BRONX COMMUNITY COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

Department of
Business & Information Systems

Self-Study Report

2012-2013

Accreditation Council for Business Schools and Programs
August 2014

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APPENDICES

Accreditation Council for Business Schools and Programs (ACBSP)
Self-Study Title Page

SELF-STUDY YEAR 2012-2013

NAME OF INSTITUTION: BRONX COMMUNITY COLLEGE

PRESIDENT OR CHANCELLOR'S NAME: DR. CAROLE M. BEROTTE JOSEPH

CHIEF ACADEMIC OFFICER'S NAME: DR. CLAUDIA V. SCHRADER

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM: DR. ROSEMARY QUINN

PRIMARY INSTITUTIONAL CONTACTS DURING THE ACCREDITATION PROCESS:

Name: DR. ROSEMARY QUINN, CHAIRPERSON and

                 PROF. HOWARD CLAMPMAN, DEPUTY CHAIRPERSON

Title: DEPARTMENT OF BUSINESS & INFORMATION SYSTEMS

Address: 2155 UNIVERSITY AVENUE, MEISTER HALL, ROOM G20

City: BRONX   State: NY   Zip: 10453   Phone: (718) 289-5594

E-Mail Address: ROSEMARY.QUINN@BCC.CUNY.EDU

                       HOWARD.CLAMPMAN@BCC.CUNY.EDU

DATE OF SUBMISSION OF THE SELF-STUDY:

Listing of all business and business related programs

Business or Business Related Programs	Program in Business Unit	*To be Accredited by ACBSP*	Number of Degrees Conferred During Self-Study Year
BUSINESS ADMINISTRATION A.S. DEGREE	YES	YES	124
ACCOUNTING A.A.S. DEGREE	YES	YES	25
COMPUTER INFORMATON SYSTEMS A.A.S. DEGREE	YES	YES	33
MARKETING MANAGEMENT A.A.S. DEGREE	YES	YES	12
MEDICAL OFFICE ASSISTANT A.A.S. DEGREE	YES	YES	37*
OFFICE ADMINISTRATION AND TECHNOLOGY A.A.S. DEGREE	YES	YES	37*
PARALEGAL STUDIES A.A.S. DEGREE	YES	NO	24
*combined total			

COMMENTS: BUSINESS ADMINISTRATION A.S. DEGREE CONTAINS FOUR OPTIONS (ACCOUNTING, COMPUTER PROGRAMMING, MANAGEMENT, AND MARKETING MANAGEMENT); COMPUTER INFORMATION SYSTEMS A.A.S. DEGREE CONTAINS TWO OPTIONS (COMPUTER PROGRAMMING AND WEB PAGE DEVELOPMENT); PARALEGAL A.A.S. DEGREE IS ACCREDITED BY THE AMERICAN BAR ASSOCIATION.

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. Self-Study Preparers: Identify those individuals who prepared the self-study.

The Self-Study Committee Members are:
Dr. Rosemary Quinn, Chairperson
Prof. Howard Clampman, Deputy Chairperson
Prof. Clarence Perkins, Faculty Member
Prof. Paul Jaijairam, Faculty Member

Other Supporting Members:
Dr. Nancy Ritze, Dean for Research, Planning and Assessment
Mr. Chris Efthimiou, Director of Institutional Research and Testing

B. Self-Study Purpose: State your institution's purposes for the self-study.

The purpose of this self-study is:
- **To receive reaccreditation for the Department and its programs from the Accreditation Council for College Business Schools and Programs in which the College has been a member since 1988, first accredited in 1994, and reaccredited in 2004.**
- **To provide the University with a documented means of evaluating the Department of Business and Information Systems of Bronx Community College and the programs which it offers.**
- **To receive an independent external reevaluation of the Department of Business and Information Systems of Bronx Community College and its programs in order to review curricula offerings, identify strengths and weaknesses, and prepare for the Department's role in the future development of the Department, the College and the Bronx community.**

C. Self-Study Timeline: Include the timeline used for the self-study.

Date	Activity
September 2013	**Meeting to plan the Department's Self-study as part of its Application for Reaffirmation of ACBSP Accreditation.**
	Identified preliminary information needs and sources of data. Assigned initial areas of responsibilities.
	Chairperson conducted planning meeting with the Office of Institutional Research to identify data required and timeline.
October 2013-March 2014	**On-going data collection and compilation.**
April 2014	**Wrote and edited draft sections of the report.**
	Collected data and synthesized additional data.
May 2014-June 2014	**Prepared Draft Self-Study Report**
July 2014-August 2014	**Completed Self-Study Report and submitted to the VP for Academic Affairs and the President for review.**
	Archived supplemental documents and other resources as affirmation of the report and as on-site visit documentation.

October 2014-November 2014   Site visit by ACBSP Evaluators.
                                   Exit conference with ACBSP Evaluators.

D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

The Middles States Association of Colleges and Secondary Schools, Commission on Higher Education accredits Bronx Community College both as a unit of the City University of New York and as an individual college. The College was last reaffirmed in 2009.

A copy of the reaffirmation of regional accreditation from the Middle States Commission is contained in Appendix 1 of this report.

A Periodic Review Report was submitted to Middle States in June 2014.

E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Since its creation in 1957, the mission of Bronx Community College (BCC) of the City University of New York (CUNY) has been to provide access and opportunity for academic success and upward social and economic mobility to the widely diverse population of the Bronx. As a comprehensive community college, BCC provides students with an education that enables them to move with equal facility into productive or rewarding careers and/or increasingly advanced higher education programs. The College's vision is to graduate students who are prepared to understand, thrive in and contribute to a 21st century global community marked by diversity, change, and expanded opportunities for life-long learning and growth.

Located on a 43-acre, tree-lined campus in the University Heights section of the Bronx, BCC offers academic programs that prepare students for careers and/or to continue their education at four-year colleges. BCC provides students with enhanced learning opportunities through study abroad programs, presents an increasing emphasis on the STEM fields (Science, Technology, Engineering, and Math) and opens doors to engage in breakthrough research at the Center for Sustainable Energy. The College offers evening and weekend classes for adults who work full-time, and BCC provides a high quality, low cost, recently nationally accredited, on-campus Early Childhood Center for students juggling classroom demands with those of parenting. Students also benefit from the school's newest architectural gem, the North Hall and Library, a blend of classic design with state-of-the art classrooms, group study rooms, and up-to-date information technology. BCC is America's first community college campus designated a National Historic Landmark.

