Overview

Institution Name
Bronx Community College - CUNY

Address
2155 University Avenue, Bronx, NY 10453

Year Accredited
1994

Year Reaffirmed
2014

Years Covered by this Report
2014 - 2016

Date Submitted
01/03/2017

Completed By
Clampman, Howard

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ACBSP Champion
Clampman, Howard

ACBSP Co-Champion
Jaijairam, Paul

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Howard Clampman

Institution Response

4. List all accredited programs (as they appear in your catalog).

- Business Administration AS Degree (options in Accounting, Computer Programming, Management and Marketing Management)

- Accounting AAS Degree

- Computer Information Systems AAS Degree (options in Computer Programming and Web Page Development)

- Marketing Management AAS Degree

- Medical Office Assistant AAS Degree

- Office Administration and Technology AAS Degree

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

- Paralegal Studies AAS Degree - Accredited by American Bar Association

- Paralegal Studies Certificate - Accredited by American Bar Association

6. List all campuses where a student can earn a business degree from your institution.

- All degrees are earned at the sole campus, 2155 University Avenue, Bronx, NY 10453

7. Person completing report:

Name: Professor Howard A. Clampman and Professor Paul Jaijairam

Phone: 718-289-5590 and 718-289-5501

Email address: howard.clampman@bcc.cuny.edu and paul.jaijairam@bcc.cuny.edu

ACBSP Champion name: Professor Howard A. Clampman

ACBSP Co-Champion name: Professor Paul Jaijairam

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Howard Clampman

Institution Response

No conditions or notes were assigned as part of the 2014 Self-Study.

Sources

There are no sources.

III - Public Information

Item III in the QA report applies to Criterion 6.11 in the *Standards and Criteria* book. Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. A direct link to aggregate business student results should be placed on your business page website. The following items must be available to the public for accreditation.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. A link to Table 2 found in the evidence file must be placed on your website.

Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? A link to Table 7 found in the evidence file must be placed on your website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information. This link provides a good example: http://cravencc.edu/office-of-institutional-effectiveness/institutional-accreditation/acbsp-business-programs-accreditation/.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Howard Clampman

Institution Response

The Department routinely updates links to the ACBSP accreditation reports and correspondence on our page of the Bronx Community College public website. The following files are shown on the Business & Information Systems Department's page:

1. 2010-2012 Quality Assurance Report
2. Academic Year 2012-2013 Self-Study report
3. 2014 ACBSP Reaffirmation Letter
4. 2014-2016 Quality Assurance Report

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

      a. List any organizational or administrative personnel changes within the business unit since your last report.

      b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Howard Clampman

Institution Response

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

In October 2014, BCC President Carole Berotte-Joseph stepped down. Dr. Berotte-Joseph was replaced by Interim President, Dr. Eduardo Marti. In June 2015, after a national search, Dr. Thomas Isekenegbe was selected to be BCC's new President.

In December 2014, Dr. Rosemary Quinn, who had served as Department Chairperson since 2004, retired from BCC. Prof. Howard Clampman, previously Deputy Chairperson since 2002, was named Interim Chairperson. At the same time, Prof. Paul Jaijairam was named as Deputy Chairperson. In May 2015, Prof. Clampman was elected as Chairperson by departmental election.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

None

Sources

There are no sources.

2 - Standard 2 Strategic Planning

You do not have to respond to Standard #2 Strategic Planning if you do not have any notes or conditions in this standard.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Howard Clampman

Institution Response

No notes or conditions exist for this standard.

Sources

There are no sources.

3 - Standard 3 Student and Stakeholder Focus

Complete the table for Standard 3 - Student- and Stakeholder-Focused Results, found under the Evidence File tab above in the ACBSP Documents Folder. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Paul Jaijairam

Institution Response

See evidence file attached.

Sources

There are no sources.

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

    a. **Program Outcomes.** List outcomes by accredited programs. Program outcomes should be used as part of a student learning assessment plan and be measurable.

    AAS

    AS

    AS Accounting, etc.

    b. **Performance Results.<u>Complete Table 2 for Standard 4 Student Learning Results found under the Evidence File in the ACBSP documents folder above.</u>**

        1. Provide a **minimum of three examples of assessment data**, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

        2. **You must have at least one example of results for each accredited program.**

Status: Completed | **Due Date:** 10/1/2016

QA Report

Assigned To

Paul Jaijairam

Institution Response

a. Program Outcomes – upon completion of the degree programs listed below, students will have demonstrated a measurable ability to:

1. Accounting, A.A.S.

a. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and/or group setting.

d. Demonstrate accounting skills on an intermediate level.

e. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

f. Demonstrate a proficiency in performing basic mathematical calculations required in a business setting.

2. Business Administration, A.S., Accounting Option

a. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Demonstrate accounting skills on an intermediate level.

d. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

e. Demonstrate a proficiency in performing statistical calculations required in a business setting.

3. Business Administration, A.S., Management Option

a. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Critically analyze and discuss topics including organizational behavior, finance & international business.

d. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

e. Demonstrate a proficiency in performing statistical calculations required in a business setting.

4. Business Administration, A.S., Marketing Management Option

a. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Critically analyze and discuss topics including marketing ethics, the four P's of marketing and global/domestic marketing strategies.

d. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

e. Demonstrate a proficiency in performing statistical calculations required in a business setting.

5. Business Administration, A.S., Computer Programming Option

a. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Prepare computer programs using current business programming languages.

d. Discuss the uses of various computer operating systems.

e. Demonstrate a proficiency in performing statistical calculations required in a business setting.

6. Computer Information Systems, A.A.S, Computer Programming Option

a. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Prepare computer programs using current business programming languages.

d. Discuss the uses of various computer operating systems.

e. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and/or group setting.

f. Demonstrate a proficiency in performing basic mathematical calculations required in a business setting.

7. Computer Information Systems, A.A.S, Web Page Development Option

a. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Prepare computer programs using current business programming languages.

d. Discuss the uses of various computer operating systems.

e. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and/or group setting.

f. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

g. Demonstrate a proficiency in performing basic mathematical calculations required in a business setting.

8. Marketing Management, A.A.S.

a. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

b. Prepare and analyze financial statements for internal and external decision-making.

c. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and group setting.

d. Critically analyze and discuss topics including marketing ethics, the four P's of marketing and global/domestic marketing strategies.

e. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.

f. Demonstrate a proficiency in performing basic mathematical calculations required in a business setting.

9. Medical Office Assistant, A.A.S.

a. Demonstrate effective business related written and oral communication skills.

b. Demonstrate a proficiency in performing the duties required in a medical office setting.

c. Utilize and incorporate business technology to produce advanced business documents and spreadsheets and databases.

d. Demonstrate the ability to efficiently perform medical laboratory procedures.

10. Office Administration and Technology, A.A.S.

a. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.

b. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and group setting.

c. Demonstrate effective business related written and oral communication skills.

d. Utilize and incorporate business technology to produce basic and advanced business documents, spreadsheets and databases.

b. Performance Results: Embedded in each of the tables included at the end of Standard 4 are links from each of the course assessment measurements to each of these program outcomes. In addition, measurements of B&IS student graduation rates as compared to College-wide rates, surveys of graduates six months after graduation and the results of student perception of learning surveys are also included at the end of Standard 4. The results of these measures are included in our Quality Assurance Report and have a link on the BCC website to allow stakeholders to review the results. The successful completion of the Quality Assurance Report is shared with the Business Advisory Board. Since our program assessment measurements and analysis are in the developmental stages, analysis will be available and reported on the next Quality Assurance Report.

See evidence file attached.

Sources

There are no sources.

5 - Standard 5 Faculty and Staff Focus

a. **Faculty and Staff Focus** Complete Table 3a Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

b. **Faculty Qualifications** Complete Table 3b. Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Howard Clampman

Institution Response

a. Faculty and Staff Focus: See evidence file attached.

b. Faculty Qualifications: See evidence file attached.

Sources

There are no sources.

6 - Standard 6 Educational and Business Process Management

a. **Curriculum**

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary found under the Evidence File tab above.

2. List any degree programs that have changed names whether or not there are curriculum changes. This information will be used to update your list of accredited programs on the ACBSP website.

3. List any **new degree programs** that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

   Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

4. List any accredited programs that have been terminated since your last report.

   Note: If you do not have any new or revised programs, you do not need to complete Table 6 Curriculum Summary.

5. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 7 - Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

Status: Completed | **Due Date:** Not Set

QA Report

Assigned To

Howard Clampman

Institution Response

a. Curriculum: See evidence file attached.

Sources

There are no sources.

TABLE 1: Student and Stakeholder Focused Results (Standard 3)

- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.

- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Performance Measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, internship feedback, etc.

- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

- Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

- Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.

