

Bronx Community College
of The City University of New York
Business and Information Systems Department

Quality Assurance Report
Fall 2008 – Spring 2010

Association of Collegiate Business
Schools and Programs

September 2010



**Association of Collegiate Business Schools and Programs
(ACBSP)
Associate Degree Commission Accredited Institutions
Quality Assurance (QA) Report**

Institution:	Bronx Community College
President's Name:	Dr. Carolyn G. Williams
Chief Academic Officer's Name:	Dr. George L. Sanchez
Year Accredited/Reaffirmed:	Reaffirmed 2004
List <u>All</u> Accredited Programs:	Business Administration, A.S., with options in: Accounting Management Marketing Management Computer Programming Accounting, A.A.S. Computer Information Systems, A.A.S, with options in: Computer Programming Web Page Development Marketing Management, A.A.S. Office Administration and Technology, A.A.S. Medical Office Assistant, A.A.S.
Persons completing report:	Dr. Rosemary Quinn, Chairperson Prof. Howard Clampman, Deputy Chairperson
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TABLE OF CONTENTS

A. Faculty Qualifications..... 1

B. Curriculum 3

C. Organization 3

D. Conditions/Notes/Opportunity for Improvement..... 3

E. Program Outcomes..... 4

Business Administration, A.S. Degree Program Graduation Rates..... 5

A.A.S. Degree Programs Graduation Rates 6

A.S. & A.A.S. Degree Programs CPE Passing Rates 7

F. Performance Results 8

Table 1: Student Learning Results..... 9

Table 2: Student/Stakeholder Focused Results..... 19

Table 3: Budgetary, Financial and Market Focused Results 22

Table 4: Faculty and Staff Focused Results..... 25

Table 5: Organizational Effectiveness Results 27

Items to be Addressed

A. Faculty Qualifications

Since the last report, 9 new faculty (full-time and part-time) members were hired. As required, Table IV - New Full-Time and Part-Time Faculty Qualifications is attached.

<u>NAME</u>	<u>MAJOR TEACHING FIELD</u>	<u>COURSES TAUGHT</u>	<u>LIST ALL EARNED DEGREES</u>	<u>DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA (18 Graduate Credit Hours in Field, Two Years Work Experience, Teaching Excellence, Publications, Professional Certifications)</u>	<u>ACBSP QUALIFICATION (1. Master 2. Doctorate, 3. Professional, 4. Exception)</u>
BENNETT-O'LEARY, PAULINE	MARKETING	MKT 11 - PRINCIPLES OF MARKETING	MS-MARKETING		MASTER
BOLARWINWA, TAIWO	ACCOUNTING	ACC 11 - FUNDAMENTAL ACCOUNTING I	MS-ACCOUNTING	PROFESSIONAL CERTIFICATE-CPA (NY)	MASTER
BOWMAN, DANE	ACCOUNTING	ACC 11 - FUNDAMENTAL ACCOUNTING I; BUS 10 - INTRODUCTION TO BUSINESS; FIN 31 - PRINCIPLES OF FINANCE	MBA - ACCOUNTING		MASTER
BRATHWAITE, CAROL	MARKETING	MKT 11 - PRINCIPLES OF MARKETING	MBA - ENTREPRENEURSHIP		MASTER
KHAN, ATIQUE	BUSINESS	BUS 51 - BUSINESS ORGANIZATION & MANAGEMENT	PH.D. - ORGANIZATIONAL MANAGEMENT; MA -RTVF COMMUNICATION		DOCTORATE
OKOBI, PATRICK	BUSINESS	BUS 41 - BUSINESS STATISTICS	PH.D. - APPLIED MANAGEMENT & DECISION SCIENCES; MBA - FINANCE/INSURANCE		DOCTORATE
OPURUM, CLIFFORD	BUSINESS, FINANCE, MARKETING	BUS 10 - INTRODUCTION TO BUSINESS; BUS 51 - BUSINESS ORGANIZATION & MANAGEMENT; MKT 43 - PRINCIPLES OF ADVERTISING; MKT 48 - MARKETING MANAGEMENT	PH.D. - TRANSPORTATION STUDIES; MS - TRANSPORTATION PLANNING & ENGINEERING; MA - ECONOMICS; MS - TRANSPORTATION MANAGEMENT		DOCTORATE
SIMPSON, JAMES	BUSINESS, FINANCE	BUS 10 - INTRODUCTION TO BUSINESS; FIN 31 - PRINCIPLES OF FINANCE	MBA - FINANCE, ECONOMICS & INTERNATIONAL BUSINESS		MASTER
SINCLAIR, PAUL	FINANCE	FIN 31 - PRINCIPLES OF FINANCE	MBA - FINANCIAL MANAGEMENT & INTERNATIONAL BUSINESS		MASTER

B. Curriculum

1. No programs were substantially revised during the QA reporting period.
2. No new programs were developed during the QA reporting period.
3. No accredited programs were terminated during the QA reporting period.

C. Organization

1. There have been no organizational or administrative personnel changes within the business unit during the QA reporting period.
2. No new sites were added during the QA reporting period.

D. Conditions/Notes/Recommendations to be Addressed

There were no Conditions, Notes, or Recommendations to be addressed from the 2008 QA report.

E. Program Outcomes

1. A.S. Degree:

Graduates of the A.S. Degree Program with concentrations in Accounting, Computer Programming, Management or Marketing Management are prepared to:

- Transfer to a senior college/four-year degree program to obtain their Bachelor's Degree. The Department has several current articulation agreements to facilitate transfer to CUNY senior colleges and in Fall 2009 entered into a new articulation agreement to permit students' to transfer into John Jay College of Criminal Justice's B.A. degree in Economics (Forensic Financial Analysis specialization).
- Obtain employment in their major areas of study in which they have received instruction to be qualified for entry-level positions

2. A.A.S Degree:

The Department offers the following A.A.S. Degrees:

- Accounting
- Computer Information Systems
- Marketing Management
- Medical Office Assistant
- Office Administration and Technology

Graduates of the A.A.S. Degree programs are prepared to obtain employment in their major area of study in which they have received instruction to be qualified for entry-level positions.

3. The following Program Outcome data is provided:

- Program graduation rates as a percentage of College-Wide rates
- Program passing rates on College Proficiency Exam (CPE) as compared to College-Wide rates

GRADUATION RATES

BUSINESS ADMINISTRATION

AS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	99	13%
2006-2007	834	104	12%
2007-2008	756	89	12%
2008-2009	836	105	13%

GRADUATION RATES

ACCOUNTING

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	9	1%
2006-2007	834	9	1%
2007-2008	756	11	1%
2008-2009	836	12	1%

COMPUTER INFORMATION SYSTEMS

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	16	2%
2006-2007	834	16	2%
2007-2008	756	13	2%
2008-2009	836	17	2%

MARKETING MANAGEMENT

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	7	1%
2006-2007	834	6	1%
2007-2008	756	6	1%
2008-2009	836	6	1%

MEDICAL/OFFICE ADMINISTRATION & TECHNOLOGY

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	16	2%
2006-2007	834	15	2%
2007-2008	756	20	3%
2008-2009	836	9	1%

AS & AAS DEGREE STUDENTS PERCENTAGE PASSING CPE EXAM COMPARED TO COLLEGE-WIDE RESULTS

	AS	AAS	
YEAR	BUSINESS ADMINISTRATION	PROGRAMS	COLLEGE-WIDE
2005	80%	75%	76%
2006	80%	73%	77%
2007	79%	68%	74%
2008	85%	71%	77%
2009	83%	72%	75%

F. Performance Results

See Tables 1 – 5.

