

Subcommittees. A subcommittee will be created for each of the degrees and certificates in the Cyber Information Technology Division. Membership to the subcommittee will consist of a volunteer subgroup of a minimum of three members from the full advisory board. These subcommittees will meet as needed independent of the full advisory board to make decisions about program development.

Minutes. Minutes of each meeting will be posted at http://www.bpcc.edu/ct.
APPENDIX B: Advisory Board Meeting Minutes.

Each program advisory committee meets at least once a year. Please see the below for the minutes of the Associate of Applied Science for Oil and Gas Production Technology advisory board meeting. The minutes and handouts exists electronically at http://bpcc.edu/oilandgas/advisorycommittee/documents/minutes-09092011.pdf. The past advisory board meeting minutes and handouts can be found at http://bpcc.edu/tem/advisoryboard/minutes.html.

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Oil and Gas Production Technology
Advisory Committee Minutes
5/19/11
4:00 p.m.
A-230

Members Present:
John Corley
Carrie Salinas
Rocky Duplichan
Laura Goadrich
Russell Robinson
Allan Pratt
Jim Gregory
Jodee Bruyninx
Lola Kendrick
Keith Evans
Russ Rogers
Patti Trindell
Susan Thompson
Ray Lassagne
Stan Wilkins
Madeline Priest
Larry Cooper
Steve Short

1. Linda Sonnier called the meeting to order at 4:00 p.m.

2. Linda Sonnier welcomed everyone and introduced the new committee Co-chairs, Susan Thompson and Steve Short of Encana. She introduced Laura Goadrich, new Dean of Technology, Engineering & Mathematics, Rocky Duplichan and Dustin Cleaver and Jim Gregory.

3. Linda Sonnier announced the numbers for fall 2011. She discussed the program changes for fall, 2011. Catalog program in portfolio: Removed both Speech and Computer Literacy and made them part of OGPT Courses: Computer Literacy - OGPT 101; Speech - OGPT 217 (Production and Recovery II). Replace these courses with Industry Specific work and Math 129- Technical Math. The committee concurs on tech math instead of Speech & Comp Literacy.
4. Linda Sonnier discussed the new facility and funding plan. The building will be the Center for Integrated Technologies. It will house four programs, OGPT, CONS Technology and Management, Engineering and Advanced Manufacturing & Engineering Graphics. It will also be used by Industrial Technology and Continuing Ed and Workforce Development.

5. Linda Sonnier discussed ATMAE Accreditation for spring 2012. Team preparation; Self-Assessments, Document Preparation, Visiting Team that will come in March 2012 and Results of Accreditation Application for Fall, 2012.

6. Linda Sonnier discussed the topics, learning outcomes and the syllabi with the committee. She suggested that the need for subcommittees were needed to review these items and make recommendations to the accreditation team. The reviews will make all levels of learning outcomes related and report to the subsequent outcomes at the Program Level. Steve Short and Susan Thompson will serve on the committee.

7. The committee discussed the Well Control Certification. Make OGPT 131 two credit hours, and add Well Control as a one credit hour class; offered in a straight 8 hour day format for required number of days; offered as a Certification from whom? ADC.

8. Linda Sonnier announced new programs and proposed programs. A.A.S. Industrial Technology – Automation and Controls, fall 2011. Allan Pratt, Program Director. Associate of Science Engineering, fall 2011. Jim Gregory, Program Director. This degree will incorporate Technical Writing into ENGL 101. Composition and Rhetoric. A.A.S. - Health, Safety and Environmental. Program Director Carrie Salinas. This is for fall 2012 and planning for a transfersable degree. Also an on demand Workforce training using the OGPT faculty to deliver the training is being proposed.

7. Carrie Salinas discussed internships. Internships are either 8 or 16 week and give the student a variety of job experiences. The policies and procedures are somewhat flexible. Carrie suggested the need for an internship subcommittee.

8. Linda Sonnier discussed the software programs that OGPT is using or would like to use. Simtronics is being used now by students. Rocky Duplichan and Dusten Clevenger will attend DrillBench on November 1 and 2, 2011. And Enterprise Software, CygNet that is awaiting response from the vendor.

9. Larry Cooper discussed safety Gear for Industrial Safety. Larry discussed that industrial safety and SafeLand are combined course and he teaches the Hazwoper 40 course and he will teach other on-demand courses if need be.

10. Rocky Duplichan discussed the Oil & Gas Lab Safety Policies. He gave a copy of the policies to the committee to look over.
11. Linda Sonnier discussed job posting or which students may be qualified for. Linda suggests that employers complete job description and requirements and how students need to apply. Students are being encouraged to talk over applications before contacting companies.

12. Laura Goadrich thanked everyone for coming and adjourn the meeting to the OGPT Lab in building J. Rocky Duplichan will greet the committee over in the lab.

Respectfully Submitted by –
Cynthia McCreary, Administrative Assistant of Technology, Engineering & Mathematics
Please see the below for the minutes of the Associate of Applied Science for Construction Technology and Management advisory board meeting. The minutes and handouts exists electronically at [http://bpcc.edu/tem/advisoryboard/documents/constructionadvisoryboardhandouts102411.pdf](http://bpcc.edu/tem/advisoryboard/documents/constructionadvisoryboardhandouts102411.pdf).

The past advisory board meeting minutes and handouts can be found at [http://bpcc.edu/tem/advisoryboard/minutes.html](http://bpcc.edu/tem/advisoryboard/minutes.html).

### Construction Programs Advisory Committee Meeting

**Minutes: October 24, 2011**

**Members Present:**
- Miles Hitchcock (academic)
- Mike Boggs (industry)
- Laura Goadrich (administration)
- Matthew Smith (student representative)
- David Manry (academic)
- Donna Vanderberg (industry)
- Linda Somnier (program)
- Kim Mitchell (industry)

Linda Somnier introduced and welcomed everyone.

**Student Preparation for the Programs:** The committee discussed that the students aren't math ready when they begin the programs. Many students are in remedial courses waiting to complete them to begin the program coursework.

Linda Somnier asked the committee for ideas to help with problems within this program. Some suggestions are: recruiting the prepared student, offering accelerated remedial and preparatory work, working with high school counselors to identify candidates, working with industry to identify candidates, and dual enrollment that targets high performing students.

**The AAS – Construction Technology and Management** program has had three graduates since spring, and four students are scheduled to graduate in December. These four students have good job prospects, and the previous graduates are all working in the field at various entry-level management positions.

Mike Boggs advised that Industrial Construction jobs are out there for these graduates.

Linda Somnier announced that BPCC is in the process and preparation stages for the ATMAE Accreditation for the AAS degree. Participation by the Advisory Committee will be required by the accreditation visiting team.

Linda Somnier announced that she and Dean Laura Goadrich attended the ACCE Conference. She also announced that Van Hiche attend the Associated Schools of Construction Region V fall 2011 meeting. BPCC was advised by the industry and academic members in attendance to pursue membership in ASC.

Linda Somnier discussed with the committee about program changes and additions for the AAS in Construction Technology and Management. A new course, CONS 250 - Mechanical, Electrical and Plumbing Systems is suggested to be offered as part of the AAS beginning spring 2012. The committee voted to approve the new program and use the textbook suggested by Ms. Somnier. A motion was made by David Manry and Kim Mitchell seconded the motion to offer the new course alternating with Construction 200 in the spring semester each year.
Other changes to the AAS in Construction Technology and Management approved by committee vote are to: include the degree speech requirements in CONS250, remove Finance and replace with TEED 171 – Building Information Modeling, and require a co-requisite of Math129 or Math 102 for admission to CONS 101.

Regarding the Certificate of Technical Studies in Construction Technology, the committee discussed removing 12 hours m/m from degree and replacing with three specializations: NCCER Construction Tech, Energy Conservation, and Electrical/Electronics. The curriculum subcommittee will review the final plan.

The committee discussed the CERT/Community Foundation grant and its goal to promote lifelong learning. An award of $300,000 will be shared between Southern and BPCC for the sectors of Energy and Healthcare. Kim Mitchell suggested adding Construction Waste Management to the Energy Conservation Certificate. Ms. Sonnier will look into that and place on the agenda for the spring meeting. Ms. Sonnier added that student motivation is a key requirement for success with this program, and that student motivation will be a selection criteria.

The committee discussed that Technical Competency Area in Construction Readiness. The committee decided that it should be offered only one semester per year, and that its graduates should be valuable to their employers day one. The committee discussed recruiting from Caddo Career Center and Bossier Tech High School for the program.

Linda informed the committee that the ABC Entrepreneurship Technical Competency Area for Construction Entrepreneurship program has lost four more students due to attendance issues. This TCA program will have three graduates in December, all from very different backgrounds.

The committee recommended that this TCA should run with 9 month calendar beginning in fall, 2012. The committee recommended offering the program at night and flex, rather than weekends, to be more successful. Linda Sonnier discussed getting ABC funding again.

Linda Sonnier discussed planned new facility including the status of the planning and funding. She asks for ideas for funding from construction industry. She requested to speak at industry events.

The Student AGC Report was given. There has been one meeting so far this fall and 14 students attended. The AGC participated in the Fuller center Minden blitz build and worked all day.

Linda Sonnier discussed internships: traditional or innovative options.

The meeting was adjourned.
Each program advisory committee meets at least once a year. Please see the below for the minutes of the Associate of Applied Science for Information Systems Administration Specialist advisory board meeting. The minutes and handouts exists electronically at http://bpcc.edu/tem/advisoryboard/documents/isas-minutespackage101311.pdf
The past advisory board meeting minutes and handouts can be found at http://bpcc.edu/tem/advisoryboard/minutes.html.

Cyber Information Technology
Information System Administration Specialist Subcommittee Meeting Minutes
October 5, 2011

I. Call to Order
A. Tom Hopkins called the meeting to order at 2:15 pm.

B. Attendees
1. Tom Hopkins, lead faculty advisor for AAS
2. Laura Goodrich, Dean of Technology, Engineering, and Math
3. Brett Neville, Air Communications Squadron, HAFB
4. GB Coza, Cyber Innovation Center

C. The following could not attend but will review and vote electronically:
   1. Leslie Fife, ISUS representative
   2. Sara Hebert, Williams Creative Group, Digital Media
   3. Mike Vaughn, HDNS Global Solution Services
   4. Julie Sirkule, Venyu
   5. Larry Hawkins, student ISAS representative

II. Introductions:
A. Tom Hopkins explained the need for the subcommittee and its members. In the world of academics, we get removed from the industry that we are training students to work. So we rely on our advisors to let us know what needs to be in our programs, changes in the industry, technology that is being adopted, and capabilities they would like to see in new employees.

III. ATMAE: The Association of Technology, Management, and Applied Engineering
A. Update on ATMAE
   1. Tom explained who ATMAE is and their role in accreditation of our programs
   2. Laura explained that the Board of Regents dictates the accreditation for new programs and ATMAE is our accreditation agent for our cyber programs. She talked about our part in the accreditation and the requirement to have graduates from the program before accreditation. At the time of the last ATMAE visit, we did not have a graduate from the ISAS program since the ISAS degree program was not yet two years old. ATMAE will be back in spring of 2012 to finish the accreditation.
B. Physical Science Electives (see appendix 4)
   1. The ISAS program has in the first semester a physical science elective. Presently, the
      requirement is for Physical Science 105 in the second semester but it was felt that an
      elective of any of the physical sciences listed in appendix 4 would suffice.
   2. GB asked about the relevancy of astronomy. Do students really need it? Laura stated
      in essence that the electives provide students with a more well-rounded education and
      not just focused on one area. Math and English accomplish similar goals.
      a. GB motioned to approve the list as it stands.
      b. Brett seconded it
      c. We are waiting on the electronic votes from the rest of the committee.
C. Review of Learning Outcomes results and actions (see appendix 5)
   1. Laura explained how to read the learning outcomes. They pulled all the courses of a
      program together and outline the end result of the desired knowledge of a graduate
      student.
   2. She requested that all advisors review the learning outcomes and respond to us if you
      find anything missing or needs changing.

IV. Certifications: (appendix 6)
A. Certain programs shown in the appendix 6 are mapped to certifications. Presently these
   certifications are not required to take and pass the courses. We were looking at making
   these mandatory for the course and want the subcommittee’s viewpoint on this subject
   We are not looking to require them to pass the certification test to pass the class, however
   the attempt we feel would encourage the student to delve into the subject matter and
   continue with the subject after the classes.
B. The second justification for this idea is to increase the possibility for grants. The number
   of students taking the certifications enhances the possibility of acquiring grants that
   would increase our capability to gain equipment and materials to use in our teaching
   methods.
C. This is the second item that needs voting on by the subcommittee. Please pass any
   discussion and concerns you may have back to us and your vote on this matter.