BCC is located in the 15th Congressional District (CD), which includes most of the South Bronx. It is bounded by the Harlem River on the west, the East River on the south, the Bronx River and Bronx Park (home of the Bronx Zoo) on the east, and goes just past Fordham Road on the north. It includes the Parisian-style Grand Concourse , where single-family homes for the wealthy were replaced in the 1930s by stylish Art Deco apartment buildings; this was one of America's biggest Jewish neighborhoods up through the 1960s. It also includes Belmont , a Bronx "Little Italy" and site of an old-fashioned food market on Arthur Avenue; Belmont now has a growing number of Albanians. The 15th CD also includes the lower-rent commercial sections of Westchester Avenue, Boston Road and the Hub, and the flatlands of Bruckner Boulevard, Mott Haven and Hunts Point (though not the meat and produce markets). The 15th CD is 30% black, 63% Hispanic--the highest percentage in any New York district. This has long been New York's largest concentration of Puerto Ricans, but an increasing proportion of Hispanics here now are from other parts of Latin America.

BCC has 63 active programs registered with the New York State Department of Education: 31 are AA/AS degree programs; 25 are AAS programs; and 7 are certificate programs. Almost two-thirds (61%) of the students are

enrolled in transfer programs (AA/AS) , while 37% are enrolled in Associate in Applied Sciences (AAS) degree programs and 2% are enrolled in certificate programs.

Students at BCC are largely low-income and are immigrants or of immigrant descent from more than 100 countries. The vast majority (97%) are ethnic minorities, approximately one-half (51%) are employed, almost one-third (31%) are supporting children, 41% have an annual household income less than $15,000 and 27% are the first in their family to attend college. Almost all (90%) of entering BCC freshmen require remediation in one or more basic skill area (reading, writing, mathematics), with almost one-quarter (24%) requiring remediation in all three (3) basic skills areas.

Despite the variety of personal and academic challenges, BCC students are powerfully motivated to succeed. The College offers programs and services to ensure that all students can succeed. BCC graduates consistently demonstrate excellence in both the workplace and in senior colleges, including.

- Strong performance on National Licensure exams for 2013 (pass rates were 88.3% for Nursing NCLEX; 99.6% for Radiologic Technology Exam; 100% for Licensed Practical Nursing Exam);
- Strong transfer outcomes within CUNY (in Fall 2013, the average 1st semester GPA for AA/AS transfers within CUNY was 2.85 for BCC compared to the CUNY community college average of 2.69.
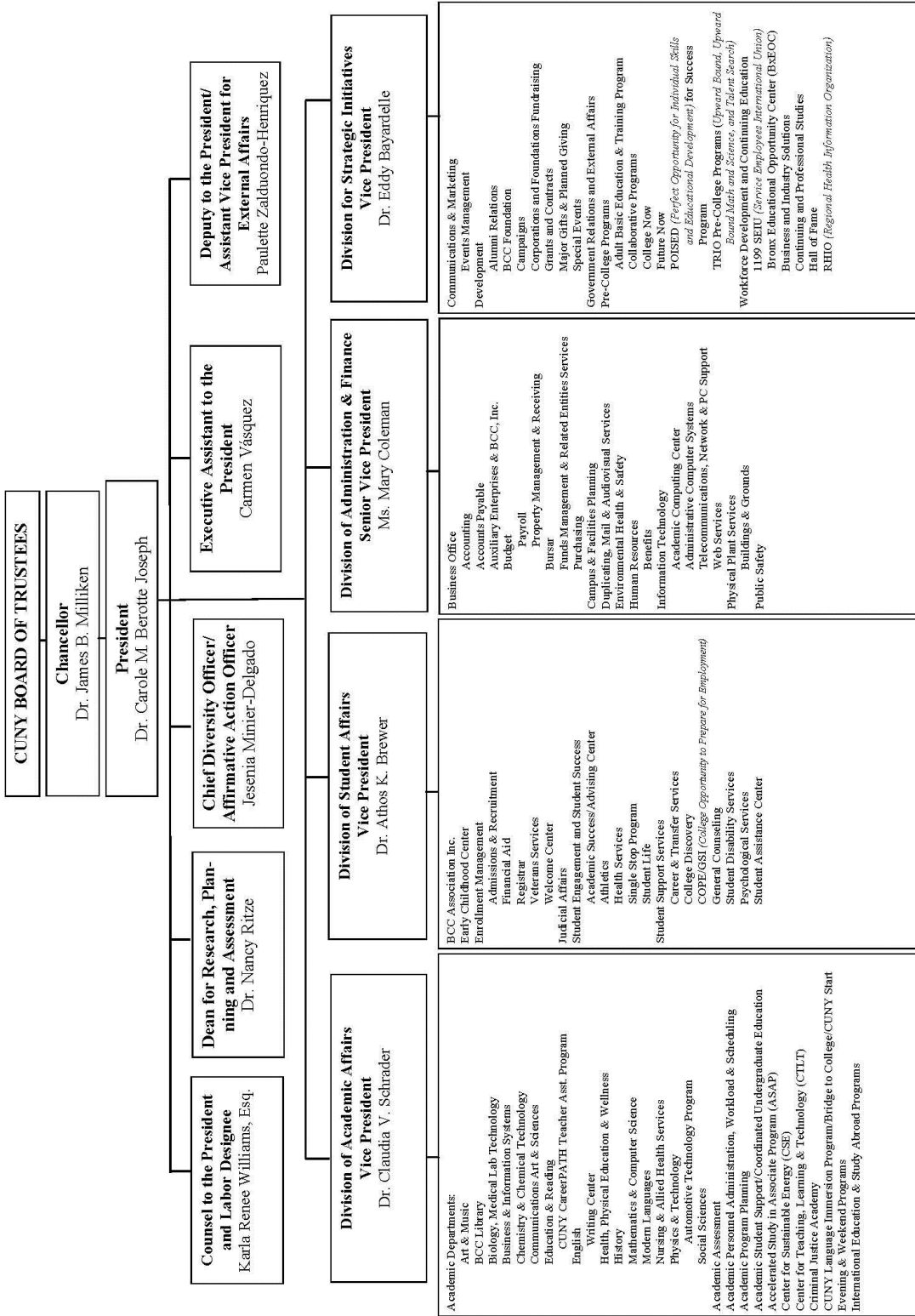
The City University of New York provides high-quality, accessible education for more than 269,000 degree-credit students and 247,000 adult, continuing and professional education students at 24 campuses across New York City. There are 11 senior colleges, 7 community colleges, the CUNY Graduate Center, the School of Public Health, the Graduate School of Journalism, the Law School, the NYC College of Technology, the Sofie Davis School of Biomedical Education and the School of Professional Studies.