Table 1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																														
1a. Students will demonstrate success in the completion of Core Business courses (ACC 11, BUS 10, BUS 51, DAT 10 & DAT 30).	Success is based on 70% of all students earning a passing grade in each course (D- or better).	For the past four semesters: BUS 10, BUS 51, DAT 10 and DAT 30 met the criteria; ACC 11 met the criteria in two of the semesters.	Progress has been made since the 06-08 QA report in which only one course (DAT 10) met the criteria for four semesters. ACC 11 previously (06-08) with a course passing rate range of 44%-54% shows improvement with an 08-10 course passing rate range of 57%-72%. Course instructors have reviewed and updated course materials and methods of delivery.	The Department will continue to monitor outcomes and investigate appropriate interventions as necessary. Budget permitting, the Senior VP of Academic Affairs, George L. Sanchez, will continue to support ACC 11 weekend study sessions in the Fall 2010 semester. Faculty will review the scheduling of the study sessions to accommodate the greatest number of students and will increase their efforts to obtain greater student participation.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Pass Rates for Core Courses Fa08-Sp10</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Pass Rates for Core Courses (Fa08-Sp10)</caption> <thead> <tr> <th>Semester</th> <th>DAT30</th> <th>DAT10</th> <th>BUS51</th> <th>BUS10</th> <th>ACC11</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>76%</td> <td>89%</td> <td>78%</td> <td>85%</td> <td>72%</td> </tr> <tr> <td>Sp09</td> <td>71%</td> <td>77%</td> <td>81%</td> <td>82%</td> <td>70%</td> </tr> <tr> <td>Fa09</td> <td>80%</td> <td>90%</td> <td>74%</td> <td>74%</td> <td>62%</td> </tr> <tr> <td>Sp10</td> <td>80%</td> <td>79%</td> <td>80%</td> <td>79%</td> <td>57%</td> </tr> </tbody> </table>	Semester	DAT30	DAT10	BUS51	BUS10	ACC11	Fa08	76%	89%	78%	85%	72%	Sp09	71%	77%	81%	82%	70%	Fa09	80%	90%	74%	74%	62%	Sp10	80%	79%	80%	79%	57%
Semester	DAT30	DAT10	BUS51	BUS10	ACC11																														
Fa08	76%	89%	78%	85%	72%																														
Sp09	71%	77%	81%	82%	70%																														
Fa09	80%	90%	74%	74%	62%																														
Sp10	80%	79%	80%	79%	57%																														

Table 1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1a (contd.)			Also, in Fall 2008 in ACC 11 weekend study sessions were introduced. The weekend study sessions have proved beneficial for participating students. Their final exam and course grades were higher than those earned by students not participating.		

Table 1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																														
<p>1b. Students will demonstrate an overall knowledge of the course objectives and content in the Core Business courses (ACC 11, BUS 10, BUS 51, DAT 10 & DAT 30).</p>	<p>Success is based on grades achieved in uniform final examinations. 70% of all students will earn a grade of 60% or better.</p>	<p>The revised 06-08 criteria of 70% of students earning a grade of 60% or better was utilized to accommodate our diverse student body in this variety of courses. In BUS 10 & DAT 10, the criteria was met in three of the four semesters; in DAT 30 the criteria was met in two of the four semesters, with significant improvement in the last two semesters; in ACC 11 and BUS 51 the criteria were not met.</p>	<p>The final exam passing rates in BUS 51 have been problematic and not reflective of the course passing rates for the past four semesters. Therefore, an objective analysis of the format and content of the BUS 51 final exam as it relates to defined learning objectives in the course syllabus is necessary.</p>	<p>In BUS 51, students final examinations will be reviewed to identify problematic content areas that should be further emphasized in classroom instruction, as well as the appropriateness of the format of current examinations.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Pass Rates Core Courses Final Exams Fa08 - Sp10</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Pass Rates Core Courses Final Exams (Fa08 - Sp10)</caption> <thead> <tr> <th>Semester</th> <th>DAT30</th> <th>DAT10</th> <th>BUS51</th> <th>BUS10</th> <th>ACC11</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>80%</td> <td>66%</td> <td>62%</td> <td>78%</td> <td>61%</td> </tr> <tr> <td>Sp08</td> <td>78%</td> <td>64%</td> <td>56%</td> <td>67%</td> <td>68%</td> </tr> <tr> <td>Fa09</td> <td>78%</td> <td>77%</td> <td>57%</td> <td>74%</td> <td>59%</td> </tr> <tr> <td>Sp09</td> <td>80%</td> <td>63%</td> <td>62%</td> <td>72%</td> <td>52%</td> </tr> </tbody> </table>	Semester	DAT30	DAT10	BUS51	BUS10	ACC11	Fa08	80%	66%	62%	78%	61%	Sp08	78%	64%	56%	67%	68%	Fa09	78%	77%	57%	74%	59%	Sp09	80%	63%	62%	72%	52%
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Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1b (contd.)			Regarding ACC 11, Faculty have uniformly identified student's non-compliance in completing required reading and homework assignment as a major factor in student success. In an effort to increase student's completion of required homework, more frequent chapter reviews and quizzes were implemented.	ACC 11 faculty will continue to seek ways to increase student completion of daily assignments. The Department will also investigate the utilization of publishers' online chapter reviews and assignments.	