- For all data reported, show sample size (n = 75).
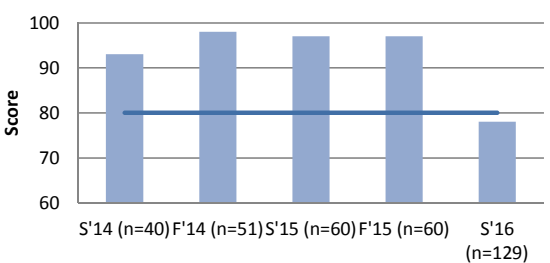
Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
1. The Department will be allocated sufficient college funds to carry out its mission and pursue its goals	Annual budget--the amounts of the Department's budgeted and actual expenditures each fiscal year (July 1 - June 30) are reported by the Office of Administration and Finance.	Past five years of budget information indicates that the goal as been met. It is important to note that approximately 98% of the annual expenditures are allocated to personnel costs. These costs include full-time & adjunct faculty and support staff.	The Department's budgeted expenditures have remained relatively stable for the five year period. Over that period the Department has hired (as replacements for retired faculty) five full-time faculty and currently has one full-time substitute faculty.	The Department currently has one full-time faculty position advertised, which will replace a current full-time faculty member.	**Department Expenditures: Budget vs. Actual** (bar chart showing BUDGET and ACTUAL for FY 2012, FY 2013, FY 2014, FY 2015, FY 2016, values around 2,000)

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
2. The Department will track graduates to verify that at least 50% of graduates are employed six-months after graduation.	Student annual graduate survey are administered by BCC's Office of Institutional Research, Planning & Assessment.	The goal has been met for the past three academic years. Over the years 2013-2015, our graduates are: 1) **Employed:** 54.1% in 2013; 61.4% in 2014; and 63.3% in 2015 2) **Unemployed:** 45.9% in 2013; 38.6% in 2014; and 36.7% in 2015	The results of the 2013-2015 survey showed that all B&IS graduates are either currently employed, seeking full-time employment or not seeking employment. Taken in aggregate, over the period 2013-2015 (180 students), 59.9% (108 students) reported that they were currently employed. Out of this population however, 32.1% (35 students) of students surveyed had jobs which were not directly related to their degrees. Of the students 40.1% (72 students) of students who were unemployed, 27.3% is seeking employment.	The results indicated that the B&IS Department needs to provide more employment opportunity for our graduates. As such, as of Fall 2016, the Department is working with Administration to take ownership of the Internship course, CWE (College Work Study). This course is currently administered by the Offcie of Academic and Student Success. The goal, in 2 years, is to place all our A.A.S. degree students in internship in their field of study. It is our hope that , CWE will evenutally be incorporated in our A.S. programs as well. This initiative should place student in jobs in their field of study as well as decrease the amount of students seeking employment.	

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program. - For all data reported, show sample size (n=75).

Analysis of Results

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
1a.1 **SLO #1** - "Students will demonstrate the understanding to apply the accrual basis of accounting by recording various business transactions."; **Goal** - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). **Program Outcomes:** 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In **ACC 111** (Principles of Accounting I), students' scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to **analyze, journalize, and post journal entries**. This is a direct, internal assessment.	After four semesters of exceptional student performance, the goal was not met for the spring 2016 semester.	Except for spring 2016 semester, students appeared to be getting enough practice analyzing and preparing journal entries on their own outside of class.	Going forward, all ACC 111 instructors will provide additional examples in each course section on preparing and posting journal entries. Additional assignments will be given to students to increase the result in this learning outcome.	**SLO: Analyze, Prepare, and Post Journal Entries** Bar chart showing Score on y-axis (60 to 100) with data points: S'14 (n=40), F'14 (n=51), S'15 (n=60), F'15 (n=60), S'16 (n=129). A horizontal line at 80 indicates the goal.

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
1a.2 **SLO #2** - "Students will demonstrate the understanding to create the accountant's tool - the work sheet."; **Goal** - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). **Program Outcomes:** 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In **ACC 111** (Principles of Accounting I), students' scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to **create the accountant's tool - the work sheet.** This is a direct, internal assessment.	Except for the fall 2015 semester, student performance was met as compared to the goal for all semesters.	Except for fall 2015 semester, students appeared to be getting enough practice preparing the work sheet in and on their own outside of class.	Continue to monitor successful achievement of this SLO. Additional assignments will be given to students to continue to increase the result in this learning outcome.	**SLO: Preparing the Work Sheet** _(bar chart; Score axis 65–95; categories: S'14 (n=40), F'14 (n=51), S'15 (n=60), F'15 (n=60), S'16 (n=129); goal line at 80)_
1a.3 **SLO #3** - "Students will demonstrate the understanding in preparing financial statements."; **Goal** - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). **Program Outcomes:** 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In **ACC 111** (Principles of Accounting I), students' scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to **prepare the income statement, statement of owner's equity, and the balance sheet**. This is a direct, internal assessment.	Student performance was only met in two of the five semesters on the SLO on financial statement preparation.	Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.	The department will continue to monitor successful achievement of this SLO. Furthermore, students that are having difficulties with preparing financial statements, during the course of the semester, will be identified by instructors and recommend to attend tutoring and/or complete additional assignments.	**SLO: Preparing Financial Statements** _(bar chart; Score axis 60–90; categories: S'14 (n=40), F'14 (n=51), S'15 (n=60), F'15 (n=60), S'16 (n=129); goal line at 80)_

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
2a.1 **SLO #1** - "Students will demonstrate the knowledge and ability of accounting for the issuance of long-term liability and stockholders' equity transactions."; **Goal** - 70% of the students will be able to score an 80 or above (B- or better) on each of the student level outcome. **Program Outcomes:** 1d, 1f, 2c	In **ACC 112** (Principles of Accounting II), students' scores are based on standardized final exam questions that will assess the ability of students to **record journal entries relating to debt and equity transactions**. This is a direct, internal assessment.	Student performance was not met over the past three semesters this course has been assessed.	Even though, instructors reviewed several examples in the classroom, it appears that students were not getting enough practice on preparing the journal entries relating to debt and equity financing on their own outside of class.	This is the third semester that this SLO is not being met. Once again, results will be shared with all ACC 112 instructors. Instructors will coordinate to continue to provide students with more hands on practice on preparing entries to record debt and stock issuance. Moreover, students that are having difficulties with this SLO will be identified and recommend to attend the various tutoring sessions.	

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
2a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to compute the annual depreciation amount using the straight line, units of activity, and double declining balance depreciation methods."; **Goal** - 70% of the students will be able to score an 80 or above (B- or better). **Program Outcomes:** 1d, 1f, 2c	In **ACC 112** (Principles of Accounting II), students' scores are based on standardized final exam questions that will assess the ability of students to **compute depreciation under the various methods**. This is a direct, internal assessment.	Student performance was met on one of the past three semesters since this SLO has been assessed.	Even though, instructors reviewed several examples in the classroom, it appears that students were not getting enough practice on computing depreciation under the various methods on their own outside of class.	This is the second out of three semesters that this SLO is not being met. Once again, results will be shared with all ACC 112 instructors. Instructors will coordinate to continue to provide students with more in class examples and additional assignment in understanding the various depreciation methods as well as computing depreciation. In addition, students that are having difficulties with this SLO will be identified and recommend to attend the various tutoring sessions.	**SLO: Compute Depreciation**

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
2a.3 **SLO #3** - "Students will demonstrate the knowledge and ability to prepare horizontal and vertical analysis of financial statements to facilitate decision-making. "; **Goal** - 70% of the students will be able to score an 80 or above (B- or better). **Program Outcomes:** 1d, 1f, 2c	In **ACC 112** (Principles of Accounting II), students' scores are based on standardized final exam questions that will assess the ability of students to **prepare vertical and horizontal analysis**. This is a direct, internal assessment.	Student performance was met on one of the past three semesters since this SLO has been assessed.	As this is one of the last chapters for this course, instructors need to allocate the appropriate amount of time to it so that additional examples are given in the classroom. The most recent semester showed that this SLO was marginally lower than our goal by 3%.	This is the second out of three semesters that this SLO is not being met. Results will be shared with all ACC 112 instructors. Instructors will provide students with more in class examples and additional assignment in preparing vertical and horizontal analysis. Moreover, students that are having difficulties with this SLO will be identified and recommend to attend the various tutoring sessions.	SLO: Prepare Vertical & Horizontal Analysis
2a.4 **SLO #4** - "Students will demonstrate the knowledge and ability to perform the accounting for the liquidation of the partnership form of a business organization. "; **Goal** - 70% of the students will be able to score an 80 or above (B- or better). **Program Outcomes:** 1d, 1f, 2c	In **ACC 112** (Principles of Accounting II), students' scores are based on standardized final exam questions that will assess the ability of students to perform **the accounting relating to the liquidation of partnerships**. This is a direct, internal assessment.	Student performance was met in one of the past three semesters since this SLO has been assessed.	Even though, instructors reviewed several examples in the classroom, it appears that students were not getting enough practice on preparing the journal entries relating to the liquidation of partnerships on their own outside of class.	This is the second out of three semesters that this SLO is not being met. Results will be shared with all ACC 112 instructors. Instructors will provide students with additional assignments in performing the accounting require to liquidate partnerships. Moreover, students that are having difficulties with the understanding of these entries will be identified and recommend to attend the various tutoring sessions.	SLO: Accounting for Partnership Liquidations