V. New Courses and Mappings
A. Appendix 7 and 8 show the current BPCC mappings to LSU and Northwest University.
   The articulation was completed in March 2011 for LSU and August 2011 for Northwest
   University.
B. BPCC and HDS Global Solutions Services are working together to develop a data storage
   class. See attachment 10 for the syllabus. BPCC will provide the class infrastructure and
   a Hitachi representative will teach the course. The students will be future employees of
   the company. The class will be 3 credit hours and will be added to the degree as an
   elective. Hitachi is one of the newest members of the CIC.
C. Technical Competency Areas

1. We have added the CNSS (Committee for National Systems Security) 4011 and 4012 certifications to our programs last spring. The appendix 6 shows the certification mapping to the classes we offer. You will notice not all of them are in the ISAS degree program but students can add the missing courses through their electives. Once a student has passed all the classes, they will receive the certification. There is no separate testing on these certifications. The certifications add value to our programs and we are working on two more, CNSS 4013 and 4014.

2. Two certificate programs were added this fall semester. A Technical Competency Area in Software Applications and another in Web design.

VI. Current Curriculum

A. There are two changes we would like to make in the current curriculum

1. We are looking at dropping CIT120, Network Routers, and Switches. The CIT electives would be CIT110, 112, and 121. CIT121 and CIT120 duplicate most of the information in the courses. CIT121 is more of a Cisco based class and is the introduction class to the Cisco certificate classes. The one thing in CIT120 not found in CIT121 is disaster response and recovery information that was mapped to the CNSS 4012. We look to adding this area to the CIT115 class that is taking in the 2nd semester to make up the difference. The dropping of CIT120 would also make some room for an additional class to be added as we find an area to expand.

2. We ask our advisors to take a look at the curriculum and let us know if you see an area to improve or any questions you may have.

VII. Wrap up

A. There are three items we are looking to our advisers to vote on

1. Vote on whether you approve or not on the Physical Science Electives (appendix 2)

2. Vote on certification testing being required for those classes mapped to them.

3. Vote on the dropping of CIT120 class from the list of electives and adding the missing information on disaster recovery to CIT115.

B. Thank you for participating in our subcommittee and we are looking forward to any suggestions and comments you have to improve our program.
APPENDIX C: Course Learning Outcomes to Program Learning Outcomes

At the end of each semester, the results from the semester’s course learning outcomes are mapped to the appropriate program learning outcome. This task is accomplished after the summaries for each course has been conducted (see APPENDIX J). The program outcomes were reviewed by the faculty before the start of the spring 2012 semester. Based on the faculty feedback, appropriate steps were taken to modify and enhance courses to seek improvement. The outcomes will be reviewed by the program’s next advisory board meeting and their suggestions and comments will be added to the document.

Faculty evaluation of the Associate of Applied Science in Oil and Gas Production Technology occurred on January 12, 2012. Note that in the tables below, CIT 160 and 282 are empty because they were not offered in fall 2011. The data collected from the fall semester is below:

**Associate of Applied Science in Oil and Gas Production Technology**

**Learning Outcome A:** relate the processes which lead to the geological origins of oil and gas and the process of its accumulation within the earth's crust.
*Summative Assessment:* Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
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<tr>
<td>OGPT 101</td>
<td>58</td>
<td>37.75</td>
<td>29.5</td>
<td>78.15%</td>
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<tr>
<td>PHSC 111</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>58</strong></td>
<td><strong>37.75</strong></td>
<td><strong>29.5</strong></td>
<td><strong>78.15%</strong></td>
<td><strong>50.86%</strong></td>
</tr>
</tbody>
</table>

**Learning Outcome B:** explain the procedures and evaluate the options for fossil fuel exploration, drilling, well completion, production, recovery, and processing.
*Summative Assessment:* Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 101</td>
<td>58</td>
<td>37.75</td>
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<td>78.15%</td>
<td>50.86%</td>
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<tr>
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<td><strong>77.91269841</strong></td>
<td><strong>84.92%</strong></td>
<td><strong>68.95%</strong></td>
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</tbody>
</table>
Learning Outcome C: discuss all subject matter using industry terminology and prepare written summaries of industry issues.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 103</td>
<td>4</td>
<td>4</td>
<td>3.555555556</td>
<td>88.89%</td>
<td>88.89%</td>
</tr>
<tr>
<td>OGPT 131</td>
<td>14</td>
<td>14</td>
<td>11.85714286</td>
<td>84.69%</td>
<td>84.69%</td>
</tr>
<tr>
<td>OGPT 207</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>100.00%</td>
<td>92.31%</td>
</tr>
<tr>
<td>OGPT 217</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>85.71%</td>
<td>85.71%</td>
</tr>
</tbody>
</table>

TOTAL: 38 37 33.41269841 90.30% 87.93%

Learning Outcome D: demonstrate competent operational ability for basic electrical equipment, hydraulics, and fluid dynamics equipment; pumps and compressors; oil and gas instrumentation equipment; and oil and gas processing equipment.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 203</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>OGPT 221</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>88.24%</td>
<td>88.24%</td>
</tr>
<tr>
<td>TEED 101</td>
<td>40</td>
<td>39</td>
<td>35</td>
<td>89.74%</td>
<td>89.74%</td>
</tr>
<tr>
<td>TEED 101L</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>94.74%</td>
<td>94.74%</td>
</tr>
<tr>
<td>TEED 153</td>
<td>16</td>
<td>16</td>
<td>13</td>
<td>81.25%</td>
<td>81.25%</td>
</tr>
<tr>
<td>TEED 245</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>92.31%</td>
<td>92.31%</td>
</tr>
</tbody>
</table>

TOTAL: 117 116 105 90.52% 89.74%

Learning Outcome E: understand well analysis processes and procedures, the well decision process, and the economics of production and recovery.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 207</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>100.00%</td>
<td>92.31%</td>
</tr>
<tr>
<td>OGPT 217</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>85.71%</td>
<td>85.71%</td>
</tr>
</tbody>
</table>

TOTAL: 20 19 18 94.74% 90.00%

Learning Outcome F: perform work functions within the regulatory and safety systems established for the industry.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAF 109</td>
<td>28</td>
<td>22</td>
<td>22</td>
<td>100.00%</td>
<td>75.57%</td>
</tr>
<tr>
<td>ISAF 209</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

TOTAL: 46 40 40 100.00% 86.96%
1-12-2012 faculty were concerned over the difference between the student success and retention numbers. As part of a grant, an Administrative Coordinator III will be hired to assist in retention of students in the OGPT program area. This will assist in tracking students in the program to help find methods to assist in retention.

Faculty evaluation of the Associate of Applied Science in Construction Technology and Management occurred on January 12, 2012. Note that in the tables below, CIT 160 and 282 are empty because they were not offered in fall 2011. The data collected from the fall semester is below:

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASOGPT</td>
<td>392</td>
<td>341.5</td>
<td>303.8253968</td>
<td>88.97%</td>
<td>77.51%</td>
</tr>
</tbody>
</table>
Summary of Semester

These mappings are found on the master syllabi for each course - stating which courses map to each program.
1-12-2012 faculty reviewed all program and course outcome results

Associate of Applied Science in Construction Technology and Management

Learning Outcome A: knowledge of the properties of construction materials and knowledge and skills in the use and application of construction materials commonly used in residential and commercial construction.
Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 101</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>75.56%</td>
<td>52.31%</td>
</tr>
<tr>
<td>CONS 102</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
<td>90.91%</td>
</tr>
<tr>
<td>CONS 200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: | 24 | 19 | 17 | 88.42% | 70.00% |

Learning Outcome B: understanding of the major components of the construction contract, bid process, laws and regulations governing the construction industry.
Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 101</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>75.56%</td>
<td>52.31%</td>
</tr>
<tr>
<td>CONS 150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 220</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 220L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: | 13 | 9 | 7 | 75.56% | 52.31% |

Learning Outcome C: ability to interpret construction graphics, specifications and other documents used for the construction, modification, and repair of buildings, and to communicate graphically when required.
Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 102</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
<td>90.91%</td>
</tr>
<tr>
<td>CONS 160</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 220</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 220L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: | 11 | 10 | 10 | 100.00% | 90.91% |
Learning Assessment D: ability to prepare a complete estimate for a residential or commercial building to arrive at a profitable bid; and the ability to manage the project delivery process, including coordination of the diverse activities found in a construction project with planning, scheduling, and fiscal control.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 220</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 220L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 250</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>100.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>CONS 250L</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>100.00%</td>
<td>70.00%</td>
</tr>
</tbody>
</table>

Learning Assessment E: ability to communicate effectively with design consultants to manage changes and redirection of the project as required during the construction phase; and the ability to communicate effectively with project owner, colleagues and employees; and work efficiently and effectively with other construction personnel.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 101</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>75.56%</td>
<td>52.31%</td>
</tr>
<tr>
<td>CONS 102</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
<td>90.91%</td>
</tr>
<tr>
<td>CONS 150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 220</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 220L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONS 250</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>60.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>CONS 250L</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CONS 280</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
<td>66.67%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>37</td>
<td>28</td>
<td>26</td>
<td>92.14%</td>
<td>69.73%</td>
</tr>
</tbody>
</table>

Learning Assessment F: knowledge of fundamental skills of plan surveying.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 210</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Learning Assessment G: knowledge of the equilibrium mechanics to stationary bodies and the ability of a material to withstand an applied stress without failure.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 101</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>75.56%</td>
<td>52.31%</td>
</tr>
<tr>
<td>CONS 230</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>16</td>
<td>12</td>
<td>10</td>
<td>81.67%</td>
<td>61.25%</td>
</tr>
</tbody>
</table>
Learning Assessment H: knowledge of personal safely, as well as the OSHA requirements, for safety of all supervised employees on the site.

Summative Assessment: Average results from all learning outcomes in the courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 102</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
<td>90.91%</td>
</tr>
<tr>
<td>CONS 140</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>100.00%</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

TOTAL: 17 15 15 100.00% 88.24%

1-12-2012 faculty reviewed all program learning outcomes and were impressed by the evaluated student success, but concerned about the overall success. With the new hire of a program director, there will be work on making sure that the construction courses have a quicker response to students' current standing in the course.

Faculty evaluation of the Associate of Applied Science in Information Systems Administration Specialist occurred on January 12, 2012. Note that in the tables below, CIT 160 and 282 are empty because they were not offered in fall 2011. The data collected from the fall semester is below:
Associate of Applied Science in Information Systems Administration Specialist

Learning Outcome A: clarity in verbal and written communication to accurately convey technical information and to critically read and interpret technical literature

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 113</td>
<td>7</td>
<td>7</td>
<td>6.67</td>
<td>95.24%</td>
<td>95.24%</td>
</tr>
<tr>
<td>CIT 112</td>
<td>17</td>
<td>17.4</td>
<td>12.4</td>
<td>71.26%</td>
<td>72.94%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>19</td>
<td>14.25</td>
<td>13.75</td>
<td>96.68%</td>
<td>85.03%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 130</td>
<td>55</td>
<td>45</td>
<td>37.33</td>
<td>83.33%</td>
<td>67.88%</td>
</tr>
<tr>
<td>CIT 160</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 170</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>92.68%</td>
<td>91.20%</td>
</tr>
<tr>
<td>CIT 279</td>
<td>18</td>
<td>14</td>
<td>12.5</td>
<td>89.29%</td>
<td>89.29%</td>
</tr>
<tr>
<td>CIT 282</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>174</td>
<td>155.48</td>
<td>140.65</td>
<td>90.46%</td>
<td>80.83%</td>
</tr>
</tbody>
</table>

Learning Outcome B: the ability to critically analyze and solve real world client and server system issues;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>19</td>
<td>14.25</td>
<td>13.75</td>
<td>96.88%</td>
<td>85.03%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 170</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>92.68%</td>
<td>91.20%</td>
</tr>
<tr>
<td>CIT 282</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>77</td>
<td>72.25</td>
<td>71.75</td>
<td>99.31%</td>
<td>93.18%</td>
</tr>
</tbody>
</table>

Learning Outcome C: working knowledge in multiple operating system environments enabling graduates to critically analyze and react to new developments in their field;

Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 170</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>92.68%</td>
<td>91.20%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>49</td>
<td>49</td>
<td>49</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
### Learning Outcome D: the utilization of mathematics to collect, analyze and interpret technical data collected through security investigation and experimentation; and

#### Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>19</td>
<td>14.25</td>
<td>13.75</td>
<td>96.88%</td>
<td>85.03%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 282</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>52</strong></td>
<td><strong>47.25</strong></td>
<td><strong>46.75</strong></td>
<td><strong>98.94%</strong></td>
<td><strong>89.90%</strong></td>
</tr>
</tbody>
</table>

### Learning Outcome E: an application of networking and systems integration to gain hands-on experience

#### Summative Assessment: Average results from all learning outcomes in the courses listed below

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 112</td>
<td>17</td>
<td>17.4</td>
<td>12.4</td>
<td>71.26%</td>
<td>72.94%</td>
</tr>
<tr>
<td>CIT 115</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 120</td>
<td>19</td>
<td>14.25</td>
<td>13.75</td>
<td>96.88%</td>
<td>85.03%</td>
</tr>
<tr>
<td>CIT 121</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>CIT 170</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>92.68%</td>
<td>91.20%</td>
</tr>
<tr>
<td>CIT 279</td>
<td>18</td>
<td>14</td>
<td>12.5</td>
<td>89.29%</td>
<td>89.29%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>112</strong></td>
<td><strong>103.65</strong></td>
<td><strong>96.65</strong></td>
<td><strong>93.25%</strong></td>
<td><strong>86.29%</strong></td>
</tr>
</tbody>
</table>

### AASISAS

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASISAS</td>
<td>92.8</td>
<td>85.53</td>
<td>80.96</td>
<td>94.66%</td>
<td>87.24%</td>
</tr>
</tbody>
</table>

Results of Learning Outcomes for Program goals

These mappings are found on the master syllabi for each course stating which courses map to each program.