Table 1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
1c. Students in ACC 11 will demonstrate understanding of the Accounting Cycle (i.e. preparation of Journals, General Ledger, Financial Statements).	Success is measured by 80% of all students completing a required practice set earning a grade of 70% or better.	Criteria was met in all four semesters.	No action necessary. Maintain current presentation of completion of practice set.	Continue to monitor successful completion rates.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">ACC 11 Practice Set Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>ACC 11 Practice Set Results Data</caption> <thead> <tr> <th>Semester</th> <th>% of students earning 70 or better</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>81%</td> </tr> <tr> <td>Sp09</td> <td>78%</td> </tr> <tr> <td>Fa09</td> <td>91%</td> </tr> <tr> <td>Sp10</td> <td>87%</td> </tr> <tr> <td>Aggregate Fa08-Sp10</td> <td>84%</td> </tr> </tbody> </table>	Semester	% of students earning 70 or better	Fa08	81%	Sp09	78%	Fa09	91%	Sp10	87%	Aggregate Fa08-Sp10	84%
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Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
1d. Students in DAT 10 will demonstrate proficiency in the use of Electronic Spreadsheets.	Success is measured by 80% of all students completing a uniform spreadsheet project earning a grade of 70% or better.	Criterion was met and exceeded in all four semesters.	No action necessary. Maintain current presentation of completion of Excel project.	Continue to monitor successful completion rates.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">DAT10 Excel Project Results</p> <table border="1"> <caption>DAT10 Excel Project Results Data</caption> <thead> <tr> <th>Semester</th> <th>% of students earning 70 or better</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>88%</td> </tr> <tr> <td>Sp09</td> <td>95%</td> </tr> <tr> <td>Fa09</td> <td>95%</td> </tr> <tr> <td>Sp10</td> <td>88%</td> </tr> <tr> <td>Aggregate Fa08-Sp10</td> <td>91%</td> </tr> </tbody> </table>	Semester	% of students earning 70 or better	Fa08	88%	Sp09	95%	Fa09	95%	Sp10	88%	Aggregate Fa08-Sp10	91%
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Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
1e. Students in BUS 10 will demonstrate proficiency in completing a written research project.	Success is measured by 80% of all students completing a uniform research project earning a grade of 70% or better.	Criterion was met in all four semesters.	No action necessary. Maintain current presentation of completion of uniform written research project.	Continue to monitor successful completion rates of research project.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">BUS 10 Project Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>BUS 10 Project Results Data</caption> <thead> <tr> <th>Semester</th> <th>% of students earning 70 or better on Project</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>86%</td> </tr> <tr> <td>Sp09</td> <td>83%</td> </tr> <tr> <td>Fa09</td> <td>95%</td> </tr> <tr> <td>Sp10</td> <td>85%</td> </tr> <tr> <td>Aggregate Fa08-Sp10</td> <td>87%</td> </tr> </tbody> </table> <p style="text-align: center;">■ % of students earning 70 or better on Project</p>	Semester	% of students earning 70 or better on Project	Fa08	86%	Sp09	83%	Fa09	95%	Sp10	85%	Aggregate Fa08-Sp10	87%
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<p>1f. Students in COM 31 will demonstrate understanding and correct application of language-arts grammar skills. This competency measure was initiated in the Fall 2009 semester.</p>	<p>Success is measured by 80% of students being able to apply correct grammar principles by earning a grade of 75% or better on the language arts portion of the COM 31 final exam.</p>	<p>For both Fall 2009 & Spring 2010 student learning goals were met in the use of possessives and tenses, but not met in the use of subject/verb agreement and commas.</p>	<p>After analyzing student results the following interventions were implemented: (1) Revised presentation of textbook chapters to aid understanding of comma usage, (2) Reinforced recognition of multi-punctuation within sentences, (3) Reinforced subject/verb agreement through additional practice sentences, (4) Advise students to utilize the services of the Writing Center for assistance.</p>	<p>Continue to monitor outcomes in the Fall 2010 - Spring 2011 academic year.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">COM 31 Language-Arts Final Exam Results</p> <p>The bar chart displays the percentage of students scoring 75% or higher on the COM 31 Language-Arts Final Exam. The Y-axis represents the 'Percent of students scoring 75% or higher' from 0% to 100%. The X-axis represents 'Language-Arts Grammar Skills' with categories: Possessives, Tenses, Subject/Verb Agreement, and Commas. Two data series are shown: Fall 2009 (blue bars) and Spring 2010 (magenta bars). For Possessives, the percentage increased from approximately 83% in Fall 2009 to 85% in Spring 2010. For Tenses, it increased from approximately 82% to 87%. For Subject/Verb Agreement, it increased from approximately 70% to 73%. For Commas, it increased from approximately 67% to 72%.</p> <table border="1"> <thead> <tr> <th>Grammar Skill</th> <th>Fall 2009 (%)</th> <th>Spring 2010 (%)</th> </tr> </thead> <tbody> <tr> <td>Possessives</td> <td>83</td> <td>85</td> </tr> <tr> <td>Tenses</td> <td>82</td> <td>87</td> </tr> <tr> <td>Subject/Verb Agreement</td> <td>70</td> <td>73</td> </tr> <tr> <td>Commas</td> <td>67</td> <td>72</td> </tr> </tbody> </table>	Grammar Skill	Fall 2009 (%)	Spring 2010 (%)	Possessives	83	85	Tenses	82	87	Subject/Verb Agreement	70	73	Commas	67	72
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Table 1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																												