In 2013, BCC sophomore students demonstrated the largest "value added" gains in CUNY on the Collegiate Learning Assessment (CLA) exam despite the fact that when upon entry BCC freshmen do not do as well as compared to other CUNY colleges. The CLA is a standardized exam that measures general education skills of critical thinking, analytic reasoning, problem solving and written communication. The test is designed to evaluate the relative "value added" by an institution to the students' general education skills. "Value-added" performance on the CLA was recently added to the metrics used for the CUNY Performance Management Programs.

F. <u>Organizational Chart</u>: Include a copy of the institution's organizational chart and the business school or program organizational chart.
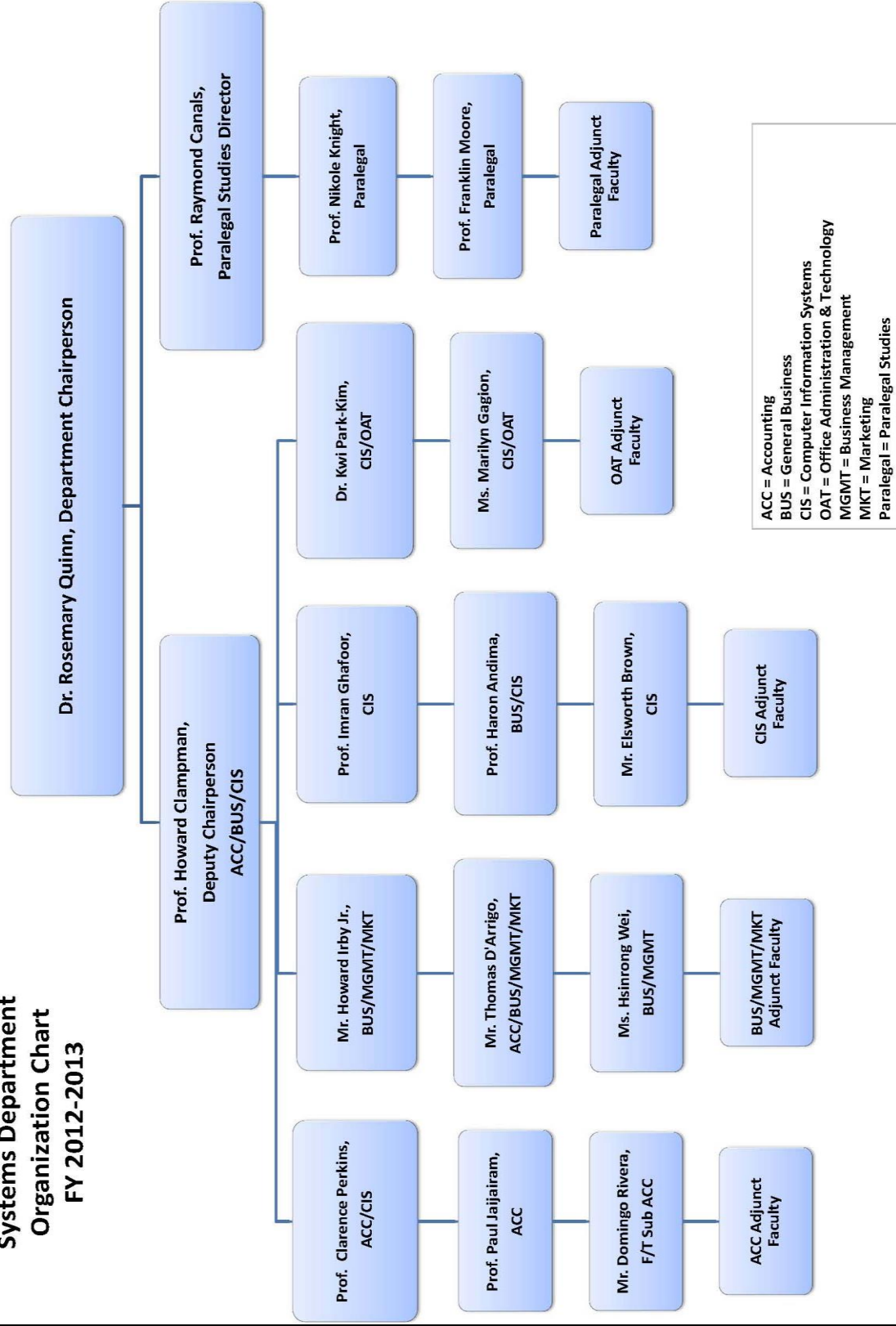
BRONX COMMUNITY COLLEGE - ORGANIZATIONAL CHART

CURRENT 8/1/2014

CUNY BOARD OF TRUSTEES

Chancellor
Dr. James B. Milliken

President
Dr. Carole M. Berotte Joseph

Deputy to the President/ Assistant Vice President for External Affairs
Paulette Zalduondo-Henriquez

Executive Assistant to the President
Carmen Vásquez

Chief Diversity Officer/ Affirmative Action Officer
Jesenia Minier-Delgado

Dean for Research, Plan-ning and Assessment
Dr. Nancy Ritze

Counsel to the President and Labor Designee
Karla Renee Williams, Esq.

Division for Strategic Initiatives Vice President
Dr. Eddy Bayardelle

Communications & Marketing
  Events Management
Development
  Alumni Relations
  BCC Foundation
  Campaigns
  Corporations and Foundations Fundraising
  Grants and Contracts
  Major Gifts & Planned Giving
  Special Events
Government Relations and External Affairs
Pre-College Programs
  Adult Basic Education & Training Program
  Collaborative Programs
  College Now
  Future Now
  POISED *(Perfect Opportunity for Individual Skills and Educational Development)* for Success
  TRIO Pre-College Programs *(Upward Bound, Upward Bound Math and Science, and Talent Search)* Program
Workforce Development and Continuing Education
  1199 SEIU *(Service Employees International Union)*
  Bronx Educational Opportunity Center (BxEOC)
  Business and Industry Solutions
  Continuing and Professional Studies
  Hall of Fame
  RHIO *(Regional Health Information Organization)*