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
3a.1 **SLO #1** - "Students will demonstrate the knowledge and ability to compute inventory cost based upon the periodic and perpetual systems of cost flow assumptions."; **Goal** - 70% of the students will be able to score an 80 or above (B- or better). **Program Outcomes:** 1d, 1f, 2c	In **ACC 113** (Intermediate Accounting), students' scores are based on standardized final exam questions that will assess the ability of students to **compute the inventory cost under the periodic and perpetual inventory system**. This is a direct, internal assessment.	Over the past five semesters, student performance was met three out of the five semesters for this SLO.	Even though, instructors reviewed several examples in the classroom, it appears that students were not getting enough practice on inventory cost flow on their own outside of class.	Over the past five semesters, students' performance are marginally close in meeting the desired goal. As such, instructors will provide additional discussions and assignments to reinforce this learning outcome.	**SLO: Compute Inventory Cost** S'14 (n=21) F'14 (n=25) S'15 (n=24) F'15 (n=38) S'16 (n=30)
3a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to prepare the statement of cash flows."; **Goal** - 70% of the students will be able to score an 80 or above (B- or better). **Program Outcomes:** 1d, 1f, 2c	In **ACC 113** (Intermediate Accounting), students' scores are based on standardized final exam questions that will assess the ability of students to **prepare the statement of cash flows**. This is a direct, internal assessment.	Student performance was not met over the past five semesters since this SLO has been assessed.	Even though, instructors reviewed several cash flows examples in the classroom, it appears that students were not getting enough understanding and practice on its preparation outside of class.	After several semesters of not meeting this SLO, the Department is still concerned with the learning outcome/result of the statement of cash flows. As such, the Department will continue to provide students with the following to reinforce and increase this learning outcome: 1. More exposure on these topics by providing more classroom examples. 2. Additional homework/handout will be given. 3. Recommend tutoring which the Department offers.	**SLO: Preparing the Statement of Cash Flows** S'14 (n=21) F'14 (n=25) S'15 (n=24) F'15 (n=38) S'16 (n=30)

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
3a.3 **SLO #3** - "Students will demonstrate the knowledge and ability to understand the retail inventory method."; **Goal** - 70% of the students will be able to score an 80 or above (B- or better). **Program Outcomes:** 1d, 1f, 2c	In **ACC 113** (Intermediate Accounting), students' scores are based on standardized final exam questions that will assess the ability to **perform the ending inventory calculation under the retail inventory method**. This is a direct, internal assessment.	Student performance was met over the past five semesters since this SLO has been assessed.	Students appeared to be getting enough practice in the calculation of the ending inventory under the retail inventory method in and on their own outside of class.	The department will continue to monitor successful achievement of this SLO. Additional assignments will be given to students to continue to increase the result in this learning outcome.	**SLO: Inventory Cost under Retail Inventory Method**
3a.4 **SLO #4** - "Students will demonstrate the knowledge and ability to develop an understanding of the steps required to record the acquisition of a business."; **Goal** - 70% of the students will be able to score an 80 or above (B- or better). **Program Outcomes:** 1d, 1f, 2c	In **ACC 113** (Intermediate Accounting), students' scores are based on standardized final exam questions that will assess the ability of students to **develop/demonstrate the steps required to acquire a business**. This is a direct, internal assessment.	Student performance was met over the past five semesters since this SLO is being assessed.	Students appeared to be getting enough practice in performing the steps required to acquire a business in and on their own outside of class.	The department will continue to monitor successful achievement of this SLO. Additional assignments will be given to students to continue to increase the result in this learning outcome.	**SLO: Acquisition of a Business**

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
4a.1 **SLO #1** - "Students will demonstrate the knowledge and ability to describe the purposes of an accounting information system (AIS), its relationship to other information systems within an organization, and recognize the importance of information technology and the effects of information technology on the AIS."; **Goal** - 75% of students will be able to score 80 or greater. **Program Outcomes:** 1d, 2c	In **ACC 15** (AIS - Accounting Information Systems), students' scores are based on standardized final exam questions that will assess the ability of students to **recognize the relationship and importance of information technology in an Accounting Information System**. This is a direct, internal assessment.	Student performance met the measurement goal two out of the three semesters that this SLO is being assessed.	This SLO represents basic concepts and definitions taught at beginning of the semester. The content is very detailed and not repeated in a similar context in topic areas covered in latter part of semester. Therefore, instructors will need to provide some type of reinforcement during the course of the semester.	In response to the semester, spring 2016, that this SLO was not attained, the basic AIS concepts and it relationship to IT (Information Technology) will need to be better clarified and re-emphasized in the latter part of the semester.	SLO: Understanding an Accounting Information Systems
4a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to define the objectives of the internal control structure and identify the components of the internal control structure."; **Goal** - 75% of students will be able to score 80 or greater. **Program Outcomes:** 1d, 2c	In **ACC 15** (AIS - Accounting Information Systems), students' scores are based on standardized final exam questions that will assess the ability of students to **define and identify the objectives and components of an internal control structure.** This is a direct, internal assessment.	Student performance met the measurement goal in one out of the three semesters since this SLO is being assessed.	Even though, instructors reviewed several internal control scenarios in the classroom, it appears that students were not obtaining the required knowledge to grasp the objectives and components of an internal control structure.	Two out of three semesters this SLO is not being met. However, it should be noted that students' performance was slightly above the goal in spring 2016. To continue this momentum, instructors will provide students with additional lecture material, including various scenarios, regarding a company's internal control structure.	SLO: Identify the Objectives & Components of an Internal Control Structure

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
4a.3 **SLO #3** - "Students will demonstrate the knowledge and ability to define and describe the nature of business ethics and the elements of fraud.; **Goal** - 75% of students will be able to score 80 or greater. **Program Outcomes:** 1d, 2c	In **ACC 15** (AIS - Accounting Information Systems), students' scores are based on standardized final exam questions that will assess the ability of students to **define and describe the nature of business ethics and the elements of fraud**. This is a direct, internal assessment.	Student performance met the measurement goal one out of the three semesters that this SLO is being assessed.	This area is not represented of the traditional accounting topics our students are familiar with from prior accounting courses. Therefore, more exposure to these topics need to be provided.	This SLO represents ethics and fraud concepts that requires greater emphasis during semester. Therefore, instructors will provide more examples relating to the nature of business ethics and fraud.	**SLO: Describe the Nature of Ethics and Fraud**
5a.1 **SLO #1** - "Students will demonstrate the knowledge and ability to convert mathematical formulas, equations and math word problem by using Microsoft Excel logic."; **Goal** - 80% of the students will be able to score a 70 or above (C or better). **Program Outcomes:** 1e, 1f, 2d, 3d, 4d, 6f, 7f, 8e, 8f, 10d	In **DAT 10** (Micro Computer Fundamentals and Applications), students' scores are based on a standardized Microsoft Excel Project that will assess the ability of students to **convert mathematical formulas, equations and math word problem by using Microsoft Excel logic**. This is a direct, internal assessment.	Student performance was met over the past four semesters since this SLO is being assessed.	Students appeared to be acquiring enough practice in converting mathematical formulas, equations, word problems using Microsoft Excel logic in and on their own outside of class.	The department will continue to monitor successful achievement of this SLO. Instructors will continue to reinforce the conversion of Mathematical Formulas, Equations and Math word problem by using Microsoft Excel logic. Additional hands-on assignments will be given to students to continue to increase the result in this learning outcome.	**SLO: To Use Excel Functions to Perform Various Conversion**