<p>1g. 70% of students completing course self-assessment surveys (in ACC 11, BUS 10, BUS 11, BUS 51, DAT 10 & DAT 30) will respond "yes, to some extent" or "yes, to a great extent" to understanding and being able to perform respective course objectives.</p>	<p>Students in these courses completed a self-report course assessment survey identifying learning and performance objectives.</p>	<p>Competency criteria were met for all courses surveyed including the two additional courses (ACC 11 & BUS 11). Survey results indicated that over 70% of students surveyed responded "yes, to some extent" or "yes, to a great extent".</p>	<p>The self-assessment outcomes were distributed to faculty in respective courses who reviewed the data analysis and students' individual comments for instructors' consideration and instructional modification if appropriate.</p>	<p>The outcomes reflected in the 08-09 academic year indicate a continuation of students' understanding and ability to perform course objectives. Therefore, the Department will continue its evaluation of student self-assessment surveys by respective faculty.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Student Course Assessment Results Academic Year 2008-2009</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Student Course Assessment Results Data</caption> <thead> <tr> <th>Course</th> <th>Yes, to a great extent</th> <th>Yes, to some extent</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ACC 11</td> <td>54%</td> <td>42%</td> <td>4%</td> </tr> <tr> <td>BUS 10</td> <td>60%</td> <td>38%</td> <td>2%</td> </tr> <tr> <td>BUS 11</td> <td>69%</td> <td>31%</td> <td>0%</td> </tr> <tr> <td>BUS 51</td> <td>48%</td> <td>49%</td> <td>3%</td> </tr> <tr> <td>DAT 10</td> <td>59%</td> <td>37%</td> <td>4%</td> </tr> <tr> <td>DAT 30</td> <td>76%</td> <td>24%</td> <td>0%</td> </tr> </tbody> </table>	Course	Yes, to a great extent	Yes, to some extent	No	ACC 11	54%	42%	4%	BUS 10	60%	38%	2%	BUS 11	69%	31%	0%	BUS 51	48%	49%	3%	DAT 10	59%	37%	4%	DAT 30	76%	24%	0%
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Table 1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																								
<p>1h. Students will demonstrate attainment of General Education Proficiencies (critical thinking, analysis, communication skills) required of CUNY Community College graduates.</p>	<p>Success is based on 65% of students earning a passing grade in the mandatory CUNY-Wide, College Proficiency Exam (CPE).</p>	<p>Both AS & AAS degree students met and exceeded the criteria for the past five years.</p>	<p>The benchmark criteria continue to be met. The Department continues to emphasize the importance of developing General Education proficiencies through classroom instruction and required analytical writing assignments. No action necessary.</p>	<p>These outcomes are closely monitored and disseminated to faculty. The monitoring and reporting processes will be continued on an ongoing basis. Faculty will continue to emphasize General Education proficiencies in their instruction.</p>	<p style="text-align: center;">AS & AAS Degree CPE Pass Rates vs. College- Wide</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>AS & AAS Degree CPE Pass Rates vs. College- Wide</caption> <thead> <tr> <th>Year</th> <th>B&IS AS Programs</th> <th>B&IS AAS Programs</th> <th>College-Wide</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>80%</td> <td>75%</td> <td>76%</td> </tr> <tr> <td>2006</td> <td>80%</td> <td>73%</td> <td>77%</td> </tr> <tr> <td>2007</td> <td>79%</td> <td>68%</td> <td>74%</td> </tr> <tr> <td>2008</td> <td>85%</td> <td>71%</td> <td>77%</td> </tr> <tr> <td>2009</td> <td>83%</td> <td>72%</td> <td>75%</td> </tr> </tbody> </table>	Year	B&IS AS Programs	B&IS AAS Programs	College-Wide	2005	80%	75%	76%	2006	80%	73%	77%	2007	79%	68%	74%	2008	85%	71%	77%	2009	83%	72%	75%
Year	B&IS AS Programs	B&IS AAS Programs	College-Wide																										
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Table 2. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																														
<p>2a. Number of students in the Business and Information Systems Department who earn AS and AAS degrees. The Department will represent 20% of the College's total graduates.</p>	<p>Graduate data provided by the Office of Institutional Research.</p>	<p>For the past five academic years the Department has met its graduation goals and continues to rank 1st or 2nd in total number of graduates--- 22%, and 20% respectively over the last 2 academic years.</p>	<p>The Department's AAS and AS Degree graduates continue to represent a large, stable percentage of total BCC graduates. The Department faculty facilitated students' academic progress by providing instructional support, academic advisement assistance, and comprehensive schedule of course offerings permitting senior students to meet graduation requirements. No action required.</p>	<p>The Department continues to graduate more than 20% of the College's graduates.</p>	<div style="text-align: center;"> <p>Graph of Trends</p> <p>Number of Graduates Business & College-Wide</p> <table border="1"> <caption>Number of Graduates Business & College-Wide</caption> <thead> <tr> <th>Year</th> <th>B&IS Dept</th> <th>College-Wide</th> </tr> </thead> <tbody> <tr> <td>2004-2005</td> <td>219</td> <td>830</td> </tr> <tr> <td>2005-2006</td> <td>165</td> <td>735</td> </tr> <tr> <td>2006-2007</td> <td>177</td> <td>834</td> </tr> <tr> <td>2007-2008</td> <td>167</td> <td>756</td> </tr> <tr> <td>2008-2009</td> <td>168</td> <td>836</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>Percentage of BCC Graduates by Business and Information Systems Department</p> <table border="1"> <caption>Percentage of BCC Graduates by Business and Information Systems Department</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2004-2005</td> <td>26%</td> </tr> <tr> <td>2005-2006</td> <td>22%</td> </tr> <tr> <td>2006-2007</td> <td>21%</td> </tr> <tr> <td>2007-2008</td> <td>22%</td> </tr> <tr> <td>2008-2009</td> <td>20%</td> </tr> </tbody> </table> </div>	Year	B&IS Dept	College-Wide	2004-2005	219	830	2005-2006	165	735	2006-2007	177	834	2007-2008	167	756	2008-2009	168	836	Year	Percentage	2004-2005	26%	2005-2006	22%	2006-2007	21%	2007-2008	22%	2008-2009	20%