1-12-2012 faculty reviewed the AAS ISAS program and were excited by the high success rates of the students in the program. The faculty recommended updating the program outcomes to remove all references to CIT 115 as it is not in the program. Furthermore, recommended update to program outcome A by removing CIS 113, outcome B by adding CIT 172, Outcome C by adding CIT 172 and 272, outcome E by adding CIT 172. As a further note, it was mentioned that spring 2012 is the last time that CIT 120 will be offered, therefore all references will need to be updated from CIT 120 to 121.
APPENDIX D: Graduate Data

Data on graduates is gathered every February. Therefore, we are still in the process of updating our graduate data. Due to the sensitive nature of the information recorded from graduates, this information will be provided to the visiting team in the resource room.
APPENDIX E: Pre-Graduation Survey

To get up to date information from our semester graduates, all pre-graduates complete an online survey ([http://bpcc.edu/tem/graduates.html](http://bpcc.edu/tem/graduates.html)). Screen shots of the survey for the Associate of Applied Science in Construction Technology and Management are below, the electronic copy is [https://docs.google.com/spreadsheet/viewform?formkey=dDF3aUJ1ekVVMXBZclZtRUtCWFhmOGc6MA](https://docs.google.com/spreadsheet/viewform?formkey=dDF3aUJ1ekVVMXBZclZtRUtCWFhmOGc6MA).
Overall program satisfaction: *
- Satisfied with the program offered
- Dissatisfied with the program offered
- Needs improvement

At the present time, are you: *
- Employed
- Unemployed
- Attending College

If employed, are you:  
- Full-time
- Part-time

Have you already acquired a new job as a result of your studies at BPCC? *
- Yes
- No

If so, where will you study?

If so, where?

If you will continue your education, what field?

If you are employed, what is your current salary? *  
(Please check which applies)
- 0–10K
- 10–20K
- 20–30K
If you are employed, what is your current salary? *
(Please check which applies)
- $0-10K
- $10-20K
- $20-30K
- $30-40K
- $40K or more

Please choose whether you acquired either of the following certifications during your studies at BPCC: *
- OSHA Construction 30
- NCCER Cons.Tech I
- NCCER Cons.Tech II

Do you believe you will find employment in Louisiana, or will you need to seek employment out of state? *
- Louisiana
- Out-of-state

What do you believe your first employment will be? *
(choose one)
- Entry-level worker
- Entry-level supervisor
- Mid-level supervisor
- None of the above

If so, which ones?
Please list the courses you believe will be most helpful to you in your career?

Will you pursue further study after leaving BPCC?
- Yes
- No

If so, where?

If you will continue your education after graduation, what is your intended field of study?

Please identify what you think are the strengths of the Construction Technology and Management program.

Please provide any comments or suggestions you feel would better prepare future graduates.

Submit
To get up to date information from our semester graduates, all pre-graduates complete an online survey ([http://bpcc.edu/tem/graduates.html](http://bpcc.edu/tem/graduates.html)). Screen shots of the survey for the Associate of Applied Science in Oil and Gas Production Technology are below, the electronic copy is [https://docs.google.com/spreadsheet/viewform?formkey=dHJPRU1YNEZ3WVVZTF9KOGM3dk1hX2c6MA](https://docs.google.com/spreadsheet/viewform?formkey=dHJPRU1YNEZ3WVVZTF9KOGM3dk1hX2c6MA).
Overall program satisfaction: *
☐ Satisfied with the program offered
☐ Dissatisfied with the program offered
☐ Needs Improvement

At the present time, are you: *
☐ Employed
☐ Unemployed
☐ Attending College

If employed, are you:
☐ Full-time
☐ Part-time

Have you already acquired a new job as a result of your studies at BPCC? *
☐ Yes
☐ No

If so, where?

If you are employed, what is your current salary? *
(Please check which applies)
☐ $0-10K
☐ 10-20K
☐ 20-30K
☐ 30-40K
☐ 40K or more

Please choose whether you acquired either of the following certifications during your studies at BPCC: *
☐ SafeLand
☐ Another
Please list the courses you believe will be most helpful to you in your career?

Will your pursue further study after leaving BPCC?
- Yes
- No

If so, where?

If you will pursue further study, what field?

Please identify what you think are the strengths of the Oil and Gas program.

Please provide any comments or suggestions you feel would better prepare future graduates.
To get up to date information from our semester graduates, all pre-graduates complete an online survey ([http://bpcc.edu/tem/graduates.html](http://bpcc.edu/tem/graduates.html)). Screen shots of the survey for the Associate of Applied Science in Information Systems Administration Specialist are below, the electronic copy is [https://docs.google.com/spreadsheet/viewform?formkey=dGlkV19wNWxaM2dfelg3RmFVR2NaU0E6MA](https://docs.google.com/spreadsheet/viewform?formkey=dGlkV19wNWxaM2dfelg3RmFVR2NaU0E6MA).
Overall program satisfaction: *
- Satisfied with the program offered
- Dissatisfied with the program offered
- Needs improvement

At the present time, are you: *
- Employed
- Unemployed
- Attending College

If employed, are you:
- Full-time
- Part-time

Have you already acquired a new job as a result of your studies at BPCC? *
- Yes
- No

If so, where?

If you are employed, what is your current salary? *
(Please check which applies)
- 0-10K
- 10-20K
- 20-30K
- 30-40K
- 40K or more

Please choose whether you acquired either of the following certifications during your studies at BPCC: *
- Project+
- Network+
- Storage+
- A+
Which other certifications did you attempt at BPCC?

Do you feel you gained the ability to critically analyze the environments of multiple operating systems? *
- Yes
- No

Did you gain the ability to work as part of a project-oriented team? *
- Yes
- No

Will you pursue further study after leaving BPCC? *
- Yes
- No

If so, where?

If you will continue your studies, in what field?

Please identify what you think are the strengths of the Systems Administration program.

Please provide any comments or suggestions you feel would better prepare future graduates.

Please identify what you think are the strengths of the Systems Administration program.

Please provide any comments or suggestions you feel would better prepare future graduates.
APPENDIX F: Pre-Graduation Data

Data on pre-graduates is gathered as potential graduates apply for graduation. Data is gathered each April and November. The fall 2011 semester was the first semester for which these surveys are implemented. Due to the sensitive nature of the data, the resource room will contain all updated data for pre-graduation surveys.
**APPENDIX G:Employer Satisfaction Survey**

The Employer Satisfaction survey can be found online at [https://docs.google.com/spreadsheet/viewform?formkey=dFp3Ty1zdTJPTlRyeDFzUlNjS0RwQ1E6MQ#gid=0](https://docs.google.com/spreadsheet/viewform?formkey=dFp3Ty1zdTJPTlRyeDFzUlNjS0RwQ1E6MQ#gid=0). For a complete copy of the survey, please see below:

---

**Employer Satisfaction Survey**

The purpose of this survey is to follow up on the employers who have hired our students. Data from this survey will be used to help us update and improve our programs to better meet the needs of area employers.

* Required

**Employee/Graduate name:** *

---

**How long has this graduate been employed at your company?**

---

**What is the title of the position that the graduate is employed in?** *

---

**Specific job-related knowledge – demonstrates conceptual knowledge related to the work**

Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Specific job-related skill - uses specific technical skills related to the work being done**

Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oral communicate - speaks in a clear, concise and correct manner
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

1 2 3 4 5

Very Dissatisfied ☐ ☐ ☐ ☐ ☒ Very Satisfied

Written communications - writes in a clear, concise and correct manner
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

1 2 3 4 5

Very Dissatisfied ☐ ☐ ☐ ☐ ☒ Very Satisfied

Comprehension - demonstrates understanding by restating information, ideas, concepts in different ways
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

1 2 3 4 5

Very Dissatisfied ☐ ☐ ☐ ☐ ☒ Very Satisfied

Math Skills - applies math techniques with the accuracy required to solve problems and make decisions
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

1 2 3 4 5

Very Dissatisfied ☐ ☐ ☐ ☐ ☒ Very Satisfied
**Computer Skills - uses computers and other technological tools necessary to perform required tasks**

Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking - evaluates his/her own thinking throughout the steps and processes used in problem solving and decision making**

Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Problem Solving - evaluates the validity of arguments based on qualitative and quantitative information**

Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research and analysis - collects, analyzes, and organizes relevant necessary information**

Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Teamwork - interacts with others in ways that contribute to effective working relationships and achievement goals
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

### Organization and planning - determines tasks and resources to complete project objectives
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

### Time management - sets priorities and allocates time efficiently to complete several tasks within specific deadlines
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>

### Quality of work - performs tasks accurately and pays attention to detail
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Satisfied</td>
</tr>
</tbody>
</table>
Productivity - is productive in completion of tasks
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adaptable - adapts to new standards and demands by applying and/or updating his/her knowledge and skills
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responsible - takes responsibility for his/her own actions and decisions
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In general, how would you rate your satisfaction with this employer’s overall college preparation for the type of work he/she was doing? *
Please tell us how the graduate has performed in your business on a scale of 1 to 5.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are there other skills that you feel will be in demand in the future and should be included in the educational preparation of college graduates? *

- Yes
- No

If yes, what would those other skills be?
# APPENDIX H: Employer Satisfaction Data

Data on graduate employers is gathered every February and September. Please see the data that has been gathered below:

<table>
<thead>
<tr>
<th>Timestamp</th>
<th>Please provide the student name</th>
<th>Student duties at your company</th>
<th>Student preparation for the internship</th>
<th>Student willingness to learn new programs and techniques</th>
<th>Student attendance</th>
<th>Student progress on the job</th>
<th>Student ability to follow directions</th>
<th>Student ability to work in team environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27/2011 15:03:25</td>
<td>Brandon Buck</td>
<td>Application Programming</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>10/28/2011 13:04:50</td>
<td>Brandon Gore</td>
<td>Network Administration</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10/31/2011 8:26:14</td>
<td>Dillon Curry</td>
<td>Web Programming</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>10/31/2011 8:27:24</td>
<td>Kim Ly</td>
<td>Web Programming</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>10/31/2011 8:28:19</td>
<td>Matthew Adkins</td>
<td>Web Programming</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>11/2/2011 15:34:00</td>
<td>Richard Pacheco</td>
<td>Network admin, General Office Work, Help Desk Support, Application Programming</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>11/28/2011 10:35:55</td>
<td>Christy Archer</td>
<td>General Office Work</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timestamp</th>
<th>Please provide the student name</th>
<th>Student ability to work independently</th>
<th>Student communication skills</th>
<th>Student appearance on the job</th>
<th>Would you hire this student in your company</th>
<th>How would you rate your experience with BPCC cyber information technology interns this semester</th>
<th>Are you interested in using BPCC interns next semester?</th>
<th>Is there anything you would like to suggest about this program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27/2011 15:03:25</td>
<td>Brandon Buck</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>To be considered for hire</td>
<td>5 Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/28/2011 13:04:50</td>
<td>Brandon Gore</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>Will not hire</td>
<td>4 Maybe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31/2011 8:26:14</td>
<td>Dillon Curry</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>Already hired</td>
<td>4 No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31/2011 8:27:24</td>
<td>Kim Ly</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>To be considered for hire</td>
<td>4 No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31/2011 8:28:19</td>
<td>Matthew Adkins</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>To be considered for hire</td>
<td>4 No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/6/2011 0:22:23</td>
<td>Wendell Hamel</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>Already hired</td>
<td>5 Maybe</td>
<td></td>
<td>No, except that I could not respond to the hiring question since we are not hiring any new positions at the college. My response is not a reflection of the intern's abilities</td>
</tr>
<tr>
<td>11/2/2011 15:34:00</td>
<td>Richard Pacheco</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>Already hired</td>
<td>5 Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/28/2011 10:36:55</td>
<td>Christy Archer</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>Will not hire</td>
<td>5 Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I: Oral Communications Data