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
5a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to accurately interpret scientific notations using a variety of Graphs or Charts in Excel."; **Goal** - 80% of the students will be able to score a 70 or above (C or better). **Program Outcomes:** 1e, 1f, 2d, 3d, 4d, 6f, 7f, 8e, 8f, 10d	In **DAT 10** (Micro Computer Fundamentals and Applications), students' scores are based on a standardized Microsoft Excel Project that will assess the ability of students to **accurately interpret scientific notations using a variety of Graphs or Charts in Microsoft Excel**. This is a direct, internal assessment.	Student performance was met two out of four semesters since this SLO is being assessed.	Although instructors are reviewing various examples in class, students were not getting enough practice interpreting scientific notations using the graph functions in Microsoft Excel on their own outside of the classroom.	Instructors will accentuate instructions surrounding this SLO. As such, instructors will: 1) Emphasize the interpretation of scientific notations using a variety of Graphs or Charts in Excel. 2) Identify and provide assistance to those students that are having difficulties.	**SLO: To Interpret Scientific Notations in Excel** Bar chart with Score (y-axis 50–90) showing F'14 (n=40) ≈79, S'15 (n=60) ≈88, F'15 (n=89) ≈81, S'16 (n=194) ≈78
6a.1 **SLO #1** - "Students will demonstrate the knowledge and ability to develop language art skills to compose correctly written sentences. "; **Goal** - 70% of the students will be able to score a 70 or above (C or better) on each of the student level outcome. **Program Outcomes:** 9a, 10c	In **COM 31** (Business Communications), students' scores are based on standardized final exam questions that will assess the ability of students to **utilize language art skills to compose correctly written sentences**. This is a direct, internal assessment.	Student performance was met one out of the three semesters since this SLO is being assessed.	Even though, instructors reviewed numerous lessons on sentence structures in the classroom, it appears that students were not getting the required knowledge-base to compose correctly written sentences.	In order to increase students' success for this SLO, the Department will continue to: • Introduce pretest and post-test Language Arts exercises/skills throughout the semester. • Monitor improvement or lack of improvement so additional reinforcement can be used as required. • Perform constant review of language art skills (grammar, punctuation, word usage, etc.).	**SLO: Ability to Compose Correctly Written Sentences** Bar chart with Score (y-axis 50–80) showing S'15 (n=22) ≈77, F'15 (n=13) ≈69, S'16 (n=17) ≈65

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
6a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to compose one well-written mandatory document."; **Goal** - 70% of the students will be able to score a 70 or above (C or better). **Program Outcomes:** 9a, 9c, 10c, 10d	In **COM 31** (Business Communications), students' scores are based on standardized final exam questions that will assess the ability of students to **compose one well-written mandatory document.** This is a direct, internal assessment.	Student performance was met over the past three semesters since this SLO is being assessed.	Students appeared to be getting enough practice in composing at least one well-written document in and on their own outside of class.	The Department will continue to monitor successful achievement of this SLO. Additional assignments will be given to students to continue to increase the result in this learning outcome.	SLO: Identify Basic Legal Principles in Contract Formation
7a.1 **SLO #1** - "Students will demonstrate the knowledge and ability to review a real world factual scenario and identify the basic legal principles of contract formation, which arise from those Facts. "; **Goal** - 70% of the students will be able to score a 70 or above (C or better). **Program Outcomes:** 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 10a	In **LAW 41** (Business Law), students' scores are based on standardized final exam questions that will assess the ability of students to **identify the basic legal principles of contract formation.** This is a direct, internal assessment.	Student performance was met over the past four semesters since this SLO is being assessed.	Students appeared to be getting enough practice in identifying the basic legal principles of contract formation in and on their own outside of class.	The Department will continue to monitor successful achievement of this SLO. Additional questions will be given to students to continue to increase students proficiency.	SLO: Identify Basic Legal Principles in Contract Formation

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
7a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to review a real world factual scenario and identify advanced legal principles (exceptions to the general rules of contract formation) which arise from those facts. "; **Goal** - 70% of the students will be able to score a 70 or above (C or better). . **Program Outcomes:** 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 10a	In **LAW 41** (Business Law), students' scores are based on standardized final exam questions that will assess the ability of students to **identify advanced legal principles (exceptions to the general rules of contract formation)**. This is a direct, internal assessment.	Student performance was not met over the past four semesters since this SLO is being assessed.	Even though, instructors reviewed numerous lessons on advanced legal principles, students did not appear to have enough practice in identifying advanced legal principles of contract formation on their own outside of class.	The Department will continue to provide students with more exposure on advanced legal principles. There will be more examples demonstrated in the classroom and additional homework/handout will be given to reinforce the student's learning outcome.	SLO: Identify Basic Legal Principles in Contract Formation
7a.3 **SLO #3** - "Students will demonstrate the knowledge and ability to create logical arguments by identifying and applying legal principles to a real world factual scenario. "; **Goal** - 55% of the students will score an 80 or above (B- or better). . **Program Outcomes:** 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 10a	In **LAW 41** (Business Law), students' scores are based on standardized final exam questions that will assess the ability of students to **create logical arguments by identifying and applying legal principles to a real world factual scenario**. This is a direct, internal assessment.	Student performance was met in one of the past four semesters since this SLO is being assessed.	Even though, instructors reviewed numerous lessons on applying legal principles to logical arguments, students did not appear to have enough practice to solidify their understanding on their own outside of class.	Given that this SLO has been met only once over the past four semesters, the spring 2016 semester result is a marked departure from the prior trend. While one semester's results could be lower than expected for a variety of reasons, this is a concern. Therefore, faculty teaching LAW 41, will be engaged to better address these concerns and students will be given additional assignments to strengthen the needed skills.	SLO: Create Logical Arguments by Applying Legal Principles

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
8a.1 **SLO #1** - "Students will demonstrate the knowledge and ability to understand business in the context of a diverse, global, social and political and economic systems. "; **Goal** - 70% of the students will be able to score 75% or above. **Program Outcomes:** 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 8d, 10a,10b	In **BUS 10** (Introduction to Business), students' scores are based on standardized in-class exam questions that will assess the ability of students to **understand business in the context of diverse, global, social and political and economic systems**. This is a direct, internal assessment.	Student performance met the measurement goal in one out of the three semesters since this SLO is being assessed.	Even though, instructors illustrated specific examples in the classroom, it appeared that students were not understanding the topics related to a diverse, global, social and political and economic systems outside of class.	All BUS 10 instructors will provide additional reinforcement by providing online or in-class quizzes and case-study writing assignments. In addition, the assessment results will be shared not only with each instructor but as well with students. In doing so, the Department believes that students will be more cognizant to focus more on these learning areas that needs improvement.	**SLO: Understand Diverse Global, Social, Political, & Economic Systems** *(bar chart: S'15 (n=32) ≈ 93, F'15 (n=65) ≈ 55, S'16 (n=88) ≈ 42; Score axis 30–100; reference line at 70)*
8a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to understand the marketing process and the development of marketing strategies. "; **Goal** - 70% of the students will be able to score 75% or above. **Program Outcomes:** 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 8d, 10a,10b	In **BUS 10** (Introduction to Business), students' scores are based on standardized final project that will assess the ability of students to **understand the marketing process and the development of marketing strategies**. This is a direct, internal assessment.	Student performance was met over the past three semesters since this SLO is being assessed.	Students appeared to be getting enough practice in understanding the marketing process and the development of marketing strategies in and on their own outside of class.	The Department will continue to monitor successful achievement of this SLO. Additional questions will be given to students to continue to enhance this learning outcome.	**SLO: Understand the Marketing Strategies** *(bar chart: S'15 (n=32) ≈ 88, F'15 (n=65) ≈ 75, S'16 (n=88) ≈ 70; Score axis 30–90; reference line at 70)*

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
9a.1 **SLO #1** - "Students will demonstrate the knowledge and ability to describe the complex world of finance and financial management."; **Goal** - 70% of the students will be able to score 75 or above. **Program Outcomes:** 3a, 3c, 8a, 8f	In **FIN 31** (Principles of Finance), students' scores are based on standardized final exam and homework questions that will assess the ability of students to **describe the complex world of finance and financial management**. This is a direct, internal assessment.	Student performance was not met over the past three semesters since this SLO is being assessed.	Even though, instructors gave numerous lessons with examples, students did not appear to have a solid understanding on the topics of financial management and the world of finance.	Instructors will provide students with more exposure to financial management and the world of finance by assigning additional in class and online assignments. In addition, instructors will use various active learning techniques such as flipping the classroom, so that students can practice important skills, such as collaboration, through pair and group work. This will also provide students with an opportunity to think about, talk about, and process course material. Moreover, the assessment results will be shared not only with each instructor but as well with students. In doing so, the department believes that students will be more cognizant to focus more on these learning areas that needs improvement.	

SLO: Describe the Complex Finance & Financial Management

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results:** **What are your current results?**	**Analysis of Results:** **What did you learn from your results?**	**Action Taken or Improvement Made:** **What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
9a.2 **SLO #2** - "Students will demonstrate the knowledge and ability to understand financial statements and ratio analysis."; **Goal** - 70% of the students will be able to score 75 or above. **Program Outcomes:** 3b, 3c, 8a, 8f	In **FIN 31** (Principles of Finance), students' scores are based on exam #1 questions that will assess the ability of students to **demonstrate a basic understanding of financial statement and ratio analysis**. This is a direct, internal assessment.	Student performance was not met over the past three semesters since this SLO is being assessed.	Even though, instructors gave numerous lessons with examples, students did not appear to demonstrate an understanding of financial statements and calculation of ratios.	To increase students' preparation for this SLO, ACC 111 (Principles of Accounting I) has been made a pre-requisite as of the fall 2016 for this course. At a minimum, this will provide exposure to students on basic understanding of financial statements. Instructors will provide students with more exposure to the understanding of financial statement and ratio analysis by assigning additional online and in class assignments. In addition, instructors will use various active learning techniques such as flipping the classroom, so that students can practice important skills, such as collaboration, through pair and group work. This will also provide students with an opportunity to think about, talk about, and process the course material.	