Division of Administration & Finance Senior Vice President
Ms. Mary Coleman

Business Office
  Accounting
  Accounts Payable
  Auxiliary Enterprises & BCC, Inc.
  Budget
    Payroll
    Property Management & Receiving
  Bursar
  Funds Management & Related Entities Services
  Purchasing
Campus & Facilities Planning
Duplicating, Mail & Audiovisual Services
Environmental Health & Safety
Human Resources
  Benefits
Information Technology
  Academic Computing Center
  Administrative Computer Systems
  Telecommunications, Network & PC Support
  Web Services
Physical Plant Services
  Buildings & Grounds
Public Safety

Division of Student Affairs Vice President
Dr. Athos K. Brewer

BCC Association Inc.
Early Childhood Center
Enrollment Management
  Admissions & Recruitment
  Financial Aid
  Registrar
  Veterans Services
  Welcome Center
Judicial Affairs
Student Engagement and Student Success
  Academic Success/Advising Center
  Athletics
  Health Services
  Single Stop Program
  Student Life
Student Support Services
  Career & Transfer Services
  College Discovery
  COPE/GSI *(College Opportunity to Prepare for Employment)*
  General Counseling
  Student Disability Services
  Psychological Services
  Student Assistance Center

Division of Academic Affairs Vice President
Dr. Claudia V. Schrader

Academic Departments:
  Art & Music
  BCC Library
  Biology, Medical Lab Technology
  Business & Information Systems
  Chemistry & Chemical Technology
  Communications Art & Sciences
  Education & Reading
    CUNY CareerPATH Teacher Asst. Program
  English
    Writing Center
  Health, Physical Education & Wellness
  History
  Mathematics & Computer Science
  Modern Languages
  Nursing & Allied Health Services
  Physics & Technology
    Automotive Technology Program
  Social Sciences
Academic Assessment
Academic Personnel Administration, Workload & Scheduling
Academic Program Planning
Academic Student Support/Coordinated Undergraduate Education
Accelerated Study in Associate Program (ASAP)
Center for Sustainable Energy (CSE)
Center for Teaching, Learning & Technology (CTLT)
Criminal Justice Academy
CUNY Language Immersion Program/Bridge to College/CUNY Start
Evening & Weekend Programs
International Education & Study Abroad Programs

BCC Org. Chart - 8.1.14 C Ramos

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Business & Information Systems Department Organization Chart
FY 2012-2013

Dr. Rosemary Quinn, Department Chairperson

Prof. Raymond Canals, Paralegal Studies Director

- Prof. Nikole Knight, Paralegal
- Prof. Franklin Moore, Paralegal
- Paralegal Adjunct Faculty

Prof. Howard Clampman, Deputy Chairperson ACC/BUS/CIS

Dr. Kwi Park-Kim, CIS/OAT
- Ms. Marilyn Gagion, CIS/OAT
- OAT Adjunct Faculty

Prof. Imran Ghafoor, CIS
- Prof. Haron Andima, BUS/CIS
- Mr. Elsworth Brown, CIS
- CIS Adjunct Faculty

Mr. Howard Irby Jr., BUS/MGMT/MKT
- Mr. Thomas D'Arrigo, ACC/BUS/MGMT/MKT
- Ms. Hsinrong Wei, BUS/MGMT
- BUS/MGMT/MKT Adjunct Faculty

Prof. Clarence Perkins, ACC/CIS
- Prof. Paul Jaijairam, ACC
- Mr. Domingo Rivera, F/T Sub ACC
- ACC Adjunct Faculty

ACC = Accounting
BUS = General Business
CIS = Computer Information Systems
OAT = Office Administration & Technology
MGMT = Business Management
MKT = Marketing
Paralegal = Paralegal Studies

G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

The New York State Board of Regents, through the Division of Higher Education of the New York State Education Department, has chartered the College to operate and confer degrees.

In addition, the New York State Department of Education has approved all curricula and programs offered by the College.

H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

The Board of Trustees of the City University of New York administers Bronx Community College, a unit of the City University of New York. The Board of Trustees of the City University of New York is comprised of 17 members, five of whom are appointed by the Mayor and ten by the Governor, all with the advice and consent of the New York State Senate. The Chairperson of the University Student Senate is a voting ex officio member. The Chairperson of the University Faculty Senate is a non-voting ex officio member. The terms of all members, except ex office, are for seven year staggered terms. Board headquarters are located at:

205 E 42nd Street
New York, NY, 10017

BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK:

BENNO SCHMIDT, B.A. J.D., Chairperson
PHILIP ALFONSO BERRY, M.B.A., M.S.W., B.A., A.A.
VALERIE LANCASTER BEAL, B.A., M.B.A.
WELLINGTON Z. CHEN, B.S.
RITA DIMARTINO, M.P.A., B.A., A.A.
FREIDA D. FOSTER, B.A., M.S.
JUDAH GRIBETZ, A.B., LL.B., LL.M.
JOSEPH J. LHOTA, B.S.B.A., M.B.A.
HUGO M. MORALES, M.D., DPN-P, F.A.P.A.
BRIAN D. OBERGFELL, B.S., J.D.
PETER S. PANTALEO, J.D., B.A.
CAROL A. ROBLES-ROMÁN, B.A., J.D.
BARRY F. SCHWARTZ, A.B., J.D.
CHARLES A. SHORTER , B.A., M.A.
MUHAMMAD W. ARSHAD, B.S., ex-offico
TERRENCE F. MARTELL, B.A., Ph.D., ex-officio

The Board meets once a month during the academic calendar. More information about schedule of meetings, minutes, actions and archives of the Board may be obtained at :
http://portal.cuny.edu/portal/site/cuny.

I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

Bronx Community College serves students of diverse backgrounds, preparations, and aspirations by providing them with an education that is both broad in scope and rigorous in standards. Our mission is to give our students the foundation and tools for success, whether they choose to continue their education and/or enter a profession immediately upon graduation and to instill in them the value of informed and engaged citizenship and service to their communities.

J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

The mission of the Department of Business and Information Systems' Programs is to provide a strong academic education for students majoring in business administration, accounting, management, marketing, computer programming, and information systems as well as provide core courses which will assist the students to continue their education at four-year institutions or to be successful in their chosen vocations.

The objectives of the Department of Business and Information Systems are:
- **To provide students with a high-quality knowledge base in accounting, computer programming, information technology, microcomputer operations, management, marketing, medical office operations and office information systems.**
- **To create an educational environment where students grow intellectually and where they attain their career goals.**
- **To provide career-oriented students with requisite skills and knowledge to successfully compete in today's business world.**
- **To create liberally educated graduates through the exposure to the liberal arts and science courses in each business curriculum.**
- **To enhance the students' problem solving and critical thinking skills.**
- **To provide practical management learning experiences through cooperative work programs.**
- **To sponsor activities that enhance students' professional and social development.**

The programs in the Business and Information Systems Department are compatible with the institution's mission. The curricula have been designed to provide a quality education directed toward pursuit of a four-year degree and/or emphasizing practical, workplace-related knowledge and skills that are transferable to many different career paths.