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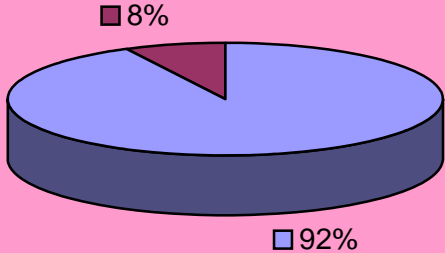
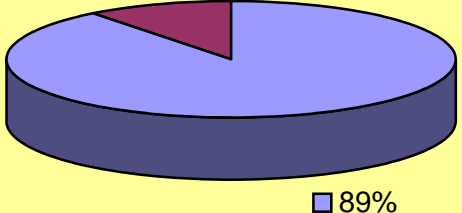
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends								
<p>2b. 75% of graduates of Business and Information Systems AS and AAS degree programs will either be employed and/or continuing their education.</p>	<p>2008 Institutional Research Survey* of Department Graduates Activities six months after graduation. *Most recent data; survey not performed each year.</p>	<p>It is significant to note that since the 2006 Graduation survey data, there has been an increase in both AS degree and AAS degree students who reported being either employed and/or continuing their education. AS & AAS degree graduates experienced increases of 2% & 13% respectively.</p>	<p>To increase students' rate of employment, the Department has encouraged students to participate in BCC's and CUNY's Job Fairs and Career Development services such as job placement, workshops in resume writing and interview preparation. The Department has also promoted services of the College's transfer office, awareness of CUNY Transfer Days and transfer programs at CUNY and other institutions.</p>	<p>Continue to monitor graduates' employment and education trends.</p>	<p style="text-align: center;">Graph of Trends</p> <div style="background-color: #FFDAB9; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">2008 AS Degree Graduates Six Months After Graduation Survey</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>■ 92%</td> <td>■ 8%</td> </tr> <tr> <td>Employed and/or continuing education</td> <td>Unemployed or not continuing education</td> </tr> </table> </div> <div style="background-color: #FFFF00; padding: 10px;"> <p style="text-align: center;">2008 AAS Degree Graduates Six Months After Graduation Survey</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>■ 89%</td> <td>■ 11%</td> </tr> <tr> <td>Employed and/or continuing education</td> <td>Unemployed or not continuing education</td> </tr> </table> </div>	■ 92%	■ 8%	Employed and/or continuing education	Unemployed or not continuing education	■ 89%	■ 11%	Employed and/or continuing education	Unemployed or not continuing education
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2c. At least 90% of surveyed employers who supervised students enrolled in the Cooperative Work Experience (CWE) internship course will report that students demonstrate satisfactory proficiency on course-related entry-level skills.	CWE employer survey.	For the past four academic years, survey results indicate a high degree of employer satisfaction with intern skills. On average, 95% reported satisfaction.	For each of the four years the criteria were met. CWE counselors carefully review a student's background and skills required by potential employers before placement in an intern position. CWE Director meets with Business & Information Systems Chairperson to discuss placement requirements and student referral procedures.	Students in the CWE program continue to receive favorable evaluations from their CWE employers. Will continue to monitor the surveys to insure that students maintain satisfactory performance.	<p style="text-align: center;">CWE Employers Survey of Intern Skill Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>CWE Employers Survey of Intern Skill Level Data</caption> <thead> <tr> <th>Time Period</th> <th>Excellent</th> <th>Very Good</th> <th>Good/Satisfactory</th> <th>Poor/Unsatisfactory</th> </tr> </thead> <tbody> <tr> <td>Fa06-Sp07</td> <td>52%</td> <td>14%</td> <td>31%</td> <td>2%</td> </tr> <tr> <td>Fa07-Sp08</td> <td>54%</td> <td>27%</td> <td>14%</td> <td>5%</td> </tr> <tr> <td>Fa08-Sp09</td> <td>29%</td> <td>42%</td> <td>27%</td> <td>2%</td> </tr> <tr> <td>Fa09-Sp10</td> <td>26%</td> <td>29%</td> <td>35%</td> <td>10%</td> </tr> </tbody> </table>	Time Period	Excellent	Very Good	Good/Satisfactory	Poor/Unsatisfactory	Fa06-Sp07	52%	14%	31%	2%	Fa07-Sp08	54%	27%	14%	5%	Fa08-Sp09	29%	42%	27%	2%	Fa09-Sp10	26%	29%	35%	10%
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<p>3a.The Department will be allocated sufficient college funds to carry out its mission and pursue its goals.</p>	<p>Annual budget--the amount of Department's operating expenditures each academic year.</p>	<p>For the past five years, the Department has received the necessary funding to efficiently conduct operations.</p>	<p>The decrease in Department expenditures from fiscal year 2007 to 2008 was reversed in fiscal year 2009. The increased departmental funding was continued in 2010. A full-time substitute faculty was hired. A request for new full-time faculty was made and approved.</p>	<p>Fall 2010, two new full-time faculty were hired to replace retired faculty and to meet increased Department enrollment needs.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Department Expenditures</p> <table border="1" style="display: none;"> <caption>Department Expenditures Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Allocated Dollar</th> </tr> </thead> <tbody> <tr> <td>FY 2006</td> <td>\$1,800,000</td> </tr> <tr> <td>FY 2007</td> <td>\$1,900,000</td> </tr> <tr> <td>FY 2008</td> <td>\$1,850,000</td> </tr> <tr> <td>FY 2009</td> <td>\$2,000,000</td> </tr> <tr> <td>FY 2010</td> <td>\$2,250,000</td> </tr> </tbody> </table>	Fiscal Year	Allocated Dollar	FY 2006	\$1,800,000	FY 2007	\$1,900,000	FY 2008	\$1,850,000	FY 2009	\$2,000,000	FY 2010	\$2,250,000