SLO: Demonstrate the Understanding of Financial Statement & Ratio Analysis

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
9a.3 **SLO #3** - "Students will demonstrate the knowledge and ability to use the time value of money methods to calculate future cash flow."; **Goal** - 70% of the students will be able to score 75 or above. **Program Outcomes:** 3a, 3c, 8a, 8f	In **FIN 31** (Principles of Finance), students' scores are based on exam #2 questions that will assess the ability of students to **use the time value of money methods to calculate future cash flow**. This is a direct, internal assessment.	Student performance met the measurement goal in one out of the three semesters since this SLO is being assessed.	Although, instructors gave numerous lessons with examples, students did not appear to demonstrate an understanding in calculating future cash flows by applying the time value of money concept.	All FIN 31 instructors will provide additional reinforcement by providing online or in-class quizzes and case-study writing assignments. In addition, the assessment results will be shared not only with each instructor but as well with students. In doing so, the Department believes that students will be more cognizant to focus more on these learning areas that needs improvement.	SLO: Calculate Future Cash Flows
9a.4 **SLO #4** - "Students will demonstrate the knowledge and ability to compute and describe the valuation of bond and stock investments, cost of capital and how these items are needed to determine risk and return on investments."; **Goal** - 70% of the students will be able to score 75 or above. **Program Outcomes:** 3a, 3c, 8a, 8f	In **FIN 31** (Principles of Finance), students' scores are based on exam #3 questions that will assess the ability of students to **compute and describe the valuation of bond and stock investments, cost of capital and how these items are needed to determine risk and return on investments**. This is a direct, internal assessment.	Student performance was not met over the past three semesters since this SLO is being assessed.	Although, instructors gave numerous lessons with examples, students did not appear to demonstrate an understanding in the valuation of bond and stock investments, the cost of capital, and risk and return on investments.	All FIN 31 instructors will provide additional reinforcement by providing online or in-class quizzes and case-study writing assignments. In addition, the assessment results will be shared not only with each instructor but as well with students. In doing so, the Department believes that students will be more cognizant to focus more on these learning areas that needs improvement.	SLO: Compute the Valuation of Bonds & Stocks

TABLE 3a: Faculty and Staff Focus Results (Standard 5)

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data.
It is not necessary to provide results for every process.

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
1. 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 and reported by BCC's Office of Institutional Research, Planning & Assessment.	Overall impression of instruction are as follows: 1) 3.49% - Fall 2012 2) 3.54% - Fall 2013 3) 3.5% - Fall 2014 4) 3.48% - Fall 2015	The Department exceeded its goal by 16% over its targeted benchmark. Over the past four years, there has been no significant change in students' overall impression of instruction. With an overall rating of 3.50 out of 4, students appear to be very satisfied with instructions they are receiving.	Overall, department faculty continue to impart high quality instruction in the classroom which is recognized by our student body. 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 Impression of Instruction**

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
2. The Business & Information Systems Department will operate in a safe and secure campus environment under the authority of the BCC's Department of Public Safety.	Security, Crime and Statistics Reports compiling federally mandated crime statistics generated annually by the Department of Public Safety.	Overall report of incidents are as follows: 23 incidents in 2012, 33 incidents in 2013, and 25 incidents in 2014.	Although the data indicates that there was increase of incidents from 2012 by 9%, there was a significant decrease of 24% in incidents from 2013 to 2014.	For security purposes this information is not in our purview. Furthermore, faculty and staff are directed to read Security/Safety measures and reporting procedures which are available to the College Community on the College website.	
3. B&IS faculty have participated in professional, scholarly and college activities.	This is demonstrated by articles published, conferences attended, and involvement on college committees	B&IS faculty have published several scholarly articles, attended numerous conferences, and have twleve active memberships on nine College-Wide committees. The Department does not currently compile a list of scholarly activities.	Faculty articles are shared to give the Department new insight on teaching. Discussion on various conferences attended are given during the Department's staff meetings and benefits it provided. Reports by faculty serving on each committee are presented at monthly Department meetings.	Continue to provide information across the discipline. As previously noted, the Department does not maintain a listing of faculty's scholarly activities. Statistics on these acheivements will be recorded beginning in Fall 2016.	

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
4. Faculty satisfaction will exceed 80%	Annual College-Wide faculty & staff satisfaction survey administered by the Committee on Instruction and Professional Development and the Office of Instutional Research.	The resuts of the survey indicate that while the goal was met ony in 2015, the increase in satisfaction from 2014 (72%) to 2015 (82%) is a very encouraging sign. The results being reported are College-Wide only. The Office of Institutional Research did not maintain survey results by department. Historically (as indicated in prior QA & Self-Study Reports), the B&IS Department has reported a level of satisfaction at or above College-Wide levels.	After several changes in Executive Administration over the past three years, overall faculty & staff satisfaction has increased.	While the College-Wide faculty & staff satisfaction is important, the Department is desirous of confirming our internal level of satisfaction. Moving forward, a request to the Office of Institutional Research will be made to isolate B&IS Department results.	

TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)

Complete this table for <u>new</u> full-time and part-time faculty members since last self-study or QA report. <u>Do not include faculty members previously reported,</u> in accordance with Criterion 5.2 in the Standards and Criteria.

Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Ayikoye, Emakoji	BUS 111 - Applications of Math for Business (3 Cr Hrs)	B.A., Psychology M.S., Economics M.B.A., Management		Master's qualified in Business
Dass, Parmanand	ACC 111 - Principles of Accounting I (4 Cr Hrs)	B.S., Economics M.S., Accounting		Master's qualified in Accounting
DiMarco, Rita	DAT 10 - Computer Fundamentals & Applications (15 Cr Hrs)	B.S., Business/Secretarial Studies Education M.S.,Business/Secretarial Studies Education		Master's qualified in Computer Information Systems
	KEY 10 - Keyboarding for Computers (1 Cr Hrs)	B.S., Business/Secretarial Studies Education M.S.,Business/Secretarial Studies Education		Master's qualified in Keyboarding

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (alphabetically by Last Name)	**COURSES TAUGHT** (List the courses taught during the reporting period, include number of credit hours)	**LIST ALL EARNED DEGREES** (State Degree as documented on transcript, must include major field)	**DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA :** 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	**ACBSP QUALIFICATION** 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Edeki, Charles	BUS 41 - Business Statistics (6 Cr Hrs)	B.S., Liberal Arts - Business Administration Concentration M.S., Computer Science M.S., Mathematics Education Ph.D., Information Technology/Data Mining		Master's qualified in Statistics
	DAT 30 - Intro to Computer Fundamentals & Programming (12 Cr Hrs)	B.S., Liberal Arts - Business Administration Concentration M.S., Computer Science M.S., Mathematics Education Ph.D., Information Technology/Data Mining		Master's qualified in Computer Programming

			DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
FACULTY MEMBER NAME (alphabetically by Last Name)	**COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)**	**LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)**		
	DAT 33 - Microcomputer Applications (2 Cr Hrs)	B.S., Liberal Arts - Business Administration Concentration M.S., Computer Science M.S., Mathematics Education Ph.D., Information Technology/Data Mining		Doctorate qualified in Information Technology
	DAT 48 - Advanced JAVA Programming (3 Cr Hrs)	B.S., Liberal Arts - Business Administration Concentration M.S., Computer Science M.S., Mathematics Education Ph.D., Information Technology/Data Mining		Master's qualified in Computer Programming

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (alphabetically by Last Name)	**COURSES TAUGHT** (List the courses taught during the reporting period, include number of credit hours)	**LIST ALL EARNED DEGREES** (State Degree as documented on transcript, must include major field)	**DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA :** 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	**ACBSP QUALIFICATION** 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
	DAT 49 - UNIX Fundamentals (3 Cr Hrs)	B.S., Liberal Arts - Business Administration Concentration M.S., Computer Science M.S., Mathematics Education Ph.D., Information Technology/Data Mining		Doctorate qualified in Information Technology
Francis, Sophie	COM 31 - Business Communications (6 Cr Hrs)	B.S., Business Administration M.S., Business Administration	National Healthcare Association - Health Care Office Administration Certificate Advanced coursework in Business Management and Administration 2+ years business experience as Administrative Manager in Health Care / Hospital Setting	Master's qualified in Business
	KEY 11 - Document Formatting & Speed Development (2 Cr Hrs)	B.S., Business Administration M.S., Business Administration	National Healthcare Association - Health Care Office Administration Certificate Advanced coursework in Business Management and Administration 2+ years business experience as Administrative Manager in Health Care / Hospital Setting	Master's qualified in Keyboarding