K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

The curricula in Department of Business and Information Systems to be evaluated are:
- **Business Administration, A.S., with options in**
  - **Accounting**
  - **Management**
  - **Marketing Management**
  - **Computer Programming**
- **Accounting, A.A.S.**
- **Computer Information Systems, A.A.S, with options in**
  - **Computer Programming**
  - **Web Page Development**
- **Marketing Management, A.A.S.**
- **Medical Office Assistant, A.A.S.**
- **Office Administration and Technology, A.A.S.**

The Paralegal Studies, A.A.S. Program that is administered by the Department is not included because it is independently accredited by the American Bar Association.

Programs and course descriptions are listed in the College Catalog found on the College's website at www.bcc.cuny.edu.

L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

The following are the academic degrees offered by the College in the various business programs:
- **Business Administration, A.S., with options in**
    - **Accounting**
    - **Management**
    - **Marketing Management**
    - **Computer Programming**
- **Accounting, A.A.S.**
- **Computer Information Systems, A.A.S, with options in**
    - **Computer Programming**
    - **Web Page Development**
- **Marketing Management, A.A.S.**
- **Medical Office Assistant, A.A.S.**
- **Office Administration and Technology, A.A.S.**

The Department does not offer nontraditional business degrees.

GRADUATION RATES

GRADUATION RATES - BUSINESS ADMINISTRATION

AS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2006-2007	834	104	12%
2007-2008	756	89	12%
2008-2009	836	105	13%
2009-2010	887	107	12%
2010-2011	1144	118	10%
2011-2012	1276	137	11%
2012-2013	1415	124	9%

GRADUATION RATES - ACCOUNTING

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2006-2007	834	9	1%
2007-2008	756	11	1%
2008-2009	836	12	1%
2009-2010	887	7	1%
2010-2011	1144	10	1%
2011-2012	1276	13	1%
2012-2013	1415	25	2%

GRADUATION RATES - COMPUTER INFORMATION SYSTEMS

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2006-2007	834	16	2%
2007-2008	756	13	2%
2008-2009	836	25	3%
2009-2010	887	18	2%
2010-2011	1144	30	3%
2011-2012	1276	30	2%
2012-2013	1415	33	2%

GRADUATION RATES - MARKETING MANAGEMENT			
AAS DEGREE			
YEAR	**TOTAL COLLEGE GRADUATES**	**PROGRAM GRADUATES**	**PERCENTAGE**
2006-2007	834	6	1%
2007-2008	756	6	1%
2008-2009	836	6	1%
2009-2010	887	7	1%
2010-2011	1144	10	1%
2011-2012	1276	6	0%
2012-2013	1415	12	1%

GRADUATION RATES - MEDICAL/OFFICE ADMINISTRATION & TECHNOLOGY			
AAS DEGREE			
YEAR	**TOTAL COLLEGE GRADUATES**	**PROGRAM GRADUATES**	**PERCENTAGE**
2006-2007	834	15	2%
2007-2008	756	20	3%
2008-2009	836	9	1%
2009-2010	887	17	2%
2010-2011	1144	19	2%
2011-2012	1276	26	2%
2012-2013	1415	37	3%

GRADUATION RATES - PARALEGAL STUDIES			
AAS DEGREE			
YEAR	**TOTAL COLLEGE GRADUATES**	**PROGRAM GRADUATES**	**PERCENTAGE**
2006-2007	834	27	3%
2007-2008	756	28	4%
2008-2009	836	21	3%
2009-2010	887	28	3%
2010-2011	1144	36	3%
2011-2012	1276	21	2%
2012-2013	1415	24	2%

GRADUATION RATES - GRAND TOTAL			
AAS DEGREE			
YEAR	TOTAL COLLEGE GRADUATES	B&IS GRADUATES	PERCENTAGE
2005-2006	735	66	9%
2006-2007	834	73	9%
2007-2008	756	78	10%
2008-2009	836	73	9%
2009-2010	887	77	9%
2010-2011	1144	105	9%
2011-2012	922	96	8%
2012-2013	1415	131	9%

GRADUATION RATES - GRAND TOTAL			
AS & AAS DEGREE			
YEAR	TOTAL COLLEGE GRADUATES	B&IS GRADUATES	PERCENTAGE
2005-2006	735	165	22%
2006-2007	834	177	21%
2007-2008	756	167	22%
2008-2009	836	178	21%
2009-2010	887	184	21%
2010-2011	1144	223	19%
2011-2012	922	233	18%
2012-2013	1415	255	18%

M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

The College measures a classroom meeting as 50 minutes per week per one hour of credit.

Thus, a 3-credit course meets 150 minutes per week during the semester.

The following courses follow this schedule:
BUS 10, BUS 51, BUS 52, BUS 53, BUS 111, COM 31, FIN 31, MKT 11, MKT 18, MKT 32, MKT 33, MKT 41, MKT43, MKT 48, WPR 21, WPR 22, WPR 23, WPR 24.

A 4-credit course meets 200 minutes per week during the semester.

The following courses follow this schedule:
ACC 111, ACC 112, ACC 113.

The Department also offers many classes that are structured to provide an alternative method of instructional delivery. These are courses with a laboratory component.

The following 1 credit course with a laboratory component, and which meets for 2 contact hours per week is: KEY 10.

The following 2-credit course with a laboratory component, and which meets for 3 contact hours per week is: DAT 33.

The following 2-credit courses with a laboratory component, and which meet for 4 contact hours per week are: KEY 12, SEC 35, SEC 41.

The following 2-credit course with a laboratory component, and which meets for 5 contact hours per week is: KEY 11.

The following 3-credit courses with a laboratory component, and which meet for 4 contact hours per week are: ACC 15, BIS 12, BIS 13, BUS 41, DAT 10, DAT 30, DAT 36, DAT 35, DAT 38, DAT 47, DAT 48, DAT 49, MKT 47, WPR 31.

The following 3-credit courses with a laboratory component, and which meet for 5 contact hours per week are: WPR 11, WPR 12.