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<p>3b. Spending per business student FTE will be sufficient to support Department's instructional, administrative and student support activities.</p>	<p>Annual budget--the expenditures per business student FTE.</p>	<p>While the aggregate Department expenditures have increased steadily, the amounts expended per FTE have fluctuated mainly due to fiscal constraints prescribed by CUNY and increased enrollment over the past 5 academic years.</p>	<p>The current budget remains sufficient to achieve Department goals. The spending per FTE will be closely monitored.</p>	<p>The Office of Finance and Administration operates within the guidelines and constraints of the CUNY Budget to provide BCC academic departments with adequate funding. No action necessary.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Department Expenditures Per FTE</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Department Expenditures Per FTE Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>FY 2006</td> <td>1,824</td> </tr> <tr> <td>FY 2007</td> <td>2,001</td> </tr> <tr> <td>FY 2008</td> <td>1,842</td> </tr> <tr> <td>FY 2009</td> <td>1,704</td> </tr> <tr> <td>FY 2010</td> <td>1,850</td> </tr> </tbody> </table>	Fiscal Year	Expenditures	FY 2006	1,824	FY 2007	2,001	FY 2008	1,842	FY 2009	1,704	FY 2010	1,850
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<p>3c. The Department / College Admissions and Enrollment Office will strive to increase program enrollment.</p>	<p>The semester "Enrollment by Program" report provided by the College's Office of Institutional Research.</p>	<p>There is continued increase in enrollment in Business Administration's AS transfer degree program and an overall level of stability in enrollment in our AAS career degree programs. It is important to note that the Medical Office Assistant AAS degree has seen a great increase in enrollment (190% from Fa 05 to Sp 10) over the past two academic years.</p>	<p>From Fa05 to Sp10 there was an increase in enrollment in the Business Administration AS degree programs of approximately 33% and no significant change in our AAS programs. Overall, the Department continues to maintain its large enrollment which represents approximately 20% of enrollment college-wide. The Department continues to participate in and strongly support the various College recruitment efforts (Open Houses, Freshman Orientation, etc.).</p>	<p>As a result of its ongoing College recruitment activities, the Department continues to maintain its position representing a major segment of the College population with a strong stable enrollment.</p>	<p style="text-align: center;">Enrollment by Program</p> <table border="1"> <caption>Estimated Enrollment Data from Graph</caption> <thead> <tr> <th>Program</th> <th>Fa05</th> <th>Sp06</th> <th>Fa06</th> <th>Sp07</th> <th>Fa07</th> <th>Sp08</th> <th>Fa08</th> <th>Sp09</th> <th>Fa09</th> <th>Sp10</th> </tr> </thead> <tbody> <tr> <td>Bus Admin</td> <td>750</td> <td>800</td> <td>820</td> <td>850</td> <td>880</td> <td>920</td> <td>950</td> <td>980</td> <td>1000</td> <td>1000</td> </tr> <tr> <td>Acctg</td> <td>180</td> <td>190</td> <td>200</td> <td>210</td> <td>220</td> <td>230</td> <td>240</td> <td>250</td> <td>260</td> <td>270</td> </tr> <tr> <td>CIS</td> <td>150</td> <td>160</td> <td>170</td> <td>180</td> <td>190</td> <td>200</td> <td>210</td> <td>220</td> <td>230</td> <td>240</td> </tr> <tr> <td>Mkt Mgmt</td> <td>80</td> <td>90</td> <td>100</td> <td>110</td> <td>120</td> <td>130</td> <td>140</td> <td>150</td> <td>160</td> <td>170</td> </tr> <tr> <td>Office Admin Tech</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> <td>100</td> <td>110</td> <td>120</td> <td>130</td> <td>140</td> </tr> <tr> <td>Med Office Asst</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> <td>100</td> <td>110</td> <td>120</td> <td>130</td> <td>140</td> </tr> </tbody> </table>	Program	Fa05	Sp06	Fa06	Sp07	Fa07	Sp08	Fa08	Sp09	Fa09	Sp10	Bus Admin	750	800	820	850	880	920	950	980	1000	1000	Acctg	180	190	200	210	220	230	240	250	260	270	CIS	150	160	170	180	190	200	210	220	230	240	Mkt Mgmt	80	90	100	110	120	130	140	150	160	170	Office Admin Tech	50	60	70	80	90	100	110	120	130	140	Med Office Asst	50	60	70	80	90	100	110	120	130	140
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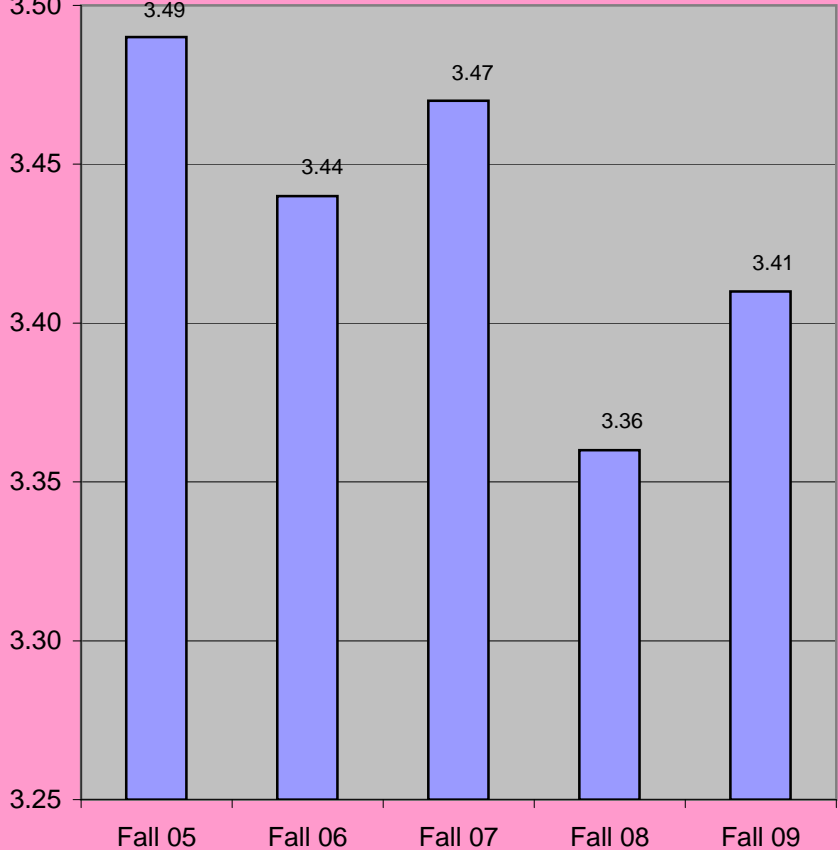
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
4a. Faculty will receive an overall rating of 3 (out of 4) on the item "Overall Impression of Instruction" in student evaluations in Business courses.	Student evaluations are administered in the fall term for all courses.	Over the past 3 academic years student evaluation of business instructors has exceeded the benchmark criterion of 3 in "Overall Impression of Instruction" in Business courses.	There has been no significant change in students' overall impression of instruction. With an overall rating of 3.41 out of 4, students appear to be well satisfied with instruction they are receiving. Faculty evaluations are distributed to individual faculty for their review. The detailed analysis of questions regarding instruction as well as student comments provide definitive information to instructors for their consideration and further pedagogical development.	Overall, department faculty continue to impart high quality instruction in the classroom which is recognized by our student body.	<p style="text-align: center;">Business Student Evaluation Results: Overall Impression of Instruction</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Business Student Evaluation Results: Overall Impression of Instruction</caption> <thead> <tr> <th>Term</th> <th>Overall Rating</th> </tr> </thead> <tbody> <tr> <td>Fall 05</td> <td>3.49</td> </tr> <tr> <td>Fall 06</td> <td>3.44</td> </tr> <tr> <td>Fall 07</td> <td>3.47</td> </tr> <tr> <td>Fall 08</td> <td>3.36</td> </tr> <tr> <td>Fall 09</td> <td>3.41</td> </tr> </tbody> </table>	Term	Overall Rating	Fall 05	3.49	Fall 06	3.44	Fall 07	3.47	Fall 08	3.36	Fall 09	3.41