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
	KEY 12 - Advanced Documents Production (4 Cr Hrs)	B.S., Business Administration M.S., Business Administration	National Healthcare Association - Health Care Office Administration Certificate Advanced coursework in Business Management and Administration 2+ years business experience as Administrative Manager in Health Care / Hospital Setting	Master's qualified in Keyboarding
	SEC 35 - Medical Office Procedures (4 Cr Hrs)	B.S., Business Administration M.S., Business Administration	National Healthcare Association - Health Care Office Administration Certificate Advanced coursework in Business Management and Administration 2+ years business experience as Administrative Manager in Health Care / Hospital Setting	Master's qualified in Medical Office Procedures
Hammonds, Theresa	BUS 10 - Introduction to Business (3 Cr Hrs)	B.A., Public Adminstration M.A., Urban Policy and Adminstration Ed.D., Community College Leadership		Master's qualified in Business

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (alphabetically by Last Name)	**COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)**	**LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)**	**DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework**	**ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)**
Haroon, Tanweer	BIS 13 - Introduction to Internet & Web Development (6 Cr Hrs)	B.S., Electrical Engineering M.S., System Science		Master's qualified in Computer Information Systems
	BIS 23 - Advanced Web Page Design & Development (6 Cr Hrs)	B.S., Electrical Engineering M.S., System Science		Master's qualified in Computer Information Systems
	DAT 36 - Microcomputer Spreadsheet Applications (3 Cr Hrs)	B.S., Electrical Engineering M.S., System Science		Master's qualified in Computer Information Systems
	DAT 38 - Microcomputer Database Applications (6 Cr Hrs)	B.S., Electrical Engineering M.S., System Science		Master's qualified in Computer Information Systems
	WPR 21 - Word Processing Applications (6 Cr Hrs)	B.S., Electrical Engineering M.S., System Science		Master's qualified in Computer Information Systems

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
	WPR 24 - Presentations for Business (3 Cr Hrs)	B.S., Electrical Engineering M.S., System Science		Master's qualified in Computer Information Systems
Kassab, Maria	KEY 10 - Keyboarding for Computers (1 Cr Hrs)	B.S., Business Education M.S., Business Education		Master's qualified in Keyboarding
	KEY 11 - Document Formatting & Speed Development (2 Cr Hrs)	B.S., Business Education M.S., Business Education		Master's qualified in Keyboarding
Lahijani, Richard	ACC 111 - Principles of Accounting I (12 Cr Hrs)	B.A., Accounting and Information Systems M.S., Taxation	Certified Public Accountant	Master's qualified in Accounting
	ACC 112 - Principles of Accounting II (4 Cr Hrs)	B.A., Accounting and Information Systems M.S., Taxation	Certified Public Accountant	Master's qualified in Accounting

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Maron, Matthew	ACC 111 - Principles of Accounting I (4 Cr Hrs)	B.B.A., Public Accounting M.S., Taxation	Certified Public Accountant	Master's qualified in Accounting
Mittal, Harini	BUS 10 - Introduction to Business (15 Cr Hrs)	B.A., Corporate Secretaryship M.B.A, Finance Ph.D., Management		Doctorate qualified in Business
	BUS 51 - Business Organizations and Management (21 Cr Hrs)	B.A, Corporate Secretaryship M.B.A, Finance Ph.D., Management		Doctorate qualified in Business
	FIN 31 - Principles of Finance (12 Cr Hrs)	B.A, Corporate Secretaryship M.B.A, Finance Ph.D., Management		Master's qualified in Finance

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (alphabetically by Last Name)	**COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)**	**LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)**	**DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework**	**ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)**
Nicasio, Albania	DAT 33 - Microcomputer Applications (2 Cr Hrs)	B.S., Computer Science M.S., Business Administration/Finance	M.S., Data Analytics in progress, expected completion 5/17 8+ years experience as Assistant Director of Academic Computing Center	Professionaly qualified in Computer Information Systems
Ofiaza, Rizalina	DAT 10 - Computer Fundamentals & Applications (9 Cr Hrs)	B.S., Industrial Engineering M.S., Computer Science		Master'squalified in Computer Information Systems
Rubin, Eliot	ACC 111 - Principles of Accounting I (4 Cr Hrs)	B.A., Economics M.B.A., Public Accounting	Certified Public Accountant Certified Internal Auditor	Master's qualified in Accounting
Sadler, Anthonette	BUS 51 - Business Organizations and Management (3 Cr Hrs)	B.S., Business Management/Communications M.B.A., Business Management		Master's qualified in Business
Villa, Daniel	ACC 111 - Principles of Accounting I (4 Cr Hrs)	B.A., Accounting and Economics M.S., Accountancy J.D., Law	Certified Public Accountant Certified Internal Auditor Certified Financial Forensics	Master's qualified in Accounting

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Accounting AAS Degree

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BUS 10	Introduction to Business	E	3
BUS 111	Applications of Math for Business	C	3
DAT 10	Computer Fundamentals & Applications	B	3
KEY 10	Keyboarding for Computers	B	1
LAW 41	Business Law	E	3
MKT 11	Principles of Marketing	F	3
		Total Credit Hrs	20
		Percent of Total Hrs	33%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
COMM 11	Fundamentals of Interpersonal Comm.	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability & Statistics	6	3
	Pathways Req Core A - English Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A-E	VARIOUS	3
		Total Credit Hrs	22
		Percent of Total Hrs	36%

Business Major Component

Course Number	Course Title	Credit Hrs
ACC 112	Principles of Accounting II	4
ACC 113	Principles of Intermediate Accounting	4
ACC 115	Accounting Information Systems	3
COMM 12	Voice & Diction: Business & Prof. Speech	2
CWE 31	Cooperative Work Experience	2
DAT 36 or DAT 38	Microcomputer Spreadsheet Applications or Microcomputer Database Applications	3
FYS 11	First Year Seminar	1
	Total Credit Hrs	19
	Percent of Total Hrs	31%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Business Administration AS Degree - Accounting Option

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 10	Computer Fundamentals & Applications	B	3
	Pathways Req Core B - Math & Qual Reasoning	C	4
		Total Credit Hrs	17
		Percent of Total Hrs	28%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
	Pathways Req Core A - Eng Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A - World Cultures	2 or 10	3
	Pathways Flex Core B - US Experience	5	3
	Pathways Flex Core C - Creative Expression	9	3
	Pathways Flex Core D - Individual & Society	3	3
	Pathways Flex Core E - Scientific World	6	3
	Pathways Flex Core A-E	VARIOUS	3
		Total Credit Hrs	28
		Percent of Total Hrs	46%

Business Major Component

Course Number	Course Title	Credit Hrs
ACC 112	Principles of Accounting II	4
ACC 113	Principles of Intermediate Accounting	4
ACC 115	Accounting Information Systems	3
FYS 11	First Year Seminar	1
KEY 10	Keyboarding for Computers	1
LAW 41	Business Law	3
	Total Credit Hrs	16
	Percent of Total Hrs	26%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Business Administration AS Degree - Computer Programming Option

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 30	Intro to Computer Fundamentals & Programming	B	3
	Pathways Req Core B - Math & Qual Reasoning	C	4
		Total Credit Hrs	17
		Percent of Total Hrs	28%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
	Pathways Req Core A - Eng Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A - World Cultures	2 or 10	3
	Pathways Flex Core B - US Experience	5	3
	Pathways Flex Core C - Creative Expression	9	3
	Pathways Flex Core D - Individual & Society	3	3
	Pathways Flex Core E - Scientific World	6	3
	Pathways Flex Core A-E	VARIOUS	3
		Total Credit Hrs	28
		Percent of Total Hrs	46%

Business Major Component

Course Number	Course Title	Credit Hrs
DAT 35	BASIC Language Programming	3
DAT 47	JAVA Programming	3
DAT 48	Advanced JAVA Programming	3
DAT 49	UNIX Fundamentals	3
FYS 11	First Year Seminar	1
LAW 41	Business Law	3
	Total Credit Hrs	16
	Percent of Total Hrs	26%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program:

Business Administration AS
Degree - Management Option

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 10	Computer Fundamentals & Applications	B	3
	Pathways Req Core B - Math & Qual Reasoning	C	4
		Total Credit Hrs	17
		Percent of Total Hrs	28%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
	Pathways Req Core A - Eng Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A - World Cultures	2 or 10	3
	Pathways Flex Core B - US Experience	5	3
	Pathways Flex Core C - Creative Expression	9	3
	Pathways Flex Core D - Individual & Society	3	3
	Pathways Flex Core E - Scientific World	6	3
	Pathways Flex Core A-E	VARIOUS	3
		Total Credit Hrs	28
		Percent of Total Hrs	46%

Business Major Component

Course Number	Course Title	Credit Hrs
BUS 52	Organizational Behavior	3
BUS 53	International Management	3
FIN 31	Principles of Finance	3
FYS 11	First Year Seminar	1
LAW 41	Business Law	3
MKT 11	Principles of Marketing	3
	Total Credit Hrs	16
	Percent of Total Hrs	26%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program:	Business Administration AS Degree - Marketing Management Option