Most classes are offered during the week and during day and evening sessions. The Department also offers some courses on a weekend schedule, Saturday or Sunday, for the entire semester.

N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

Most courses taught by the Department of Business and Information Systems are conducted on-ground. Many of the on-ground courses are enhanced using Blackboard, BCC email and other internet tools. The Department does offer some online courses each semester. They are conducted in a hybrid format, students meet face to face with their instructors at the beginning and end of the semester. The remainder of the contact is through Blackboard, online chats, and email.

O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

Classification and Categories
Matriculated Student: A student who is a candidate for an associate degree or certificate and has met the basic College admission requirements is classified as a matriculant.

A matriculant may carry a full- or part-time program of courses leading to a degree, and may register for day and/or evening classes, according to choice and the availability of class space. A full-time course load is a minimum of 12 credits or equated credits up to the number listed for that semester of required courses on the curriculum in the Curriculum Patterns. To graduate in four semesters, a minimum of 15 credits is to be taken and passed in each semester for a total of 60 credits in most programs.

HOW COURSE HOURS ARE CALCULATED
The allocation of credits to a course is based on New York State Department of Education regulations in higher education.

Generally, the formula is that one semester-hour of credit is awarded in a course meeting for 15 weeks for each hour of class or lecture for which considerable out-of-class preparation is required; or for a unit of two or three "laboratory," "gym," or "clinic" hours.

The determination of the number of hours allocated for a particular course is based upon the depth of knowledge, content, nature, and applications. The content and hours of all courses are reviewed and approved by the College's Curriculum Committee.

Courses may have a combination of recitation, lecture, and laboratory hours to accomplish the goals and objectives of the courses.

- **Recitation (REC) - the traditional recitation-discussion-seminar form.**
- **Lecture (LEC) - several sections have been combined into a single group in which the presentation is sometimes accompanied by a demonstration and audiovisual material.**
- **Laboratory (LAB) - the class meets in a specially equipped area where students may do individualized work in experimentation with instruments, tools and similar equipment.**

Prerequisites must be completed with a passing grade before the subsequent course may be taken.

Co-requisites may be taken simultaneously or before a given course.

The College reserves the right to limit the number of students registered in any course, or to cancel any course for which there is insufficient enrollment, or to make any changes in prerequisites, co-requisites, course descriptions, credit allocations, schedule and section offering in the academic year as it may deem necessary for the proper and efficient functioning of the College.

The distance learning approach uses the same formula as the traditional courses taught within the department.

P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

All business programs are clearly described in the catalog. Information regarding their requirements, tuition, and fees, student policies, and academic credentials of the faculty are communicated to students in the College Catalog.

The College Catalog is electronically published on a two-year cycle and it is constantly being updated. The most current version may be found on the College's web site at www.bcc.cuny.edu in a PDF format for easy printing.

The Department also maintains individual A.S. and A.A.S. program pattern sheets that outline program requirements and sequence of courses by semester. The Department always advises continuing students to meet with faculty to review their adherence with their individual program requirements in order to avoid enrolling in the wrong course.

Distance-learning (online) courses are clearly communicated to students in the CUNY First Schedule of Classes. A description of the nature and the requirements for the distance-learning course is included for students' information. The same academic standards and syllabi are used for online courses as are used for on-ground courses.

STANDARD 1: LEADERSHIP

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

Institution Response
A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.
B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

The Business and Information Systems Department is one of the 15 academic departments that comprise the A.S. and A.A.S. degree programs at Bronx Community College under the administration of the Vice President for Academic Affairs. The leadership structure is exhibited on the BCC organization chart.

Two main factors that a Chairperson has under his/her control is the quality of the faculty who are selected to staff teaching positions and the quality of programs and the courses the Department offers.

The recruitment process is mandated by CUNY. It requires the placement of advertisements in appropriate newspapers and journals, the careful review of the applicants' resumes by the Search Committee which is the Business and Information Systems Department's elected P&B Committee, the identification of candidates to be interviewed. The Search Committee interviews each candidate and observes their presentation of a demonstration lesson. After comprehensive discussion of each candidates' strengths and weaknesses. the Search Committee sends its recommendations of finalists forward to administration (VP for Academic Affairs and College President) for their review, interviewing, and final selection.

The second factor, program and course offerings, are instituted under the auspices and approval of the Curriculum Committee and are also subject to rigorous criteria in order to be accepted as official offerings in the Department's A.S. and A.A.S. degree programs (see Standard 6).

The Business and Information Systems maintains effective communications and develops participation throughout Department by routinely disseminating correspondence related to faculty and their instructional obligations which include developing and administering final examinations, maintaining student attendance, determining and assigning final grades, submitting appropriate course records and corrected final examinations to the Department office. Department meetings are regularly conducted on the third Thursday of each month. They are devoted to obtaining the department's faculty participation in academic decisions regarding department policies, curriculum matters (the development of new courses and curricula which require Department approval) and the discussion and response to college-wide correspondence (registration schedules, faculty convocation meetings, student and advisement issues, etc.). All faculty attend these monthly Department meetings which provide the opportunity for engagement, active discussion, and resolution and decision on important issues affecting students and faculty.

Department members also interact with each other as members of various subcommittees on syllabus review and development, textbook selection, student appeals subcommittees, assessment evaluations and initiatives, etc.

The Chairperson and Deputy Chairperson also practice an "open door policy" and faculty are encouraged to any issues or faculty concerns as they arise if necessary.

Criterion 1.2 – Leadership Measures of Performance

A primary instrument of performance of faculty instruction are student evaluations which are completed by all students in each of the courses the instructor is teaching.

The Chairperson and individual faculty receive the course section results, the cumulative semester results for all sections taught in the semester, and the overall cumulative outcomes for each faculty. These outcomes are disseminated to each faculty for their analysis and self-evaluation to improve the effectiveness of their instruction. Such items as: the instructor's explanations were clear; the instructor used appropriate examples to get points across in class; the instructor carefully answered questions asked by students, etc. provide valuable insight into how students in a particular course perceive their instructor's performance. Consistently low scores might identify specific areas of weakness that should be addressed.

If ratings are not indicative of effective classroom performance, the Chairperson might conduct an informal conference with the faculty member to discuss the outcomes and issues related to them with consideration of factors to improve outcomes. These might include suggestions for increased faculty interaction with students both inside and outside the classroom, clarity and pace of presentation of subject matter, appropriateness of course syllabus and textbook, use of support materials and adequate student preparation in terms of prerequisites, etc.
The Office of Institutional Research generates throughout the College another valuable measure of course outcomes and identifies courses with high failure and withdrawal rates. These data are used to identify and focus on subject areas that require attention.