Each semester, data is gathered for courses that satisfy the Oral Communications portion of our General Education Competencies and these competency results are shared with the appropriate dean, Dr. Ray Scott Crawford. The evaluation metrics that are used in these select courses follow the same rubric that is used in our speech SPCH 110: Oral Communications course:

RUBRIC FOR ASSESSING ORAL COMMUNICATION

<table>
<thead>
<tr>
<th>Outcome 1: PREPARING AN EFFECTIVE SPEECH</th>
<th>Categories</th>
<th>No. of students receiving Satisfactory/Acceptable (3)</th>
<th>No. of students receiving Needs Improvement (2)</th>
<th>No. of students receiving Unacceptable/Poor (1)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FOLLOWING DIRECTIONS</td>
<td>Outline conforms to the length constraints and format.</td>
<td>Outline somewhat conforms to the length constraints and format.</td>
<td>Outline does not adhere to the length constraints of format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. FOCUS</td>
<td>Outline is prepared on assigned date.</td>
<td>Outline is somewhat prepared on assigned date but appears disorganized.</td>
<td>Outline is not prepared on assigned date.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 2: DELIVERING AN EFFECTIVE SPEECH</th>
<th>Categories</th>
<th>No. of students receiving Satisfactory/Acceptable (3)</th>
<th>No. of students receiving Needs Improvement (2)</th>
<th>No. of students receiving Unacceptable/Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PURPOSE &amp; TOPIC</td>
<td>Ideas are generally developed and support purpose; purpose is evident; generally relevant for audience interest, occasion, and setting.</td>
<td>Ideas require effort to follow; purpose not clear; effort required to make it relevant to audience interest, occasion, and setting.</td>
<td>Ideas lack development and focus; purpose not clear; Not related to audience interest, occasion, and setting.</td>
<td></td>
</tr>
<tr>
<td>2. INTRODUCTION</td>
<td>Presents topic; captures favorable attention of audience; makes transition into body of presentation; generally previews the speech.</td>
<td>Presents topic, but does not fully capture attention of audience; may make abrupt transition into body of presentation; does not clearly preview the speech.</td>
<td>Introduction is underdeveloped, irrelevant, or omitted.</td>
<td></td>
</tr>
<tr>
<td>3. MAIN POINTS &amp; ORGANIZATION</td>
<td>Generally easy to follow; some points may not be completely clear or logical.</td>
<td>Presented, but not sufficiently developed, organized, or delivered in clear or</td>
<td>Difficult to identify points and/or absent; poorly organized; listeners are confused.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CONCLUSION</strong></td>
<td>Summarizes Presentation points and offers final thoughts.</td>
<td>Generally alludes to presentations points.</td>
<td>Is abrupt, limited, and/or undeveloped.</td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>DELIVERY</strong></td>
<td>Generally natural and confident; delivery supports speech.</td>
<td>Not always natural and confident; lacks conversational delivery</td>
<td>Delivery significantly detracts from the message; lacks fluency, mumbles, unrehearsed.</td>
</tr>
<tr>
<td></td>
<td><strong>MECHANICS</strong></td>
<td>Is free of serious errors in grammar, punctuation, and word use.</td>
<td>Contains some serious errors that interfere with the delivery and presentation of the speech.</td>
<td>Contains numerous serious errors in grammar, punctuation, and word use.</td>
</tr>
</tbody>
</table>

Due to the sensitive nature of the data, the results of courses beyond SPCH 110 for Oral Communications Learning Outcomes will provided in the resource room for the visiting team.
APPENDIX J: Course Learning Outcomes

The course learning outcome results are pulled from fall 2011. These outcomes were given by the faculty at the end of the semester, when course grades are due. The outcomes were reviewed by the faculty before the start of the spring 2012 semester. Based on the faculty feedback, appropriate steps were taken to modify and enhance courses to seek improvement. The outcomes will be reviewed by the program’s next advisory board meeting and their suggestions and comments will be added to the document.

Faculty evaluation of the Associate of Applied Science in Oil and Gas Production Technology courses occurred on January 12, 2012. The data collected from the fall 2011 semester is below:

**OGPT 101**

**Changes needed to improve student success:**
Salinas: More time should be spent on distribution. Class lecture was based on book, which has little on distribution.
Salinas: This was a session C hybrid course. Very difficult to teach in such a short period of time. Students had a difficult time.

**Changes needed to improve retention:**
Salinas: Make class more hands on?

**Summary of All Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT101</td>
<td>58</td>
<td>37.75</td>
<td>29.5</td>
<td>78.15%</td>
<td>50.86%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that students showed a lack of preparation for the course. Unfortunately, our system did not display the appropriate prerequisite courses, so students in the course were not prepared for the topics. That has been fixed as we move to Banner. Furthermore, it was determined that the hybrid evening course was not successful and would not be continued for the next semester.

**OGPT 103**

**Changes needed to improve student success:**
Salinas: Students did great this semester!

**Changes needed to improve retention:**
Salinas: More hands on examples.

**Summary of All Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT103</td>
<td>4</td>
<td>4</td>
<td>3.555555556</td>
<td>88.89%</td>
<td>88.89%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that the class performed very well and the students remained focused on the course.

**OGPT 131**

**Changes needed to improve student success:**
Salinas: Really need a book for this class

**Changes needed to improve retention:**
Salinas: Retention is good. New information for students keeps them more engaged.
### Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT131</td>
<td>14</td>
<td>14</td>
<td>11.85714286</td>
<td>84.69%</td>
<td>84.69%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that the class performed very well and the students remained focused on the course.

**OGPT 150**

**Changes needed to improve student success:**
Salinas: A great deal of information was presented to the students. Not enough time in a 2 hour course.

**Changes needed to improve retention:**
Salinas: More real life examples.

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT151</td>
<td>19</td>
<td>19</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that there needs to be more of a focus on regulator. The master will be updated for spring with different concepts and based on the law

**OGPT 203**

**Changes needed to improve student success:**
Cleaver: No recommendations

**Changes needed to improve retention:**
Cleaver: No recommendations

<table>
<thead>
<tr>
<th>Course</th>
<th>14-Day Count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 207</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that the class performed very well and the students remained focused on the course.

**OGPT 207**

**Changes needed to improve student success:**
none

**Changes needed to improve retention:**
none

<table>
<thead>
<tr>
<th>Course</th>
<th>14-Day Count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 207</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>100.00%</td>
<td>92.31%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that the class performed very well and the students remained focused on the course.

**OGPT 217**

**Changes needed to improve student success:**
none

**Changes needed to improve retention:**
OGPT 217

1-12-2012 faculty stated that the class performed very well and the students remained focused on the course. One student dropped due to their work commitments. In spring their will be animated PowerPoint slides and simtronics animations to help enhance the course.

OGPT 221

Changes needed to improve student success:
additional implementation of animated powerpoints could provide an additional learning perspective
having hands on equipment to help students interpret the given information

Changes needed to improve retention:
none

TEED 101

Spend more time in unit 2

TEED 101L

Pick up labs after each unit and grade

TEED 101L

Pick up labs after each unit and grade

1-12-2012 faculty stated that the class performed well and in spring the course will spend more time on unit 2 and make sure that students have enough time to complete labs before their exams.
### TEED 153

**Changes needed to improve student success:**
use of some animated PowerPoints could offer an additional learning perspective

**Changes needed to improve retention:**
none

#### Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEED 153</td>
<td>16</td>
<td>16</td>
<td>13</td>
<td>81.25%</td>
<td>81.25%</td>
</tr>
</tbody>
</table>

### TEED 245

**Changes needed to improve student success:**
Adding animated powerpoints to the lecture could provided an additional learning perspective

**Changes needed to improve retention:**
none

#### Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEED 245</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>92.31%</td>
<td>92.31%</td>
</tr>
</tbody>
</table>

### ISAF 109

**Changes needed to improve student success:**
Cooper: During semester long training to ensure retention and compliance in prep for the CAPStone testing

**Changes needed to improve retention:**
Cooper: Student have more outside prep work for several class session

#### Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAF 109</td>
<td>28</td>
<td>22</td>
<td>22</td>
<td>100.00%</td>
<td>75.57%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that there will be a focus starting at the beginning of the semester for more outside prep work on the part of the student to prepare for the next class session

### ISAF 209

**Changes needed to improve student success:**
Cooper: No recommendations

**Changes needed to improve retention:**
Cooper: No recommendations

#### Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAF 209</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that the class went smoothly

Faculty evaluation of the Associate of Applied Science in Construction Technology and Management courses occurred on January 12, 2012. The data collected from the fall 2011 semester is below:
CONS 101

Changes needed to improve student success:
Sonnier: Need to remove Learning Outcomes not assessed this semester, and add a Learning Outcome addressing Overview of the Building Delivery Process.

Changes needed to improve retention:
Sonnier: This course requires reading and understanding complex topics involving physics, chemistry and math. Students must be college-ready to do well in this course. Students who are performing poorly in reading, english and math should take EDUC 099 before attempting this course, and have a recommendation from the EDUC 099 instructor. Consider making PHSC 101 and lab a pre-req??

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 101</td>
<td>13</td>
<td>9</td>
<td>7</td>
<td>75.56%</td>
<td>52.31%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that there was a concern with one of the instructors who will no longer be teaching this course. Also, the course master will be updated to ensure a better match with the curriculum and assessments.

CONS 102

Changes needed to improve student success:
Sonnier: Video lessons for methods instruction would provide a more understandable lesson format. Students could not see the process from step a to step b well enough to have a thorough understanding. Would help speed up the process through the lessons in the Outcome B assessment so that Outcome E could be added to the course material.

Changes needed to improve retention:
Sonnier: Retention in this course is a factor controlled by engagement. Lots of project and hands-on work seems to best solidify engagement.

Summary of all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS102</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>100.00%</td>
<td>90.91%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that they will incorporate the video lessons this semester to help student comprehension of advanced concepts. This semester will include more hands-on application of concepts, i.e. invention of project and bridge.

CONS 140

Changes needed to improve student success:
McCoy: Enforce the importance of attendance early in the semester

Changes needed to improve retention:

Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 140</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>100.00%</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that students will be emailed more frequently at the start of the semester to ensure attendance and help with student success in the course

CONS 160

Changes needed to improve student success:
Chopin: No changes are needed at this time.
## Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 160</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-12-2012 faculty stated that students will be emailed more frequently at the start of the semester to ensure attendance and help with student success in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONS 230**

**Changes needed to improve student success:**
Cleaver: It was hard to cover so many difficult topics in the time given. Students wanted a lot of help on homework, and there was not always time. More class time is needed for homework help, or less topics should be covered.

**Changes needed to improve retention:**
Cleaver: This is one of their last classes before graduating, so changes are not really needed!

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 250</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100.00%</td>
</tr>
<tr>
<td>1-12-2012 faculty stated that the class goes smoothly - this is the capstone class for experienced students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONS 250L**

**Changes needed to improve student success:**
Huches: No recommendations

**Changes need to improve retention:**
Huches: No recommendations

<table>
<thead>
<tr>
<th>Course</th>
<th>14-Day Count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 250L</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
</tr>
<tr>
<td>1-12-2012 faculty stated that he will work on incorporating more applications and that the applications will match with the curriculum from CONS 250.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONS 251

Sonnier: The course plan for this course was never developed by the original instructor. All course materials were poorly prepared. Entire deviation from the original plan from the SIS. This course was a continuous work in progress. Sonnier: Should be offered at night over at least 8 weeks.

Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
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<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS251</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that this was the first time the course was offered and she will work to prepare more course material before the start of the next offering.

CONS 270

Sonnier: This course was written entirely by the instructor. Internet resources were used to provide the instruction on the licensing process. Student response was excellent, and the establishment of a Licensing Exam library is a huge asset to our students. Sonnier: This course needs additional work to make it more complete, but for a first attempt it was very successful. All students performed really well. I believe we could offer this every fall with a full class is we open for non-credit as well.

Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
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<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS270</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that this class worked well, student attendance was excellent.

CONS 280

Changes needed to improve student success:
Rogers: Class worked well

Changes need to improve retention:
Rogers: Class worked well

Summary of All Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-Day Count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS280</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

1-12-2012 faculty stated that they will continue to work on building rotating internships at local areas to have students placed in internship locations more quickly.