Total Number of Credit Hrs in Degree	60-61 credits required	61
		used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 30	Intro to Computer Fundamentals & Programming	B	3
	Pathways Req Core B - Math & Qual Reasoning	C	4
		Total Credit Hrs	17
		Percent of Total Hrs	28%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
	Pathways Req Core A - Eng Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A - World Cultures	2 or 10	3
	Pathways Flex Core B - US Experience	5	3
	Pathways Flex Core C - Creative Expression	9	3
	Pathways Flex Core D - Individual & Society	3	3
	Pathways Flex Core E - Scientific World	6	3
	Pathways Flex Core A-E	VARIOUS	3
		Total Credit Hrs	28
		Percent of Total Hrs	46%

Business Major Component

Course Number	Course Title	Credit Hrs
FYS 11	First Year Seminar	1
LAW 41	Business Law	3
MKT 11	Principles of Marketing	3
MKT 18 or MKT 47	Consumer Behavior or E-Marketing	3
MKT 41 or MKT 43	Management of Retail Enterprises or Principles of Advertising	3
MKT 48	Marketing Management	3
	Total Credit Hrs	16
	Percent of Total Hrs	26%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Computer Information Systems
AAS Degree - Computer
Programming Option

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BIS 13	Introduction to Internet & Web Development	B	3
BUS 10	Introduction to Business	E	3
BUS 111	Applications of Math for Business	C	3
DAT 30	Intro to Computer Fundamentals & Programming	B	3
DAT 33	Microcomputer Applications	B	2
KEY 10	Keyboarding for Computers	B	1
		Total Credit Hrs	19
		Percent of Total Hrs	31%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
COMM 11	Fundamentals of Interpersonal Comm.	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability & Statistics	6	3
	Pathways Req Core A - English Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A-E	VARIOUS	3
		Total Credit Hrs	22
		Percent of Total Hrs	36%

Business Major Component

Course Number	Course Title	Credit Hrs
COMM 12	Voice & Diction: Business & Prof. Speech	2
CWE 31	Cooperative Work Experience	2
DAT 35	BASIC Language Programming	3
DAT 38	Microcomputer Database Applications	3
DAT 47	JAVA Programming	3
DAT 48	Advanced JAVA Programming	3
DAT 49	UNIX Fundamentals	3
FYS 11	First Year Seminar	1
	Total Credit Hrs	20
	Percent of Total Hrs	33%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Computer Information Systems AAS Degree - Web Page Development Option

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BIS 13	Introduction to Internet & Web Development	B	3
BUS 10	Introduction to Business	E	3
BUS 111	Applications of Math for Business	C	3
DAT 30	Intro to Computer Fundamentals & Programming	B	3
DAT 33	Microcomputer Applications	B	2
KEY 10	Keyboarding for Computers	B	<u>1</u>
		Total Credit Hrs	19
		Percent of Total Hrs	31%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
COMM 11	Fundamentals of Interpersonal Comm.	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability & Statistics	6	3
	Pathways Req Core A - English Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A-E	VARIOUS	<u>3</u>
		Total Credit Hrs	22
		Percent of Total Hrs	36%

Business Major Component

Course Number	Course Title	Credit Hrs
BIS 12	Multimedia Theory & Applic for Business	3
BIS 23	Adv Web Page Design & Development	3
BIS 31	E-Commerce	3
COMM 12	Voice & Diction: Business & Prof. Speech	2
CWE 31	Cooperative Work Experience	2
DAT 35	BASIC Language Programming	3
DAT 38	Microcomputer Database Applications	3
FYS 11	First Year Seminar	<u>1</u>
	Total Credit Hrs	20
	Percent of Total Hrs	33%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Marketing Management AAS Degree

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
ACC 111	Principles of Accounting I	A	4
BUS 10	Introduction to Business	E	3
BUS 111	Applications of Math for Business	C	3
DAT 10	Computer Fundamentals & Applications	B	3
KEY 10	Keyboarding for Computers	B	1
LAW 41	Business Law	E	3
MKT 11	Principles of Marketing	F	3
		Total Credit Hrs	20
		Percent of Total Hrs	33%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
COMM 11	Fundamentals of Interpersonal Comm.	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability & Statistics	6	3
	Pathways Req Core A - English Composition	1	6
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A-E	VARIOUS	3
		Total Credit Hrs	22
		Percent of Total Hrs	36%

Business Major Component

Course Number	Course Title	Credit Hrs
COMM 12	Voice & Diction: Business & Prof. Speech	2
CWE 31	Cooperative Work Experience	2
FYS 11	First Year Seminar	1
MKT 18 or MKT 47	Consumer Behavior or E-Marketing	3
MKT 41 or FIN 31	Management of Retail Enterprises or Principles of Finance	3
MKT 43	Cooperative Work Experience	3
MKT 48	BASIC Language Programming	3
PEA or HLT	Physical Education or Health Education	2
	Total Credit Hrs	19
	Percent of Total Hrs	31%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Medical Office Assistant AAS Degree

Total Number of Credit Hrs in Degree | 60

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
BUS 111	Applications of Math for Business	C	3
COM 31	Business Communications	I	3
DAT 36	Microcomputer Spreadsheet Applications	B	3
KEY 10	Keyboarding for Computers	B	1
KEY 11	Document Formatting & Speed Development	B	2
LAW 45	Medical Law	E	3
SEC 35	Medical Office Procedures and Management	I	2
		Total Credit Hrs	17
		Percent of Total Hrs	28%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
BIO 21	The Human Body	6	4
COMM 11	Fundamentals of Interpersonal Comm.	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability & Statistics	6	3
	Pathways Req Core A - English Composition	1	3
	Pathways Flex Core A-E	VARIOUS	6
		Total Credit Hrs	22
		Percent of Total Hrs	37%

Business Major Component

Course Number	Course Title	Credit Hrs
BIO 22	Medical Terminology	2
BIO 46	Clinical Techniques I	2
BIO 47	Clinical Techniques II	2
FYS 11	First Year Seminar	1
HLT 91	Critical Issues in Health	2
KEY 12	Advanced Document Production	2
NMT 78	EKG - Interpretations & Techniques	2
NMT 79	Phlebotomy	2
WPR 11	Transcription for Business	3
WPR 21	Word Processing Applications	3
	Total Credit Hrs	21
	Percent of Total Hrs	35%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Office Administration & Technology AAS Degree

Total Number of Credit Hrs in Degree

60-61 credits required	61
	used for calculation

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hrs
BIS 13	Introduction to Internet & Web Development	B	3
BUS 10	Introduction to Business	E	3
COM 31	Business Communications	I	3
DAT 10	Computer Fundamentals & Applications	B	3
KEY 10	Keyboarding for Computers	B	1
KEY 11	Document Formatting & Speed Development	B	2
KEY 12	Advanced Documents Production	B	2
MTH 21 or MTH 23	Survey of Mathematics I or Probability & Statistics	C	3
WPR 23	Office Administration & Supervision	I	2
		Total Credit Hrs	22
		Percent of Total Hrs	36%

General Education Component

Course Number	Course Title	Educ. Goal Area	Credit Hrs
COMM 11	Fundamentals of Interpersonal Comm.	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
	Pathways Req Core A - English Composition	1	3
	Pathways Req Core C - Life & Physical Sciences	6	4
	Pathways Flex Core A-E	VARIOUS	6
		Total Credit Hrs	19
		Percent of Total Hrs	31%

Business Major Component
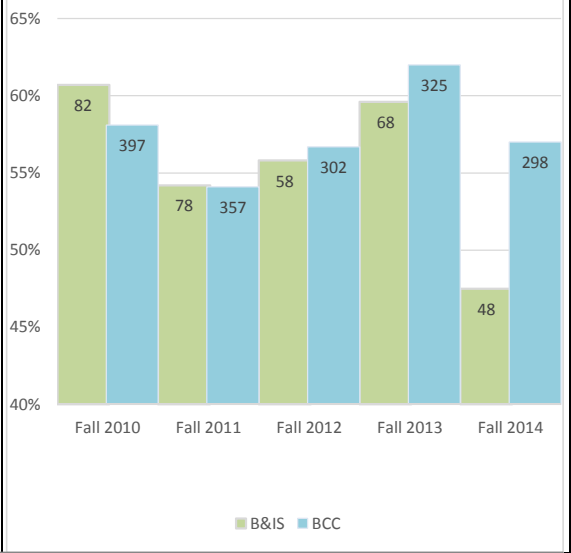
Course Number	Course Title	Credit Hrs
DAT 36	Microcomputer Spreadsheet Applications	3
DAT 38	Microcomputer Database Applications	3
CWE 31	Cooperative Work Experience	2
SEC 41	Office Procedures	2
WPR 11	Transcription for Business	3
WPR 21	Word Processing Applications	3
WPR 24	Presentations for Business	3
FYS 11	First Year Seminar	1
	Total Credit Hrs	20
	Percent of Total Hrs	33%

TABLE 7: Business Unit Performance Results (Standard 6)

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units. **- Please note that data reported in this table should be business unit data and not institution-wide data.** - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program. - For all data reported, show sample size (n=75).