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<p>4b. 85% of the Business Department's full-time faculty will report a minimum of "satisfactory" on their BCC Annual Faculty & Staff Satisfaction Survey.</p>	<p>BCC Annual Faculty & Staff Satisfaction Survey distributed in the Spring 2010 semester.</p>	<p>100% of Business Department full-time faculty reported a positive level of overall satisfaction. It is significant to note that 71% of faculty reported an overall Good/Excellent level of satisfaction.</p>	<p>The Department continues to maintain an overall positive level of satisfaction (compared with College-Wide 80% satisfaction rate). The Department administration will continue to engage in activities that support faculty and promote Department participation.</p>	<p>Continue to monitor faculty satisfaction.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Comparison of Business Faculty to College-Wide Faculty in Overall Satisfaction: Spring 2010</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Comparison of Business Faculty to College-Wide Faculty in Overall Satisfaction: Spring 2010</caption> <thead> <tr> <th>Category</th> <th>Satisfaction Rate</th> </tr> </thead> <tbody> <tr> <td>B&IS Faculty</td> <td>100%</td> </tr> <tr> <td>College-Wide</td> <td>80%</td> </tr> </tbody> </table>	Category	Satisfaction Rate	B&IS Faculty	100%	College-Wide	80%
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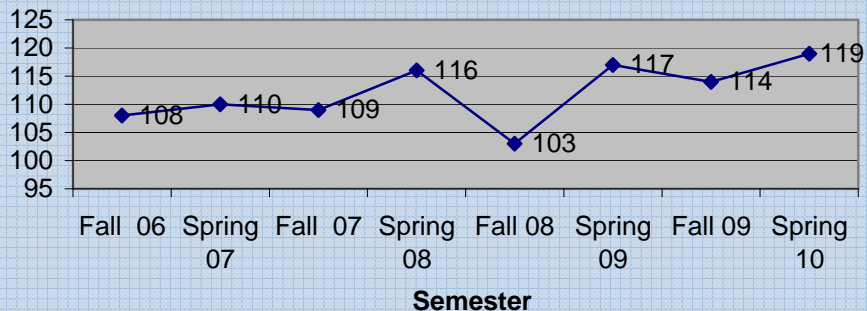
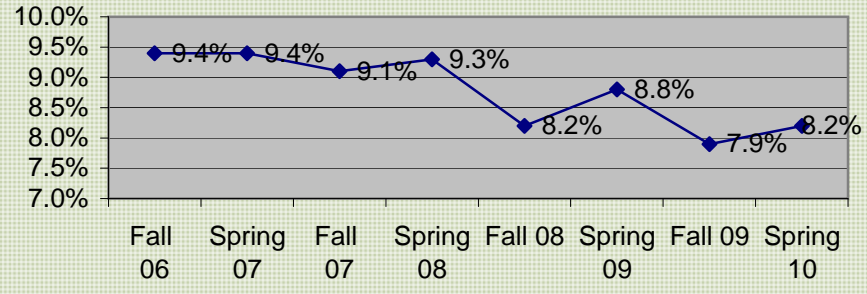
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																																				
<p>5a. The Business & Information Systems Department will seek to maintain or increase its course offerings during the Fall 2008 - Spring 2010 academic years (subject to overall College enrollment and CUNY funding).</p>	<p>Registrar's Report on College-Wide Course Offerings.</p>	<p>For the past four semesters, the number of course sections offered has remained fairly stable or increased. From Fall 2008 to Spring 2010 there was an aggregate increase of 16% in course offerings.</p>	<p>The Department will continue to allocate its assigned hours as carefully as possible anticipating student demand and scheduling courses to insure maximum enrollment.</p>	<p>Continue to utilize the same guidelines in allocating Departmental hours for course scheduling and faculty programming.</p>	<div style="text-align: center;"> <p>Graph of Trends</p> <p>Number of Course Sections Offered</p>  <table border="1" data-bbox="1113 438 1974 747"> <caption>Number of Course Sections Offered</caption> <thead> <tr> <th>Semester</th> <th>Total # of Sections</th> </tr> </thead> <tbody> <tr> <td>Fall 06</td> <td>108</td> </tr> <tr> <td>Spring 07</td> <td>110</td> </tr> <tr> <td>Fall 07</td> <td>109</td> </tr> <tr> <td>Spring 08</td> <td>116</td> </tr> <tr> <td>Fall 08</td> <td>103</td> </tr> <tr> <td>Spring 09</td> <td>117</td> </tr> <tr> <td>Fall 09</td> <td>114</td> </tr> <tr> <td>Spring 10</td> <td>119</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>Percentage of College-Wide Course Sections Offered by the Business & Information Systems Department</p>  <table border="1" data-bbox="1113 1055 1974 1347"> <caption>Percentage of College-Wide Course Sections Offered by the Business & Information Systems Department</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 06</td> <td>9.4%</td> </tr> <tr> <td>Spring 07</td> <td>9.4%</td> </tr> <tr> <td>Fall 07</td> <td>9.1%</td> </tr> <tr> <td>Spring 08</td> <td>9.3%</td> </tr> <tr> <td>Fall 08</td> <td>8.2%</td> </tr> <tr> <td>Spring 09</td> <td>8.8%</td> </tr> <tr> <td>Fall 09</td> <td>7.9%</td> </tr> <tr> <td>Spring 10</td> <td>8.2%</td> </tr> </tbody> </table> </div>	Semester	Total # of Sections	Fall 06	108	Spring 07	110	Fall 07	109	Spring 08	116	Fall 08	103	Spring 09	117	Fall 09	114	Spring 10	119	Semester	Percentage	Fall 06	9.4%	Spring 07	9.4%	Fall 07	9.1%	Spring 08	9.3%	Fall 08	8.2%	Spring 09	8.8%	Fall 09	7.9%	Spring 10	8.2%
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<p>5b. Scope of alternative delivery of courses: Offer range of courses such as fast track and distance learning courses to accommodate time/work schedules of diverse student body. The Department goal, revised as part of the 2008 QA Report, is to offer a minimum of 4 alternative delivery courses each semester.</p>	<p>Registrar's Report on College-Wide Course Offerings.</p>	<p>The Department has met the criterion in each of the four semesters.</p>	<p>The Department is limited in its offerings by trained faculty and fiscal resources in addition to constraints of appropriateness of course content, content delivery and student demand. In Spring 2010, the Department faculty who conducted Fast-Track sections recommended the elimination of that method of course delivery. The determination was that the students were not well served in accomplishing prescribed course objectives using this method.</p>	<p>Beginning in Fall 2010, the Department will no longer offer Fast-Track courses. Distance Learning sections will continue to be offered.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Alternate Delivery Offerings (Fast-Track & Distance Learning)</p> <table border="1"> <caption>Number of Course Sections Offered by Semester</caption> <thead> <tr> <th>Semester</th> <th>College-Wide</th> <th>Business & Info Systems</th> </tr> </thead> <tbody> <tr> <td>Fall 2008</td> <td>47</td> <td>4</td> </tr> <tr> <td>Spring 2009</td> <td>62</td> <td>5</td> </tr> <tr> <td>Fall 2009</td> <td>62</td> <td>5</td> </tr> <tr> <td>Spring 2010</td> <td>61</td> <td>6</td> </tr> </tbody> </table> <p style="text-align: center;">Number of Course Sections Offered</p> <p style="text-align: center;">Semester</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> ■ College-Wide ■ Business & Info Systems </div>	Semester	College-Wide	Business & Info Systems	Fall 2008	47	4	Spring 2009	62	5	Fall 2009	62	5	Spring 2010	61	6
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Table 5. Organizational Effectiveness Results