Faculty evaluation of the Associate of Applied Science in Information Systems Administration Specialist courses occurred on January 12, 2012. The data collected from the fall 2011 semester is below:

CIT 101

Changes needed to improve student success:
Hopkins: Provide quizzes and exams in class instead of online may insure they take them.
Gumeel: Make them practice more for the Network+( add simulated exams)
Jones: Require more interaction in forums with peers

**Changes needed to improve retention:**
Hopkins: Making sure the students understand the requirements of the course from the beginning may keep them in class.
Gumeel: Make them practice more for the Network+(add simulated exams)
Jones: Require Group Activities

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 101</td>
<td>67.25</td>
<td>57.75</td>
<td>53.5</td>
<td>0.925716509</td>
<td>0.795818701</td>
</tr>
</tbody>
</table>

1-12-2012: faculty had no additional comments on the course and feel that the course is working well.

**CIT 110**

**Changes needed to improve student success:**
Weaver: all student passed except for 1 audit and one student barely made a D

**Changes needed to improve retention:**
Weaver: Continue to enhance the course with updated material. Also, try to get student more engaged at the early in the course.

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 110</td>
<td>17</td>
<td>14</td>
<td>13.75</td>
<td>98.21%</td>
<td>80.88%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty will work on active engagement strategies

**CIT 112**

**Changes needed to improve student success:**
Horton: Students need to understand that this is not an easy course. Those who put time into it succeed and pass the A+ cert, those who do not fail. A clear understanding of this must be given to the student at the beginning of the course.

**Changes needed to improve retention:**
Horton: Retention is high for this course. Students must understand that taking a comprehensive certification in a very short time requires a huge amount of time and discipline.

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 112</td>
<td>17</td>
<td>17.4</td>
<td>12.4</td>
<td>71.26%</td>
<td>72.94%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty commented that the course is working smoothly and that there is a new certification test so the course material will be modified appropriately to best prepare students

**CIT 115**

**Changes needed to improve student success:**
Cooper: Students were very successful in the course. However, many indicated they would like to have more challenging hands-on assignments.
Gumeel: We need to incorporate more hand on projects.
Changes needed to improve retention:
Cooper: There were no problems with retention in this course. As always, efforts should be made to identify students who are struggling early on.
Gumeel: Identify students those need extra help and extra time in the beginning of the semester.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 115</td>
<td>24</td>
<td>24</td>
<td>24.00</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty commented that the course is very interactive and students are learning well.

Changes needed to improve student success:

CIT 120
Hopkins: Unknown. The students that were not successful failed to take the final or Project. Those that completed most tasks were successful. Emailed reminders and still no success.

Changes needed to improve retention:
Hopkins: None. One student that dropped had a heart condition that required surgery. Students that dropped or suspended had family problems that we can't help. None indicated a problem with the course.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 120</td>
<td>19</td>
<td>14.25</td>
<td>13.75</td>
<td>96.88%</td>
<td>0.850328947</td>
</tr>
</tbody>
</table>

1-12-2012: faculty commented that the course works will. The decrease in student success was the fact that one student did not turn in their final project

Changes needed to improve student success:

CIT 121
Cooper: Students find it difficult to cover all the material in this course during eight weeks. Effort should be made to ensure that students do not fall behind and become discouraged early on.

Changes needed to improve retention:
Cooper: Some students will find that the Cisco material covered in the course is more challenging than they realized. Early positive feedback to the student might encourage them to continue in the course.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 121</td>
<td>19</td>
<td>14.25</td>
<td>13.75</td>
<td>96.88%</td>
<td>85.03%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty will try to include more positive feedback to encourage students in the challenging curriculum especially as more general interest students will be entering starting in fall 2012.

Changes needed to improve student success:
Cooper: More effort should be made to ensure that students do no fall behind early in the course. The course contains a lot of material and many of the students find it difficult to catch up.

**Changes needed to improve retention:**
Cooper: Retension was no a problem in this course. The students were very motivated to continuing working toward the CCNA certification.

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 122</td>
<td>6</td>
<td>6</td>
<td>5.67</td>
<td>94.44%</td>
<td>0.9444444444</td>
</tr>
</tbody>
</table>

1-12-2012: faculty reported that the students performed very well in the course and he will be contacting the students more directly to ensure that they are staying on top of their assignments.

**CIT 130**

**Changes needed to improve student success:**
Kassaee: Change my due dates so that students have a day or two after our class meeting to submit their work, in case they did not finish in class.
Reynolds, J: No Comment

**Changes needed to improve retention:**
Kassaee: Make sure that all students have access to Dreamweaver from the beginning of the course. Make sure that students understand and the pattern of due dates and types of assignments that they will be working with throughout the course at the beginning of the semester.
Reynolds, J: No Comment

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 130</td>
<td>55</td>
<td>45</td>
<td>37</td>
<td>83.33%</td>
<td>67.88%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty will ensure that all students are prepared with Dreamweaver access at the start of the class by sharing knowledge about the library laptop checkout system and emphasizing the students’ first assignments.

**CIT 149**

**Changes needed to improve student success:**
Kassaee: Make SURE students had CIS 102 (and CIT 130) before this course!

**Changes needed to improve retention:**
Kassaee: Make SURE students had CIS 102 (and CIT 130) before this course!

**Summary of results from all Learning Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 149</td>
<td>8</td>
<td>6.75</td>
<td>6</td>
<td>0.891369048</td>
<td>0.75</td>
</tr>
</tbody>
</table>

1-12-2012: faculty requested that their be a change to the course prerequisites to make sure students have had 102 and 130 before the start of the course.

**CIT 150**

**Changes needed to improve student success:**
Gumeel: Student progress has to be monitored all through the course period and make sure they are doing their tasks every week.

**Changes needed to improve retention:**
Gumeel: Student progress has to be monitored all through the course period and make sure they are doing their tasks every week.

<table>
<thead>
<tr>
<th>Summary of results from all Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>CIT 150</td>
</tr>
</tbody>
</table>

1-12-2012: faculty states that students do very well in the course and their progress will be monitored to ensure they are doing their work timely

**CIT 151**

**Changes needed to improve student success:**
Gumeel: Add more Java programming assignments to improve the student understanding.

**Changes needed to improve retention:**
Gumeel: Identify the students those need more time and extra help early at beginning of the semester.

<table>
<thead>
<tr>
<th>Summary of results from all Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>CIT 151</td>
</tr>
</tbody>
</table>

1-12-2012: faculty will incorporate more assignments into the course to make sure that students have a solid foundation in Java

**CIT 169**

**Changes needed to improve student success:**
Hopkins: Rewrite the project requirements to make it clear a database and PHP is required to complete the web project.

**Changes needed to improve retention:**
Hopkins: None. All remained in the class.

<table>
<thead>
<tr>
<th>Summary of results from all Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>CIT 169</td>
</tr>
</tbody>
</table>

1-12-2012: faculty will clarify the project requirements for students

**CIT 170**

**Changes needed to improve student success:**
Horton: Labs need upgrades. The new version will not run on our current lab hardware in any CIT lab.

**Changes needed to improve retention:**
Horton: A major change in this course is upcoming. Our labs did not have the hardware to run the new version. Thanks to a generous grant from Student Technology fee, the labs will be upgraded during the spring semester.
Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 170</td>
<td>25</td>
<td>24.6</td>
<td>22.8</td>
<td>92.68%</td>
<td>91.20%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty submitted a tech fee grant to upgrade the computers in the lab. The tech fee will allow the computers to have more memory that will allow their images to load smoothly.

**CIT 172**

**Changes needed to improve student success:**
Horton: Students need to approach Linux with an open mind. It is very different from what they are used to. Those who can do that succeed.

**Changes needed to improve retention:**
Horton: This course is updating to the new version of Ubuntu in the Spring. This semester the online class kept the old system, the face to face class beta tested labs in the new system. Teaching current technology will aid in retention.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 172</td>
<td>21</td>
<td>18.333333333</td>
<td>17.67</td>
<td>96.36%</td>
<td>84.13%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty will try to encourage students at the start of the semester to embrace the new technology with the newest version of Ubuntu.

**CIT 209**

**Changes needed to improve student success:**
Kassaee: I would like to have an SMTP server available for the "sending email" objective of this course. Thanks!

**Changes needed to improve retention:**
Kassaee: Enforce the requirement of CIS 102 as pre-requisite. Most students did have the other pre-requisite CIT 130.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 209</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>0.8</td>
<td>0.8</td>
</tr>
</tbody>
</table>

1-12-2012: faculty states that the course is going smoothly. She is working with our Barksdale location to install a SMTP server off campus for students to practice with.

**CIT 210**

**Changes needed to improve student success:**
Horton: This class has high retention and it will remain high as long as we can keep fresh ideas in the course.

**Changes needed to improve retention:**
Horton: Students need a very good understanding of network security before they begin this course. I think it should be mandatory that they have 101 and 115 under their belt before this is an option.
CIT 210
14 14 13.333333 95.24% 95.24%
1-12-2012: faculty mentions that the course is going smoothly and the division is considering adding the pre-requisite of 101 and 115.

CIT 220

Changes needed to improve student success:
Shaw, A: This was the first time this class was taught. The chapter projects needed a little better explanation.

Changes needed to improve retention:
Shaw, A: Students should be aware of the course load for this class.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
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<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 220</td>
<td>15</td>
<td>14.25</td>
<td>10.5</td>
<td>0.736842105</td>
<td>0.736842105</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that the course did not work well for a 4 week course. Therefore the course was moved to a C term for the next offering.

CIT 222

Changes needed to improve student success:
Cooper: Students were very successful with the material in this course. They should spend more time preparing to take ICND2 future sections.

Changes needed to improve retention:
Cooper: There were no problems with retention in this course. CCNA students are highly motivated.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 222</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that the students were very successful with the course material and will adjust the calendar to spend more time on certification preparation.

CIT 225

Changes needed to improve student success:
Horton: Both Barksdale students passed certification.

Rondeau: Seems to be flowing nicely
Have a student that was out sick so that is why the 50% completion on some items. She has an "i" in the course and hopes to submit by the start of the year

Changes needed to improve retention:
Horton: The Barksdale course has 100 percent retention.

Rondeau: This was good.

Summary of results from all Learning Outcomes
<table>
<thead>
<tr>
<th>Course</th>
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<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 222</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that the course works well, but mentioned to the other faculty that when advising students, ensure that this course needs to be taken with no additional certification classes.

**CIT 243**

Changes needed to improve student success:
Gumeel, D: Both of my student had never had Java programming before, I think their success significantly will improve if they had CIT150 before this class.

Changes needed to improve retention:
Gumeel, D: We don't have any retention issues in this class.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
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<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 243</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that students must have prior programming experience in the course. As a new course, the system didn't enforce the prerequisite requirement which led to fewer topics being implemented by the students. The prerequisite has been updated.

**CIT 270**

Changes needed to improve student success:
Cooper: These students were highly motivated and could have been more challenged. In the future, the students might be handle more more challenging hands-on projects.

Changes needed to improve retention:
Cooper: There were no problems with retention. The students were all highly motivated and enjoy programming.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 270</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that this was an excellent course and will be incorporating more hands-on projects in the future.

**CIT 279**

Changes needed to improve student success:
Cooper: These students were highly motivated and could have been more challenged. In the future, the students might be handle more more challenging hands-on projects.

Changes needed to improve retention:
Cooper: There were no problems with retention. The students were all highly motivated and enjoy programming.

Summary of results from all Learning Outcomes
<table>
<thead>
<tr>
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<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 270</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1-12-2012: faculty will enhance the course with additional hands-on projects to continue to motivate students in the course. Recommendation in next semester to make this a J term course offering to allow face-to-face students more time to complete projects.

### CIT 280

**Changes needed to improve student success:**
Horton: Students did great with this course. There was a mixup on the book but that was not their fault.
Rondeau: Students online overall went very well this term. I was told the POD casts were a nice add to the course.

**Changes needed to improve retention:**
Horton: I had the advantage of the face to face course, and the students LOVED the Fred. I will help Chris try to virtualize one of these for the online students on our new server.
Rondeau: Retention held good. I need to find a way to get the online involved with FRED. But is hard as some are via distance.

#### Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 280</td>
<td>9</td>
<td>9</td>
<td>8.75</td>
<td>83.33%</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that students loved the technology in the course. They are considering making laptops required for the students since they must have access to a computer, not necessarily the internet, to complete assignments. With the library laptop checkout policy, this shouldn't be a concern.

### CIT 292

**Changes needed to improve student success:**
Cooper: Students were pretty successful with their internships and in some cases acquired new jobs from the experience. More effort should be made to expand internship opportunities.

**Changes needed to improve retention:**
Cooper: There were no problems with retention. Students were engaged in the course during the entire semester.

#### Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 292</td>
<td>3</td>
<td>3</td>
<td>3.00</td>
<td>100.00%</td>
<td>1</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that the course worked well and that students were hired at the end of the internships!

### CIT 293

**Changes needed to improve student success:**
Gumeel: Students were pretty successful with their internships and in some cases acquired new jobs from the experience. More effort should be made to expand internship opportunities.

**Changes needed to improve retention:**
Gumeel: There were no problems with retention. Students were engaged in the course during the entire semester.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 293</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>100.00%</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that the course worked well and that students were hired at the end of the internships!

CIT 299

Changes needed to improve student success:
Gumeel: Students were pretty successful with their internships and in some cases acquired new jobs from the experience. More effort should be made to expand internship opportunities.

Changes needed to improve retention:
Gumeel: There were no problems with retention. Students were engaged in the course during the entire semester.

Summary of results from all Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>14-day count</th>
<th>Students Evaluated</th>
<th>Students Successful</th>
<th>Evaluated Student Success</th>
<th>Overall Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 299</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

1-12-2012: faculty stated that the course worked well and that students were hired at the end of the internships!
APPENDIX K: Recommended Course Sequence

The recommended sequence of courses for the Associate of Applied Science in Oil and Gas Production Technology is

Freshman Year

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 129</td>
<td>Applied Technical Math</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 111</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>TEED 101</td>
<td>Basic Electricity</td>
<td>3</td>
</tr>
<tr>
<td>TEED 101L</td>
<td>Basic Electricity Lab</td>
<td>1</td>
</tr>
<tr>
<td>ISAF 109</td>
<td>Basic Field Safety Orientation (Safe Land Certification)</td>
<td>2</td>
</tr>
<tr>
<td>OGPT 101</td>
<td>Introduction to the Exploration and Production of Oil and Gas</td>
<td>3</td>
</tr>
</tbody>
</table>

15

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 103</td>
<td>Drilling Complex Wells</td>
<td>3</td>
</tr>
<tr>
<td>OGPT 131</td>
<td>Well Completions and Workovers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>TEED 153</td>
<td>Hydraulics/Fluid Dynamics with Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

15

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 260</td>
<td>Computer Applications for Oil and Gas Industry</td>
<td>3</td>
</tr>
<tr>
<td>or OGPT 270</td>
<td>Cooperative Education (16 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>or OGPT 280</td>
<td>Internship - Oil and Gas Technology/Technician (8 weeks)</td>
<td>3</td>
</tr>
</tbody>
</table>

Sophomore Year

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGPT 203</td>
<td>Oil and Gas Instrumentation and Lab</td>
<td>4</td>
</tr>
<tr>
<td>TEED 245</td>
<td>Pumps and Compressors with Lab</td>
<td>2</td>
</tr>
<tr>
<td>OGPT 150</td>
<td>Regulatory Issues for the Oil and Gas Industry</td>
<td>2</td>
</tr>
<tr>
<td>OGPT 207</td>
<td>Production and Recovery I</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAF 209</td>
<td>Safety Regulations and Hazwoper 40 Safety Certification</td>
<td>3</td>
</tr>
<tr>
<td>OGPT 217</td>
<td>Production and Recovery II</td>
<td>3</td>
</tr>
<tr>
<td>OGPT 221</td>
<td>Natural Gas Processing and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BADM 217</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>POSC 202</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
</tbody>
</table>

16
Total credit hours 63

This schedule can be found online at http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-oilgasproductiontechnology.html

The recommended sequence of courses for the Associate of Applied Science in Construction Technology and Management is

**Freshman Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 105</td>
<td>General Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>CIS 105</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CONS 101</td>
<td>Materials and Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours 15

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>CONS 102</td>
<td>Materials and Methods II</td>
<td>3</td>
</tr>
<tr>
<td>CONS 150</td>
<td>Construction Contracting and Laws</td>
<td>3</td>
</tr>
<tr>
<td>CONS 160</td>
<td>Construction Graphics and Specifications</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105</td>
<td>Elemental Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105L</td>
<td>Elemental Physics Lab</td>
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</tr>
</tbody>
</table>

Total credit hours 16

**Sophomore Year**

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 200</td>
<td>Sustainable Construction Science</td>
<td>3</td>
</tr>
<tr>
<td>BADM 108</td>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>CONS 140</td>
<td>Construction Safety and the OSHA Standards</td>
<td>3</td>
</tr>
<tr>
<td>CONS 210</td>
<td>Construction Surveying and Lab</td>
<td>3</td>
</tr>
<tr>
<td>CONS 220</td>
<td>Construction Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CONS 220L</td>
<td>Construction Estimating Lab</td>
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</table>

Total credit hours 16

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 202</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>CONS 230</td>
<td>Statics and Strengths of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CONS 250</td>
<td>Construction Management</td>
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</tr>
<tr>
<td>CONS 250L</td>
<td>Construction Management Lab</td>
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<tr>
<td>CONS 280</td>
<td>Construction Management Internship</td>
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</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
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</table>

Total credit hours 16

Total credit hours 63
The recommended sequence of courses for the Associate of Applied Science in Information Systems Administration Specialist is

### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 105</td>
<td>Computer Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIT 101</td>
<td>Network Essentials</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition &amp; Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 102</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CIS 102</td>
<td>Problem Solving and Programming Techniques</td>
<td>3</td>
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<tr>
<td></td>
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### Second Semester

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<tbody>
<tr>
<td>BADM 215</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 105</td>
<td>Elemental Physics</td>
<td>3</td>
</tr>
<tr>
<td>CIT 115</td>
<td>Network Defense</td>
<td>3</td>
</tr>
<tr>
<td>CIT 170</td>
<td>Microsoft Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>CIT 130</td>
<td>Web Design I</td>
<td>3</td>
</tr>
<tr>
<td></td>
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### Sophomore Year

### Third Semester

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CIS 209</td>
<td>Advanced MS Access</td>
<td>3</td>
</tr>
<tr>
<td>CIT 172</td>
<td>Linux Server</td>
<td>3</td>
</tr>
<tr>
<td>CIT 279</td>
<td>Information Assurance</td>
<td>3</td>
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<tr>
<td>Programming Elective *</td>
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<td>3</td>
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<tr>
<td>Humanities Elective</td>
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<tr>
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### Fourth Semester

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</thead>
<tbody>
<tr>
<td>CIT 282</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CIT 291</td>
<td>Systems Administration Specialist Internship</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>CIT Elective **</td>
<td></td>
<td>3 or 4</td>
</tr>
<tr>
<td>Behavioral/Social Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 or 16</td>
</tr>
</tbody>
</table>

Total credit hours: 60 or 61

This schedule can be found online at [http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-constructiontechnologymanagement.html](http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-constructiontechnologymanagement.html). [http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-informationsystemsadministrationspecialist.html](http://bpcc.edu/catalog/current/technologyengineeringmathematics/aas-informationsystemsadministrationspecialist.html).
APPENDIX L: Graduate Survey

The student post-graduate survey for Associate of Applied Science in Oil and Gas Production Technology is below, the electronic copy is found at https://docs.google.com/spreadsheet/viewform?formkey=dF9FaUNLbkJpa3dMZUxJNFdGVXpJRWc6MA#gid=0

Post-Graduate Survey for A.A.S. in Oil and Gas Technology

The Associate of Applied Science in Oil and Gas Technology provides the graduate with the knowledge and applied technical skills needed to compete within the energy sector.

This survey is designed to help faculty determine the strengths of the degree for Associate of Applied Science as well as many other areas that need improvement. All data will be kept confidential and will be used for program evaluation purposes only.

* Required

Last Name: *

First Name: *

Current Phone Number: *

Alternate Phone: 

Street Address: *

Street Address (second line): 

City: *

State: *
ZIP: *

E-Mail Address: *

In which month did you complete your degree at BPCC? *

Which year? *

At the present time, are you: *

Check all that apply.

- Employed Full Time
- Employed Part-Time
- Unemployed
- Attending College

If you are employed, what is your current salary? *

(Please check which applies)

- 0-10K
- 10-20K
- 20-30K
- 30-40K
- 40K or more

Have you pursued or are you currently pursuing further education since leaving BPCC?

- Yes
- No
- Unsure at this time

Please list the college(s) or university(s) you've attended.

...
If you are currently pursuing or have pursued further education since leaving BPCC, please list your area(s) of study.

Have you received further credentials since your graduation from BPCC?
- Yes
- No

If you have received further certifications or degrees, please list them below.
*Please be specific*

How many certifications did you acquire during your studies at BPCC?

What specific courses have helped you most in job interviews or in your current position?
*Please be specific*

Do you feel you were/are ready to enter the Oil and Gas industry at a technologist level?
- Yes
- No

If yes above, please explain how your preparations helped you enter the field. If no above, please explain how you feel you could have been better prepared.

What would you do to improve the OGP program at BPCC?
The student post-graduate survey for Associate of Applied Science in Construction and Technology Management is below, the electronic copy is found at
https://docs.google.com/spreadsheet/viewform?formkey=dEMzMmo0Y052WlVkUHVaY016N0RiUVE6MA#gid=0

Post-Graduate Survey for A.A.S. in Construction Technology and Management

The Associate of Applied Science in Construction Technology and Management provides the graduate with knowledge and applied technical skills needed to enter and be successful in the construction field.

This survey is designed to help faculty determine the strengths of the degree for Associate of Applied Science as well as many other areas that need improvement. All data will be kept confidential and will be used for program evaluation purposes only

* Required

Last Name: *

First Name: *

Current Phone Number: *

Alternate Phone:

Street Address: *

Street Address (second line):

City: *

State: *
E-Mail Address: *

In which month did you complete your degree at BPCC? *
- May

Which year? *

At the present time, are you: *
- Employed Full Time
- Employed Part-Time
- Unemployed
- Attending College

If you are employed, what is your current salary? *
(Please check which applies)
- 0-10 K
- 10-20K
- 20-30K
- 30-40K
- 40K or more

Have you pursued or are you currently pursuing further education since leaving BPCC?
- Yes
- No
- Unsure at this time

Please list the college(s) or university(s) you have attended.
If you are currently pursuing or have pursued further education since leaving BPCC, please list your area(s) of study.

Have you received further credentialing after your graduation from BPCC?
☐ Yes
☐ No

If you received further credentialing, please list below what you have received.

How many certifications did you acquire during your studies at BPCC?

How many additional certifications have you acquired since you left BPCC?

What specific courses have helped you most in job interviews or in your current position?

Please be specific.

Do you feel you were/are ready to enter the construction workforce?
☐ Yes
☐ No

If yes above, please explain how your preparations helped you enter the field. If no above, please explain how you feel you could have been better prepared.

What would you do to improve the Construction Technology and Management program at BPCC?
The student post-graduate survey for Associate of Applied Science in Information Systems Administration Specialist is below, the electronic copy is found at https://docs.google.com/spreadsheet/viewform?formkey=dElPbm85VkduM1pKVzJ4cHVxUXZuQUE6MA

Post-Graduate Survey for A.A.S Information Network Specialist Program

The Information Network Specialist program focuses on the design and implementation of computer networks and associated software, to maximize productivity in a live production environment. The program prepares individuals to function as entry level network specialists, and includes instruction in operating systems and applications; systems design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.

This survey is designed to help faculty determine the strengths of the degree for Associate of Applied Science as well as many other areas that need improvement. All data will be kept confidential and will be used for program evaluation purposes only.

* Required

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name:</td>
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</tr>
<tr>
<td>First Name:</td>
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<tr>
<td>Current Phone Number:</td>
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<td>City:</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td></td>
</tr>
</tbody>
</table>
ZIP: *

E-Mail Address: *

In which month did you complete your degree at BPCC? *
May

Which year? *

At the present time, are you: *
☐ Employed
☐ Unemployed
☐ Attending College

If employed, are you:
☐ Full-time
☐ Part-time

If you are employed, what is your current salary? *
(Please check which applies)
☐ 0-10 K
☐ 10-20K
☐ 20-30K
☐ 30-40K
☐ 40K or more

Do you feel the networking skills you acquired at BPCC adequately prepared you for your current employment? *
☐ Yes
☐ No
☐ I'm not working in a networking occupation
If you answer is no, what areas of networking do you think should be included in the program?

If you are working in the networking field, is your job what you expected based on the knowledge you gained at BPCC? (please comment below)

Have you pursued further education since leaving BPCC?  
- Yes  
- No

If so, where?

If you have attended college, what field have you studied?

If you have received further credentials since your graduation, please list below what you have received?

Have you received further certifications since your studies at BPCC?  
- Yes  
- No
Have you received further certifications since your studies at BPCC? *

☐ Yes
☐ No

If so, please list which ones you have earned.

Please identify what you think are the strengths of the Networking program.