Analysis of Results	

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
1. To increase B&IS Department's A.S. Degrees retention rate by 6% to an average rate of 59%.	5-Year retention rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a yearly cycle.	B&IS Department's A.S. Degree retention rates are as follows: 1) 55% - Fall 2010 2) 49% - Fall 2011 3) 57% - Fall 2012 4) 50% - Fall 2013 5) 55% - Fall 2014	The B&IS Department 5-year average retention rates of 53% is down by, an average, of 6% compared to 59%, the college's 5-year average.	The Department has made FYS (First-Year Seminar), a proven student retention rate strategy, a required course in our business programs. We also have embedded academic advisors assigned to our students (i.e. Success Coaches). The goal is for these Success Coaches to implement an early intervention process by identifying students that appear to need guidance/assistance. In addition, the Department has set-up, with the assistance of students, three student organizations (The Business Club, The Entrepreneurship Club , and The National Association for Black Accountants (NABA)) as a way to provide a social and economic venue to peek our students interest, thus, retaining them. We will continue to coordinate meetings every year with business students and administration regarding implementation strategies for our students' retention.	**5-Year A.S. Degree Retention Rates** (bar chart) B&IS / BCC values by semester: Fall 2010: 67 / 168; Fall 2011: 74 / 181; Fall 2012: 66 / 194; Fall 2013: 64 / 180; Fall 2014: 70 / 217

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results**: What are your current results?	**Analysis of Results**: What did you learn from your results?	**Action Taken or Improvement Made**: What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
2. To increase B&IS Department's A.A.S. Degrees retention rate by 2% to an average rate of 58%.	5-Year retention rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a yearly cycle.	B&IS Department's A.A.S. Degree retention rates are as follows: 1) 61% - Fall 2010 2) 54% - Fall 2011 3) 56% - Fall 2012 4) 60% - Fall 2013 5) 48% - Fall 2014	The B&IS Department 5-year average retention rates of 56% is down by, an average, of 2% compared to 58%, the college's 5-year average.	The Department has made FYS (First-Year Seminar), a proven student retention rate strategy, a required course in our business programs. We also have embedded academic advisors (i.e. Success Coaches) assigned to our students. The goal is for these Success Coaches to implement an early intervention process by identifying students that appear to need guidance/assistance. In addition, the Department has set-up, with the assistance of students, three student organizations (The Business Club, The Entrepreneurship Club , and The National Association for Black Accountants (NABA)) as a way to provide a social and economic venue to peek our students interest, thus, retaining them. We will continue to coordinate meetings every year with business students and administration regarding implementation strategies for our students' retention.	5-Year A.A.S. Degree Retention Rates

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
3. The B&IS Department will maintain its average of 14% in the A.S. Degrees graduation rate.	4-Year graduation rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a 3-year forward rolling cycle.	B&IS Department's A.S. Degree graduation rates are as follows: 1) 11% - Fall 2010 2) 11% - Fall 2011 3) 19% - Fall 2012 4) 16% - Fall 2013	The B&IS Department 4-year average graduation rates, in its A.S. programs, is 14%. This is, on average, 2% higher that the overall college's average graduation rate of 12%.	The Department will continue to "actively" support student success through workshops, lab assignments, "targeted" advisement, etc. In addition, the Department's faculty will continue to facilitate students' academic progress by providing instructional support, academic advisement assistance, and comprehensive schedule of course offerings to permit senior students to meet graduation requirements.	**4-Year A.S. Degrees Graduation Rates**

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results**: What are your current results?	**Analysis of Results**: What did you learn from your results?	**Action Taken or Improvement Made**: What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
4. The B&IS Department will maintain its average of 11% in the A.A.S. Degrees graduation rate.	4-Year graduation rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a 3-year forward rolling cycle.	B&IS Department's A.A.S. Degree graduation rates are as follows: 1) 10% - Fall 2010 2) 8% - Fall 2011 3) 12% - Fall 2012 4) 13% - Fall 2013	The B&IS Department 4-year average graduation rates, in its A.A.S. programs, is 11%. This is, on average, 2% higher that the overall college's average graduation rate of 9%.	The Department will continue to "actively" support student success through workshops, lab assignments, "targeted" advisement, etc. In addition, the Department's faculty will continue to facilitate students' academic progress by providing instructional support, academic advisement assistance, and comprehensive schedule of course offerings to permit senior students to meet graduation requirements.	

4-Year A.A.S. Degrees Graduation Rates

Analysis of Results					
Performance Measure: **What is your performance measure?** **What is your goal?** **(The goal should be measurable.)**	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
5. Technology fee: To provide students with support service in technology areas, CUNY has implemented a technology fee for full-time and part-time students. Revenues generated must be used for student technology services. Revenues are based upon enrollment	Technology fee usage is reviewed and supervised by the Student Technology Fee Oversight Committee (STFOC). Reports are generated by the Office of Information Technology and the Office of Administration and Finance.	Since the inception of the Technology Fee in 2004, the approved expenditures have been used to directly upgrade, maintain and create new computer facilities for classroom instruction and student computer laboratories. While this table demonstrates the fiscal committment College-Wide, it provide a Departmental benefit. Whereas B&IS students avail themselves of computer labs and technological resources at various facilities campus-wide, we are extrapolating that the use of Student Tech Fee is benefiting our students as much, if not more (due to our offering of three technology based majors), as BCC students College-Wide.	The allocation of Technology Fee funds has continued to be consistent with College-Wide and Departmental needs.	In Spring 2016, Prof. Howard Clampman, Chairperson of the Department, became a member of the STFOC. His participation will help insure that the needs of Business & Information students, faculty and staff will be voiced.	Technology Fee Expenditures

		Analysis of Results			
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
6. Full-time equivalent (FTE) sections offered: The Department will seek to maintain or increase it FTEs in relation to overall College-Wide offerings	The Office of Institutional Research reports College-Wide and Departmental FTEs each semester.	For the past six semesters the Department's FTEs have remained stable and proportionate to College-Wide offerings.	The B&IS Department continues to offer approximately 15%-16% of College-Wide FTEs.	Continue to utilize the same guidelines in allocating Departmental hours for course scheduling and faculty programming	**FTEs College-Wide Verses Departmental** Bar chart with vertical axis from 0 to 9,000. Categories: Fa 13, Sp 14, Fa 14, Sp 15, Fa 15, Sp 16. Legend: ■ College-Wide ■ B&IS Dept
7. Alternative delivery of courses: Offer online courses to accommodate time/work schedules of diverse student body. The Department's goal, revised in this 2016 QA Report is to offer at least 10 online course section each academic year.	The Registrar's report on College-Wide course offerings.	The Department, in a effort to offer additional online course offerings, doubled the number of online course from Fall 15 to Spring 16. While this does not meet the new set for this QA report, it is expected that the goal will be met in subsequent years.	While the Department is limited in its online offering by trained faculty and fiscal resources, the increase in goal is set by virtue of the ability of newly hired faculty to teach online sections effectively and the assurance by the Office of Academic and Student Success, that fiscal resources to support this goal will be made available.	During Summer 2016, a newly hired full-time faculty member completed the online course delivery workshop. It is expected that this faculty, along with other trained faculty members, will offer additional online sections during subsequent semesters.	**Alternate Delivery of Courses: College-Wide Verses Departmental** Bar chart with vertical axis from 0 to 70. Categories: Fa 13, Sp 14, Fa 14, Sp 15, Fa 15, Sp 16. Legend: ■ College-Wide ■ B&IS Dept

Dear Howard,

Your next QA report is due 9/15/2018. Your reaffirmation is due 2014.

The board of commissioners meet November 15, 2016 and provided the following feedback:

The board of commissioners identified your process as a best practice for Standard 4 - Standard
4 Measurement and Analysis of Student Learning and Performance.

Standard 4

Overall, an excellent job in defining goals and measurable outcomes. Please make sure
to include the program name within the first column (Performance Measure) within the
table, as requested in the table instructions.

Standard #3 - The first goal concerning "sufficient budget" is not measurable. There needs to be
a dollar figure attached. Also, there are only 2 goals listed, 3 would give a better measure of
performance.

Standard #5 - Goal 1 has been easily met for the past several years, it might be time to raise the
bar or change to a different goal. Goal 2 (Campus Safety) is not something controllable by the
Business Unit and so a goal more related to their unit would serve better.

Standard #6 - Goals 3 and 4 use the word "maintain" instead of increase so it does not appear as
if continuous improvement is the target. The use of funds from the "Technology Fee" in Goal 5
does not appear to be an appropriate performance measure for the business unit as It is a
college-wide benefit as they note.