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<p>5c. Technology Fee: To provide students with support services in technology areas, CUNY has implemented a \$100 technology fee per semester for full-time students (\$50 for part-time students). Revenues generated must be used for student technology services. Revenues are variable based upon enrollment.</p>	<p>Technology Oversight Committee (TOC) reviews and supervises Technology Fee expenditures. Reports are generated by the Office of Information Technology and the Office of Finance and Administration.</p>	<p>Since the inception of the Technology Fee in 2004, 91% of expenditures have been used directly to upgrade, maintain and create new computer facilities for classroom instruction and student computer laboratories.</p>	<p>TOC will continue monitoring student technology needs and advances in educational technology for decision making in future expenditures.</p>	<p>Over the past two academic years, several new computer laboratories have been updated and wireless access points have been installed and updated throughout the campus. Routine ongoing activities to improve service have continued.</p>	<p style="text-align: center;">Technology Fee Usage Fiscal Years 2004-2010</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Technology Fee Usage Expenditures (FY 2004-2010)</caption> <thead> <tr> <th>Fiscal Year</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>FY 2004</td> <td>\$745,365</td> </tr> <tr> <td>FY 2005</td> <td>\$925,822</td> </tr> <tr> <td>FY 2006</td> <td>\$839,561</td> </tr> <tr> <td>FY 2007</td> <td>\$985,639</td> </tr> <tr> <td>FY 2008</td> <td>\$884,045</td> </tr> <tr> <td>FY 2009</td> <td>\$1,161,545</td> </tr> <tr> <td>FY 2010</td> <td>\$1,311,009</td> </tr> </tbody> </table>	Fiscal Year	Expenditures	FY 2004	\$745,365	FY 2005	\$925,822	FY 2006	\$839,561	FY 2007	\$985,639	FY 2008	\$884,045	FY 2009	\$1,161,545	FY 2010	\$1,311,009
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<p>5d. Contributions to the community: Bronx Community College offers many diverse continuing education courses and outreach programs that advance the social and economic well-being of the community.</p>	<p>Identification of Continuing and Professional Education programs offerings in four major disciplines: Building Trade, Academic Skills, Computer Technology and Allied Health.</p>	<p>BCC's continuing education and community outreach programs continue to serve its diverse economically disadvantaged population.</p>	<p>The latest data continues to show Academic Skills courses to be the most popular and in great demand. Interest in Allied Health courses has increased significantly over the past two years. Resources continue to be allocated based on meeting community needs. Remediation and language immersion courses comprise the largest segment of the Academic Skills enrollment.</p>	<p>The Office of Institutional Advancement will continue to monitor the needs of the College community and adjust the resource allocation in the many continuing education and outreach programs it offers.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Continuing Education Disciplines and Enrollment</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Continuing Education Disciplines and Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Building Trades</th> <th>Academic Skills</th> <th>Computer Technology</th> <th>Allied Health</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>569</td> <td>1,426</td> <td>28</td> <td>482</td> </tr> <tr> <td>2006</td> <td>600</td> <td>954</td> <td>6</td> <td>155</td> </tr> <tr> <td>2007</td> <td>623</td> <td>3,947</td> <td>14</td> <td>134</td> </tr> <tr> <td>2008</td> <td>374</td> <td>2,206</td> <td>46</td> <td>514</td> </tr> <tr> <td>2009</td> <td>554</td> <td>1,800</td> <td>120</td> <td>680</td> </tr> </tbody> </table>	Year	Building Trades	Academic Skills	Computer Technology	Allied Health	2005	569	1,426	28	482	2006	600	954	6	155	2007	623	3,947	14	134	2008	374	2,206	46	514	2009	554	1,800	120	680
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<p>5e. In its hiring of faculty and staff and the maintenance of a diverse workforce, the Department will adhere to BCC's employment policies and practices which are designed to comply with Affirmative Action regulations mandated for public institutions.</p>	<p>Annual Affirmative Action Report generated by the College's Affirmative Action Officer. The report identifies each academic department's compliance and non-compliance. The report is on file in the College President's office.</p>	<p>The Business and Information Systems Department was deemed to be in compliance with Affirmative Action regulations in regards to the total minority component. The Department was underutilized in regards to the female component.</p>	<p>The Department faculty represents a diversified faculty in terms of ethnic and gender composition. Future employment of full-time faculty will continue to comply with Affirmative Action regulations.</p>	<p>During the Spring 2010 semester, the Department conducted a search for two new full-time faculty members. While several qualified female candidates were interviewed, the two search committees selected one minority male and one non-minority male. The finalists were reviewed and approved by the College President and the Affirmative Action Officer. The selected candidates were offered and accepted the positions beginning in Fall 2010.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Affirmative Action - Faculty Composition</p> <table border="1"> <caption>Affirmative Action - Faculty Composition Data</caption> <thead> <tr> <th>Semester</th> <th>Female</th> <th>Total Minority</th> <th>Black</th> <th>Hispanic</th> <th>Asian/Pacific Islander</th> </tr> </thead> <tbody> <tr> <td>Fall 2005</td> <td>20</td> <td>53</td> <td>20</td> <td>20</td> <td>14</td> </tr> <tr> <td>Fall 2006</td> <td>22</td> <td>57</td> <td>22</td> <td>22</td> <td>15</td> </tr> <tr> <td>Fall 2007</td> <td>27</td> <td>60</td> <td>27</td> <td>20</td> <td>14</td> </tr> <tr> <td>Fall 2008</td> <td>28</td> <td>61</td> <td>33</td> <td>17</td> <td>12</td> </tr> <tr> <td>Fall 2009</td> <td>28</td> <td>61</td> <td>33</td> <td>17</td> <td>12</td> </tr> </tbody> </table>	Semester	Female	Total Minority	Black	Hispanic	Asian/Pacific Islander	Fall 2005	20	53	20	20	14	Fall 2006	22	57	22	22	15	Fall 2007	27	60	27	20	14	Fall 2008	28	61	33	17	12	Fall 2009	28	61	33	17	12
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<p>5f. To share its resources and to provide space to the extended community for a wide variety of events that benefit the community each year.</p>	<p>The Facility Usage List – 2006-2010, generated by the Director of Administrative & Events Management Services includes an aggregate number of events held on campus and space reservation forms processed.</p>	<p>There has been no major change in either the volume or type of activities that the College facilities accommodates. Some new community and academic activities include: Career & health insurance recruitment for students; Bbanking recruitment for faculty and staff; Alumni Homecoming; Bronx Symphony Concert & Lecture series.</p>	<p>The College is successful in sharing its campus for utilization by community groups and will continue to support these varied and productive group activities. The total number of events decreased from 07-08 to 08-09 by 29%, while the number of forms processed remained relatively constant. The decrease in events is due to a high number of cancellations of scheduled events.</p>	<p>The Director of Administrative & Events Management Services has projected the level of events and forms processed to remain steady, due to the high enrollment figures and the anticipated increase in available space to be provided by the new North Instructional Building. The construction of this building is expected to be completed sometime in 2011.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Facilities Usage</p> <table border="1"> <caption>Facilities Usage Data</caption> <thead> <tr> <th>Year</th> <th>On-campus Events</th> <th>Space Reservation Forms</th> </tr> </thead> <tbody> <tr> <td>Fa 06-Sp 07</td> <td>2300</td> <td>900</td> </tr> <tr> <td>Fa 07-Sp 08</td> <td>2110</td> <td>600</td> </tr> <tr> <td>Fa 08-Sp 09</td> <td>1510</td> <td>602</td> </tr> <tr> <td>Fa 09-Sp 10</td> <td>2061</td> <td>1239</td> </tr> </tbody> </table>	Year	On-campus Events	Space Reservation Forms	Fa 06-Sp 07	2300	900	Fa 07-Sp 08	2110	600	Fa 08-Sp 09	1510	602	Fa 09-Sp 10	2061	1239
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Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
<p>5g. Safety: The Business & Information Systems Department will operate in a safe and secure campus environment under the authority of the BCC Department of Public Safety.</p>	<p>Security, Crime and Statistics Reports compiling federally mandated crime statistics generated annually by the Department of Public Safety.</p>	<p>For both AS & AAS degree students, the criteria have been met for the past five years. Also, the AS degree students continue to exceed College-Wide results.</p>	<p>The College is successful in sharing its campus for utilization by community groups and will continue to support these varied and productive group activities. The total number of events and applications processed decreased from 06-07 to 07-08 by 9% and 33% respectively. The decrease in events is due to an increased number of cancellations of scheduled events. The discrepancy in the percentages of forms versus events is due to many forms in 07-08 containing multiple dates for facility use.</p>	<p>These outcomes are closely monitored and disseminated to faculty. The monitoring and reporting processes will be continued on an ongoing basis.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Total Number of Crimes 2004-2008 (as per the most recently published crime report)</p> <table border="1"> <caption>Data for Total Number of Crimes 2004-2008</caption> <thead> <tr> <th>Year</th> <th>Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>41</td> </tr> <tr> <td>2005</td> <td>34</td> </tr> <tr> <td>2006</td> <td>51</td> </tr> <tr> <td>2007</td> <td>40</td> </tr> <tr> <td>2008</td> <td>44</td> </tr> </tbody> </table>	Year	Number of Incidents	2004	41	2005	34	2006	51	2007	40	2008	44
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