Please provide any comments or suggestions you feel would better prepare future graduates.

Please rate your overall satisfaction with the program. *

☐ Satisfied with the program offered.
☐ Dissatisfied with the program offered.
☐ Needs improvement.
APPENDIX M: Admissions Policy

General Admission Requirements

BPCC has an open admissions policy established by the Louisiana Legislature and approved by the Board of Regents and Louisiana Community and Technical College System.

Students may be admitted to Bossier Parish Community College if they meet one of these three options: have obtained a high school diploma from a school accredited by a regionally accredited agency, have obtained a General Education Development diploma (GED), or have met pre-established criteria on the BPCC Ability to Benefit test and are above the age of compulsory school attendance. The objective of the Ability to Benefit as defined by the United States Department of Education is "the use of a standardized test approved by U. S. Department of Education to determine the ability of a student to benefit from the instruction available from an institution." The assessment measures established by the federal government as showing "ability to benefit" are as follows: a COMPASS score of 25 on pre-algebra/number skills; 32 on Writing Skills; and 62 on Reading Skills. The student is evaluated on the demonstration of at least the minimum score on all three tests in a single testing experience to be admitted to the College.

BPCC operates on a three-semester system, which includes a summer term. A qualified applicant may register at the beginning of any semester. Complete admission records must be received in the Admissions/Registrar’s Office prior to registration in order for the applicant to be notified regarding eligibility for admission. Students failing to complete admission records will be denied admission or will be admitted temporarily as provisional students. Students admitted provisionally are not eligible for federal financial aid.

The student’s permanent record is the academic file folder, which contains the following information: academic transcripts from high school and college, placement test scores, immunization records, and proof of Selective Service registration by male students. The records are on an imaging system, which stores the information on an optical disk. The records from 1967-94 are on microfiche, which is stored in a fireproof filing cabinet in the Admissions/Registrar's Office.

Admission Procedure

- A student seeking admission to BPCC may obtain appropriate application forms from the Admissions/Registrar’s Office located in Building F. (Emmett E. Cope Student Services Building) or from the College’s web site (www.bpcc.edu).
- The student must complete an application and have the application on file by the date listed in the BPCC calendar.
- An application fee is required for first-time students (students attending BPCC for the first time).
Measles, Mumps, and Rubella, Tetanus, Diphtheria, and Meningococcal Meningitis Immunization

Louisiana state law (R.S. 17:170) requires immunization against measles, mumps, rubella, and tetanus/diphtheria for all students born after 1956 who are enrolling in higher education for the first time or who have enrolled since January 1, 1991. Vaccination for Meningococcal Meningitis is required for first time freshmen beginning fall 2006 or after according to Acts 251 and 711 of 2006 Regular Legislative Session. Failure to comply with this law will result in the inability to complete the registration process.

Note: The law allows for a medical or personal exemption; however, should an outbreak occur, students signing exemptions will be excluded from class and other campus activities during an incubation period of two to three weeks. For additional information and forms, contact the Admissions/Registrar’s Office at 318-678-6004.

Assessment and Placement

Placement tests are designed to determine levels of proficiency in the basic skills of English, mathematics, and reading. BPCC utilizes the COMPASS Placement Test for all students entering BPCC. Students may submit standardized test scores (i.e. ACT or SAT) to assist in placement in academic courses; however, use of those scores may not preclude a student from taking the placement test.

Full-time, degree-seeking students must take the remedial math courses and core math classes (generally Math 102) in consecutive semesters, excluding summers, until all math requirements are met.

For additional information contact the Office of the Executive Dean of Instruction at 318-678-6335 or 318-678-6348.

ACT and BPCC Placement Tests

If students have ACT scores within the following ranges, they will not have to take the BPCC placement test in that academic area:

English
18 or higher.....................................................May enroll in English 101

Mathematics
20 or higher.................................................... May enroll in Math 102

Reading
16 or higher.................................................... Are not required to take Read 099

Preparatory Education Courses
Preparatory education courses are provided for BPCC students who score below the minimum required COMPASS Placement Test scores. Preparatory courses include EDUC 099, READ 099, CIS 099, ENGL 098, ENGL 099 and MATH 097, MATH 098, and MATH 099. These semester-length courses will transfer to other postsecondary institutions as equivalent courses, but will not usually satisfy degree requirements.

Each division is responsible for the teaching of preparatory education courses within its own discipline. English faculty teach the preparatory English courses; mathematics faculty teach the preparatory math courses. The instruction of READ 099, “Developmental Reading,” is the responsibility of the Division of Liberal Arts; the instruction of EDUC 099, “College Success Skills,” is the responsibility of the Division of Behavioral and Social Sciences; the instruction of CIS 099, “Keyboarding,” is the responsibility of the Division of Technology, Engineering, and Mathematics.

CIS 099 is offered to prepare students who do not feel competent in basic computer skills, and enrollment in that course is voluntary and based upon student request. This is a preparatory course that will NOT satisfy any degree requirements and may not transfer to other postsecondary institutions.

**READ 099 Policy**

BPCC’s preparatory reading course, READ 099, will be required for the following students:

- All first-time freshmen who provide an ACT reading score between 0-15 must take READ 099 unless they successfully pass the reading segment of the BPCC Placement Test.
- Students required to take READ 099, according to BPCC Placement Test scores, must take READ 099 within their first twelve (12) hours.
- Students earning below a “C” in READ 099 must repeat the course the following semester.

**EDUC 099 Policy**

BPCC’s “College Success Skills” course, EDUC 099, will be required for the following students:

- All first-time freshmen taking more than six semester hours who place in more than one preparatory course must take EDUC 099.
- Students must schedule EDUC 099 within their first fifteen (15) hours.
- Students earning below a “C” in EDUC 099 must repeat the course the following semester.
- EDUC 099 may be taken for enrichment by any student.

**Admission Status**
The Freshman Applicant:

1. Should request that an official high school transcript be sent directly to the Admissions/Registrar’s Office. Those students who graduated from a Louisiana high school in 2003 or later do not have to provide a hard copy of their transcript because the College can access it over the Internet through the Department of Education’s Student Transcript System. Students possessing high school equivalency diplomas (GED) should have GED test scores sent to the Admissions/Registrar’s Office.

2. Students who have not obtained a high school diploma, a General Education Development diploma (GED) or a home-school student whose home schooling is not approved by SBESE-Louisiana State Board of Elementary and Secondary Education or out of state equivalent must take the Ability to Benefit test or take a GED. The student must be above the age of compulsory attendance (17 years of age). The criteria established by the federal government as showing "ability to benefit" are as follows: a COMPASS score of 25 on pre-algebra/number skills; 32 on Writing Skills; 62 on Reading; and three tests in a single testing experience to be admitted.

3. First-time freshmen entering BPCC who have taken the American College Test (ACT) can supply BPCC with a copy of these results. Applicants will not be refused admission to the College because of low test scores. Certain scores on the ACT may exempt the student from having to take the placement test and may result in the student not having to take certain developmental courses. First-time freshmen entering BPCC who have not taken the ACT or have not provided BPCC with the ACT results will be required to take the COMPASS Placement Test.

4. BPCC reserves the right to use ACT and placement test scores of students on an anonymous basis for incorporation into its institutional statistics and for documenting institutional effectiveness. Information concerning the ACT and placement testing is available in the Admissions/Registrar’s Office.

5. Military Service Act for Admission
In accordance with the requirements of Louisiana Law, specifically R.S. 17:3151 (Acts 1985, No. 185; Acts 1987, No. 214; Acts 1999, No. 345), and the Federal Selective Service Act, each institution within the LCTCS shall implement the following requirement for admission:
   a. Except as provided in parts b and c below, no person who is required to register for the federal draft under the federal Military Service Act shall be eligible to enroll in the institution until such person has registered for such draft. Such persons shall submit to the institution a statement of compliance and written proof of draft registration and selective service status as part of the required documents for admission.
   b. A veteran of the armed forces of the United States may submit a copy of his discharge papers or his discharge certificate in lieu of the statement of compliance.
   c. A person who has not registered for the federal draft shall be eligible to enroll in a post-secondary school if both of the following occur:
i. The requirement for the person to register has terminated or become inapplicable to the person.
ii. The person makes a showing satisfactory to the institution why there was a failure to register.

d. Register online or verify your official registration date by visiting the World Wide Web at www4.sss.gov.

6. All foreign credentials must be submitted in English to the Admissions/Registrar's Office and must be submitted to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for an evaluation. AACRAO evaluations must be sent directly to the Admissions/Registrar's Office.

7. ALL ADMISSION REQUIREMENTS MUST BE MET WITHIN THE TIME LIMITS LISTED IN THE ACADEMIC BULLETIN. A student is considered provisionally admitted until all admission requirements are met. Students admitted provisionally are not eligible for federal financial aid.

The Transfer Applicant:

The student must meet General Admission requirements as well as the following:

1. Any applicant who attended another college or university is required to furnish an OFFICIAL college transcript of all work attempted. This transcript must be mailed directly from the college or university to the Admissions/Registrar’s Office.

2. ALL ADMISSION REQUIREMENTS MUST BE MET WITHIN THE TIME LIMITS LISTED IN THE ACADEMIC BULLETIN. The transcript of each applicant will be evaluated to determine admissibility to BPCC. A student is considered provisionally admitted until all admission requirements are met. Students admitted provisionally are not eligible for federal financial aid.

3. If the student is attending BPCC as a summer student only, he/she may submit a letter of good standing. The student must also submit ACT scores or take the placement test or provide documentation that he or she meets the prerequisites to schedule a mathematics or English course. A student admitted under these conditions assumes full responsibility for courses selected and is encouraged to seek guidance and approval of courses to be transferred.

4. All foreign credentials must be submitted in English to the Admissions/Registrar's Office and must be submitted to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for an evaluation. AACRAO evaluations must be sent directly to the Admissions/Registrar's Office.

5. If a student wishes to appeal an academic suspension from another college or university, the student must confer with the institution from which he/she has been suspended and Bossier Parish Community College before enrolling in classes.
The Applicant with a prior academic degree:

1. A student with an associate degree from a regionally accredited institution must meet all criteria established for a transfer student, including submitting his or her official transcript from the degree granting institution. The official transcript must be mailed directly from the college or university to the Admissions/Registrar’s Office. The transcript will be evaluated to determine if core competency requirements at BPCC will be met by the transfer hours.

2. A student with an earned baccalaureate degree or higher, must submit to BPCC an official copy of his or her official transcript from the degree granting institution. The official transcript must be mailed directly from the college or university to the Admissions/Registrar’s Office. This will serve in place of the student taking any further testing whether administered by BPCC or a testing agency. This student must meet all other criteria established for transfer students.

3. ALL ADMISSION REQUIREMENTS MUST BE MET WITHIN THE TIME LIMITS LISTED IN THE ACADEMIC BULLETIN. A student is considered provisionally admitted until all admission requirements are met. Students admitted provisionally are not eligible for federal financial aid.

Acceptance of transfer credits

Transfer credits from all regionally accredited institutions of higher education are recorded on the student’s permanent records. Inquiries about the use of a transfer course to meet degree requirements should be directed to the dean of the student’s major and the Executive Dean of Instruction.

Courses taken at institutions that are not accredited by regional associations are generally not accepted at BPCC. However, the student may pursue one of the following avenues to gain acceptance of this course work:

1. In certain technical programs, transfer courses may be accepted from the Louisiana Technical College upon approval of the appropriate dean and Executive Dean of Instruction or the Vice Chancellor for Academic Affairs.

2. Each advisor makes an unofficial evaluation of the transcript based on the course content, credit hours, instructor qualifications and contact hours. The evaluation is approved by the appropriate dean and Executive Dean of Instruction or the Vice Chancellor for Academic Affairs.

3. Every course substituted must be approved in writing by the appropriate dean and Executive Dean of Instruction or the Vice Chancellor for Academic Affairs. (This does not apply to course equivalents published in college articulation guides.)

BPCC students transferring to another college/university
A transferring student is any applicant who plans to earn credits at BPCC that transfer to another college or university. Transfer students assume full responsibility for courses selected and are encouraged to seek guidance and approval for all courses which are to be transferred. BPCC cooperates with area colleges and universities both formally and informally regarding the articulation of transfer credits to four-year degree-granting institutions. Students are urged to check with these schools about transfer policies.

BPCC's courses generally transfer to other schools; the extent to which credits earned at BPCC are applicable to baccalaureate degrees at four-year colleges and universities is determined by the degree-granting institution. In general, a four-year school will accept no more than sixty (60) hours of the credits required for a degree from a four-year college, unless specifically authorized by the institution. Courses taken at the freshman and sophomore levels (100 and 200 level) at BPCC are usually not counted for junior or senior level (300 and 400 level) courses at four-year schools.