In the past ACC 11/ACC 111, Principles of Accounting I, and BUS 41, Business Statistics, have been identified as courses in which students experience difficulty. Interventions were employed. In ACC 11/ACC 111 workshops have been instituted and the syllabus has been reviewed and adjustments made in chapter emphasis. In BUS 41 a textbook was selected which provided student access to support software. Attempts have also been made to expand the requirement of the accounting tutor to possess a background in statistics to provide support in both areas.

Criterion 1.3 – Leadership and Community

The Business and Information Systems Department is an active participant in the College community. Its faculty are engaged in widespread activities that support the mission of the College and contribute to its effective functioning. These include the Curriculum Committee, Committee on Instruction and Professional Development, the Library Committee and the College Senate and Faculty Council. The department is well represented throughout College Governance. Professor Clampman has been annually elected Chairperson of the Curriculum Committee since 2001. He also serves on the College Senate, Senate Executive Committee and Academic Review Committee. Professor Moore (Paralegal Studies) was elected as Chairperson of the College Senate, Faculty Council and Senate Executive Committee in Fall 2013. As Career/Education Division Coordinator, Professor Quinn serves on the Curriculum Committee, Senate and Senate Executive Committee.

Association with the business community occurs through interaction with the Department's Advisory Board. Current members have included Mr. Guillermo Fisher, Operations Manager – Krasdale Foods Inc., Ms. June Reitmeier, Controller - Vanguard Temporaries Mr. Lemar Swinney, Partner – KPMG Peat Marwick, Ms. Lisa Hines-Johnson, Chief Operating Officer – Food Bank for NYC, Mr. Ronald Taylor, Senior Director Business Development – Talking Talent Agency and Mr. Robert Nesmith, Acting Chief Contracting Office – Battery Park City Authority.

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

Strengths
- The leadership of the department has been steady over the past 12 years. The Chairperson has been recognized by department faculty for her effective leadership and has been re-elected triennially since 2002. The Deputy Chairperson has served in this capacity since 1999.
- The department has benefitted by its wide-spread representation in College Governance.
- The faculty recruitment effort over the past several years has produced well-qualified new faculty whose performance and growth is closely monitored and guided by the Chairperson.

Opportunities for Improvement
- New and junior faculty will require mentoring and guidance for several years. The funding and support for additional faculty support and innovation will be necessary as the department adds more new faculty.

STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

Institution Response
A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.
B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.
C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.
D. Describe how the business unit evaluates and improves the strategic planning process.

The Department of Business & Information Systems (B&IS) follows the Bronx Community College (BCC) planning process to identify the Department's goals and objectives which would be consistent with and supportive of Bronx Community College Strategic Plan and Goals, "provide students with the foundation and tools for success in their education and/or professional plans." The College's Strategic Plans and Goals are included in latest Middle States Periodic Review Report (see Appendix 2).

The strategic planning process involves members of the B&IS faculty as well as members of the BCC Offices of Academic Affairs, Administration & Finance, Student Affairs, and Institutional Research. The Department uses key student-based performance measures to annually assess our adherence to our long-term goals and objectives. To identify initiatives that may be implemented to maintain students' success, the Department reviews and assesses key data regarding student performance and as such plans accordingly.

Key steps and participants:
1. The B&IS faculty, program coordinators, and the Vice President for Academic Affairs identify general & specific performance requirements, assessment methods, and criteria for success. These items are analyzed annually and are included in Tables 1-5 in our Two-Year Quality Assurance Reports and are included in this Self-Study Document as part of Standard 4.
2. The Cooperative Work Experience coordinator a member of the Office of Student Development, provides the Department with data including: placement of students in intern positions and the results of employer surveys assessing student performance.
3. The B&IS chairperson meets annually with the VP for Academic Affairs to review the departments performance. Based upon the review items (student related, administrative, personnel facilities requirements, etc.) to be examined in the following academic year are identified.
4. Program coordinators and faculty meet throughout of the academic year to discuss student outcomes, new assessment measures and any necessary revisions to current procedures to insure success for the next academic year.

Key strategic initiatives:
1. Maintaining the department's position in the College in regards to enrollment in B&IS degree programs, graduation & retention rates.
2. Insuring that career students are prepared to be successful in completing internships.
3. Insuring that graduates are prepared to secure employment in their field of study and/or transfer to a senior college.

The Department's main goal is to prepare students for employment and/or transfer to senior colleges in their chosen field of study and to maintain the department's integral position in the College's enrollment, retention & graduate statistics.

Criterion 2.2 Current Strategic Plan

Institution Response
A. **Describe the business unit's key strategic objectives.**
B. **Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.**
C. **Describe the performance measures used to assess the business unit's action plans.**

The B&IS has outlined program objectives for each of the accredited programs (see Standard 4). The fulfillment of these program objectives is the Department's most important strategic objective. Department faculty are committed to meeting their responsibilities and affording students with the tools necessary to comply with degree and graduation requirements. Meeting the program objectives will ensure the graduates are sufficiently prepared to meet their future academic and employment goals. These program objectives are delineated within Standard 4 and are analyzed in Table 1. As shown in Standard 4, the Department has begun to address the necessity to integrate course assessment with program assessment. Program objectives have been defined and linked to student learning outcomes. This initiative is in its initial stages and will require further development. The department will continue to work closely with the Director of Assessment, under the Office of Academic Affairs, to continue to monitor and refine the program outcomes and the strategic plan.

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

Institution Response
A. **Describe how the business unit links finances to strategic planning.**
B. **Report and graph the following financial information for the past three years (two years plus the self-study year):**
   1. **The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.**
   2. **The business unit budget and actual expenditures.**
   3. **The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.**
   4. **Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.**
C. **Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.**

The Department's strategic plan identifies and requests staffing, equipment and facility needs which are submitted to the Director of Budgeting , under the auspices of the Senior VP for Administration & Finance.

Historically, budget requests have been fully complied with and financial support has been adequate to successfully address department objectives. As reported in Table 3a-3c below, the department has been sufficiently funded and has maintained a budget level in congruence with its steady enrollment.