Students pursuing the associate degree or academic certificate at BPCC must declare their intent to do so. Curricular requirements become effective at the date of the declaration of the academic major and do not date from the point of original enrollment in the College.

International Students

International students must meet all of the regular admission requirements to Bossier Parish Community College. They must be full-time degree seeking students. A non-refundable application fee of $25.00 must accompany the application. All foreign credentials must be submitted in English to the Admissions/Registrar's Office and must be submitted to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for an evaluation. Students must request a basic statement of comparability for high school transcripts or a course-by-course evaluation for college transcripts. It can take six to eight weeks for evaluations to be processed. Additional information concerning the evaluation process and the associated fees can be obtained online at http://ies.aacrao.org/evaluations/indiform.pdf. In addition, international students must complete the following:

1. Submit evidence that they are eligible to attend college in their own country
   a. Furnish official transcripts translated into the English language and evaluations of foreign credentials sent directly from the evaluating agency to the Admissions/Registrar’s Office at Bossier Parish Community College (http://ies.aacrao.org/evaluations/indiform.pdf)
      i. high school transcripts may be evaluated using a basic statement of comparability or document by document comparison
      ii. college transcripts must be evaluated with a course by course evaluation
2. Official transcripts from other U.S. institutions should be mailed directly to the Admissions/Registrar’s Office at Bossier Parish Community College
3. Provide required immunizations
   a. two Measles, Mumps, and Rubella shots (MMR)
b. a current Tetanus-Diphtheria (TD) shot (within 10 years)
c. Meningococcal Meningitis is required for first time freshman

4. Furnish a minimum score of 500 on the Test of English as a Foreign Language (TOEFL), 173 on the TOEFL computer based test or 61 on the TOEFL Internet-based test.
   a. Most recent score **must** be within the last two years
   b. Time requirement may be waived for students attending a college in the United States of America within the last two years

5. Official test scores are not an admissions requirement (ACT/SAT), yet they may exempt students from having to take placement tests and certain developmental courses.

6. Furnish a notarized statement of financial support that is adequate to meet expenses during their enrollment at BPCC ($15,000 to $20,000 U.S. dollars per year).

The application, TOEFL scores, and other scholastic records must be filed in the Admissions/Registrar’s Office 90 days prior to the beginning of the semester when admission is desired. If complete documents are not on file by this deadline, the application will be considered for the next scheduled registration period. SCHOLASTIC RECORDS MUST BE TRANSLATED INTO THE ENGLISH LANGUAGE. Also, students must submit original documentation. *International students seeking to attend on a student visa are not eligible for provisional admission.*

When international students have been officially admitted to BPCC (satisfied all admission requirements), a Form I-20--properly signed--will be sent to them. Students are responsible for paying a SEVIS fee, which may be paid at [www.fmjfee.com](http://www.fmjfee.com). International applicants transferring from institutions in the United States must also meet admission by transfer requirements as described in the catalog. They must meet all admission criteria before BPCC certifies qualification to enroll. Furthermore, they are not eligible to receive any type of BPCC scholarship. Financial Aid is not available for international students. Also, they must pay out-of-state fees. The designation of a student as "international" is determined by the Vice Chancellor for Academic Affairs.

**Readmission of Former Students**

Former students must submit a readmission application (with the application fee waived). If the student has registered at another college or university since enrollment at BPCC, the student must request an official transcript from each institution, whether or not credit was earned. Former students must meet all admissions requirements from previous semesters before enrolling into the College.

To be eligible for unconditional readmission to BPCC, the student must have earned a 2.000 average on all work attempted, both at BPCC and at all other colleges and universities attended since attending BPCC. A student will be readmitted on scholastic probation if an overall 2.000 average has not been earned, or if the last semester average is not 2.000 and the student would have been granted continued enrollment the last semester at BPCC.
An applicant whose record does not meet unconditional readmission requirements and who has not been in residence at another college or university during the previous twelve months may be readmitted on scholastic probation.

**Provisional Admission**

Former students must meet all admissions requirements from previous semesters before enrolling into the College.

Any applicant who does not have complete admission documents on file at the time of application may be granted provisional admission pending receipt of complete and satisfactory records. **A STUDENT ADMITTED PROVISIONALLY MAY HAVE HIS OR HER REGISTRATION CANCELED IF THE RECORDS, WHEN RECEIVED, DO NOT MEET THE ADMISSION CRITERIA. A PROVISIONALLY ADMITTED STUDENT HAS TEN (10) DAYS TO SUBMIT COMPLETE RECORDS.** International students are not eligible for provisional admission. **Students admitted provisionally are not eligible for federal financial aid.**

**Louisiana Resident Status**

The residence status of an applicant or student is determined by the Admissions/Registrar’s Office. Status is determined by evidence provided in the completed application for admission along with necessary supporting documentation.

An applicant or student who moves into Louisiana to attend BPCC, rather than to establish a residence, and enrolls at BPCC as a non-resident will continue to be so classified throughout attendance, unless it is demonstrated that the previous domicile has been abandoned and a Louisiana domicile established.

A resident student is defined as a student who has been domiciled in Louisiana continuously for at least one full year immediately preceding the first day of class of the semester or term for which residence classification is sought. “Domicile,” the word employed for the purposes of this regulation, is defined as an individual's true, fixed, and permanent home and place of habitation at which the individual remains when not called elsewhere for special or temporary purposes. Factors considered in establishing residence classification include the residence of the dependent's parents, tax returns, voting cards, and other financial information (particularly when emancipation is claimed), former domicile in Louisiana, and location of the source of an applicant's or student's income.

An international student on a student visa is classified as a non-resident.

Incorrect Classification: All students classified incorrectly as residents are subject to reclassification and payment of all nonresident fees not paid. If incorrect classification results from false or concealed facts by the student, the student is also subject to college discipline.
BPCC at GSU General Information

Bossier Parish Community College offers freshman level courses on the campus of Grambling State University. Any first-time freshmen (in-state and out-of-state) who do not meet GSU admissions criteria are encouraged to take classes through BPCC at GSU. After completion of developmental classes and the completion of 12 college credit hours with a 2.000 grade point average (excluding developmental grades), BPCC at GSU students will be able to choose one of several options:

1. Continue their education at GSU as transfer students;
2. Continue their education at BPCC in Bossier City; or
3. Continue their education at any community college or 4-year institution of their choice.

Students at BPCC at GSU will have the opportunity to engage in a multitude of college activities. They will be eligible for financial aid, counseling, and health services. All BPCC at GSU students will pay Grambling fees which will enable them to utilize GSU facilities, park on campus, and enjoy athletic and cultural events by showing their BPCC at GSU ID cards.

All BPCC at GSU courses will be taught at Grambling State University. Students interested in enrolling in BPCC at GSU will complete a BPCC application and send it to BPCC at GSU, Attn: Sandra Willis-Theus, 403 Main Street, GSU Campus Box 4301, Grambling, LA 71245. In addition, students must submit an official high school transcript, official college transcript if applicable, and immunization record. Males age 18-25 will need to provide proof of selective service registration. All high school and college transcripts must be mailed directly to BPCC at GSU.

For more information, contact Mrs. Sandra Willis-Theus at 318-274-2102; Old President’s House, Room 116-GSU Campus, Grambling, LA 71245.

BPCC at NSU General Information

Bossier Parish Community College offers freshman level courses on the Northwestern State University campuses in Natchitoches and Leesville. Any first-time freshman (in-state and out-of-state) who does not meet the new admission criteria is encouraged to take classes through BPCC at NSU. After completion of developmental classes with a least a “C” and the completion of 12 college credit hours with a 2.000 average (excluding developmental grades), BPCC at NSU students will be able to choose one of several options:

1. continue their education at NSU as transfer students;
2. continue their education at BPCC in Bossier City; or
3. continue their education at any community college or 4-year institution of their choice.
Students at BPCC at NSU will have the opportunity to engage in a multitude of college activities. They will be eligible to apply for financial aid. Students will have access to counseling services and health services. All BPCC at NSU students will pay Northwestern fees which will enable them to utilize the WRAC facility, to park on campus, and to enjoy athletic and cultural events by showing their NSU ID cards.

All BPCC at NSU courses will be taught at the Natchitoches and Fort Polk/NSU campuses during the day. Students interested in enrolling in BPCC at NSU will fill out an application, enclose $15.00, and send them to:

BPCC at NSU,
114 Kyser Hall
Natchitoches, LA 71497

In addition, students must submit an official high school transcript and an immunization record. Males, ages 18-25, will need to provide proof of selective service registration.

For more information, contact Connie McConathy (mcconathyc@nsula.edu) at 318-357-5362 in 114 Kyser Hall, NSU Campus, Natchitoches, LA 71497.

Other new applicants
PACE

Program of Adult Courses for Enrichment (PACE) is available for students who wish to schedule part-time study, who have not been enrolled in high school or college for the past three years, and who do not desire to work toward a degree. PACE students may be permitted to schedule courses for credit without submitting scholastic credentials needed to determine admissibility to the College. Students enrolled under PACE may schedule up to 6 hours a semester and may earn a maximum 15 hours. Students who wish to work toward a degree or continue enrollment after completing 15 hours under PACE may apply for regular admission to the College and must submit the required admissions credentials at that time. Credit and grades earned as a PACE student are included on the official transcript. Students enrolling in PACE must be non-degree seeking and are not eligible for financial aid.

Division for Innovative Learning

Bossier Parish Community College offers six fast-track, accelerated associate degree programs and one certificate of technical competency that will allow adults to finish their college degree. These online programs allow working adults to work on courses at convenient, flexible times and locations.

Six associate degree options:

- [Business Administration](#)
- [Computer Information Systems](#)
• General Studies
• Health Care Management
• Information Network Security Specialist
• Telecommunications

One certificate of technical competency option:

• Help Desk Support

The classes are fast-track, allowing students to finish a course in 4-week and 8-week sessions. The courses are taught online which provides for great flexibility. Financial aid is available for those who qualify.

For information, email to call@bpcc.edu or by phone at 318-678-6050. Students can also visit www.bpcc.edu/innovativelearning for detailed information on being an accelerated student.

» More Information

Early Entrance

Students in EXCEL are not eligible for financial aid.

1. EXCEL (EXploring College ELectives)
   Students currently enrolled in high school or home schooled in a SBESE approved home school may qualify to attend BPCC if the following requirements are met:
   a. Grade point average of 3.000 (out of a 4.000 system); and
   b. ACT (American College Test) or PLAN composite score of 18; and
   c. A letter from the high school counselor or principal recommending them for enrollment as an EXCEL student (Home schooled students must have a letter from someone outside the home who is aware of the student’s academic progress); and
   d. An official high school transcript. Documentation of approval for home schooling from SBESE-Louisiana State Board of Elementary and Secondary Education (or out-of-state equivalent); and
   e. Earned a minimum of 12 Carnegie units toward high school graduation. Home schooled students must submit a list of successfully completed courses.
   f. Students must meet all College admission and registration requirements and procedures including the College Code of Student Conduct.
   g. Students must have an ACT or PLAN math subscore of 20 to take MATH 102 and an ACT English subscore of 18 to take ENGL 101. Students must meet all other course prerequisites as published in the BPCC catalog.
   h. Students pay course tuition, book costs, and fees.

2. High School Early Start Program (formerly Dual Enrollment) Fall and Spring Only
Students currently enrolled in a public or private Louisiana high school or an approved Louisiana State Department of Education home school program may earn high school Carnegie units and BPCC college credits by meeting the following requirements:

a. Must have permission from the high school. The high school counselor or principal must sign the Early Start Program application**

b. Must have student and parent signature on the Early Start Program application.

c. Must be at least 15 years of age and currently enrolled in the 11th or 12th grade.

d. Must provide an ACT or PLAN score report and a current, official high school transcript. Both documents must be submitted before students will be allowed to register.

e. If attending classes ON the BPCC campus, student must provide a copy of immunization card and selective service form (if age 18), and meet all College admission/registration requirements and procedures including the College Code of Student Conduct.

f. Students must have an ACT or PLAN math subscore of 20 to take MATH 102 and an ACT or PLAN English subscore of 18 to take English 101. Students must meet all other course prerequisites as published in the BPCC catalog.

g. Public high school students pay zero tuition. Private and home schooled students pay $100 per three-hour course. Students must be enrolled in a college course for which high school credit will be received to qualify for tuition reductions. Students are responsible for book costs and parking permit.

h. Submit all documentation to the Division of Innovative Learning, Building A-Room 103. **NOTE: Application dates vary from semester to semester.**

** Obtain from high school counselor.

For more information, call 318-678-6057.

For more information, please refer to
http://bpcc.edu/catalog/current/genadmissionreq.html