The table below present the consistent Department budget allocation and actual expenditures for the 2012 and 2013 fiscal years:

Category	Budget FY 2012	Actual FY 2012	Budget FY 2013	Actual FY 2013
Full-time teaching	$1,320,981	$1,319,367	$1,308,928	$1,306,408
Civil service staff	97,795	97,795	65,212	65,212
Adjunct teaching	552,000	570,344	570,000	566,375
Temporary Services	17,000	17,540	18,000	24,758
Other than personal services	9,296	6,577	9,296	8,622
Total	$1,997,072	$2,011,623	$1,971,436	$1,971,374

The category "Full-time teaching" includes funding for one full-time substitute faculty member required due to faculty retirement. Over the past three years, full-time substitute positions have been readily funded to provide replacement instructors for retired faculty. It is the Department's objective to maintain an adequate percentage of full-time faculty instruction.

Table 3. Budgetary, Financial and Market Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
3a. The Department will be allocated sufficient college funds to carry out its mission and pursue its goals.	Annual budget--the amount of Department's budgeted and actual operating expenditures each academic year.	For the past five years, the Department has received the necessary funding to efficiently conduct operations.	The increase in the department's expenditures, especially in 2014, is a mostly attributable to the hiring of a new full-time faculty in fall 2012 & three full-time substitute faculty in FY 13.	From Fall 10 to present, 3 full-time faculty and 3 full time substitute were hired to replace retired faculty and to meet increased Department enrollment needs. Additional full-time positions have been advertised and searches are currently underway.	

Business & Information Systems Department Budget vs. Actual Expenditures

Table 3. Budgetary, Financial and Market Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
3b. Spending per business student FTE will be sufficient to support Department's instructional, administrative and student support activities.	Annual budget-the expenditures per business student FTE.	Department expenditures have increased over the last fiscal year. Historically, the amounts expended per FTE have fluctuated mainly due to fiscal constraints prescribed by CUNY and increased enrollment over the past 6 academic years. The increase in the department's expenditures, especially in 2013, is mostly attributable to the hiring of a new full-time faculty in fall 2012 & full-time substitute faculty in FY 13.	The current budget remains sufficient to achieve Department goals. The spending per FTE will be closely monitored.	The Office of Finance and Administration operates within the guidelines and constraints of the CUNY Budget to provide BCC academic departments with adequate funding. No action necessary.	

Department Expenditures Per FTE

Data values: FY 2008: 1,842; FY 2009: 1,704; FY 2010: 1,842; FY 2011: 2,047; FY 2012: 1,687; FY 2013: 1,470*

Expenditures axis: 1,400 – 2,200

Fiscal Years: FY 2008 FY 2009 FY 2010 FY 2011 FY 2012 FY 2013*

* Estimated

Table 3. Budgetary, Financial and Market Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
3c. The Department / College Admissions and Enrollment Office will strive to maintain program enrollment.	The semester "Enrollment by Program" report provided by the College's Office of Institutional Research.	There is continued overall stability in enrollment in Business Administration's AS transfer degree program and an overall level of stability in enrollment in our AAS career degree programs. It is important to note that the Medical Office Assistant AAS degree has, once again, seen a steady increase in enrollment of 32% as well as a 14% increase in Marketing Management over the past two academic years (Fa 10 to Sp 12).	From Fall 07 to Spring 12, there was an increase of 12% in enrollment in the Business Administration AS degree programs. For our AAS programs, we see a decrease of 8% (from 36% to 27%). Overall, the Department still continues to maintain approximately 15% of enrollment college-wide. The Department continues to participate in and strongly support the various College recruitment efforts (Open Houses, Freshman Orientation, etc.).	As a result of its ongoing College recruitment activities, the Department continues to maintain a strong position which represents a large segment of the College population with a strong stable enrollment.	 Enrollment by Program

Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

Institution Response
A.   Describe how the business unit links facility planning to strategic planning.
B.   Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

The department maintains faculty and administrative staff offices in the first & third floors of Meister Hall. All full-time faculty are provided with a private or semi-private office, a personal computer, internet access and updated software. Adjunct faculty share two adjunct offices which are similarly equipped.

Courses taught by the B&IS faculty are primarily conducted in Meister Hall, New Hall and North Library Building. All CIS and OAT courses are taught in computer labs in Meister Hall. These labs are periodically updated to maintain the current level of hardware and software. All of the computer labs have electronic whiteboards or smart boards. Many of the non-computer lab classrooms have been updated to afford the instructors internet access, a lectern which includes a laptop station, overhead projector and screen. The department also maintains two COWs (Computer On Wheels) to be used in those rooms without a laptop station. The classroom and computer lab facilities are sufficient to successfully address the needs of students and faculty.

Any necessity for additional facilities for B&IS would be identified in the department planning and annual budget request. Facilities have been adequate for both faculty and course offerings to date.

Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

Institution Response
A.   Describe how the business unit links equipment planning to strategic planning.
B.   Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.
C.   Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

As with financial resources, equipment requirements are identified in the department planning and annual budget request. Equipment has been adequate for both faculty and course offerings to date.

The purchase of computer equipment and software is under the auspices of the SVP for Administration & Finance and the Director of Information Technology. The department has always been able to make purchases either from the allocated departmental budget or from the student technology fee fund, to maintain a current level of hardware and software necessary to provide faculty and students real-world business facilities. The overall BCC technology fee fund usage is shown in Table 3d below.

Table 3. Organizational Effectiveness Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
3d. Technology Fee: To provide students with support services in technology areas, CUNY has implemented a $100 technology fee per semester for full-time students ($50 for part-time students). Revenues generated must be used for student technology services. Revenues are variable based upon enrollment.	Technology Oversight Committee (TOC) reviews and supervises Technology Fee expenditures. Reports are generated by the Office of Information Technology and the Office of Finance and Administration.	Since the inception of the Technology Fee in 2004, an average of 91% of expenditures have been used directly to upgrade, maintain and create new computer facilities for classroom instruction and student computer laboratories.	TOC will continue monitoring student technology needs and advances in educational technology for decision making in future expenditures.	Over the past seven academic years, several new computer laboratories have been updated and wireless access points have been installed and updated throughout the campus. Routine ongoing activities to improve service have continued.

Technology Fee Usage Fiscal Years 2006-2013 |

Summary of Standard 2 - Strategic Planning

Strengths
- The planning process at the College has been developed and integrated among each academic Department, the Office of Academic Affairs, and the Budget Director's Office under the SVP of Administration and Finance which plans and administers budget allocations. The process has been followed to complement the BCC Strategic Plan and is used to assess program outcomes in the Business & Information Systems accredited programs.
- The Business and Information Systems Department has consistently been allocated sufficient funding to both meet staffing needs and to provide for adequate classroom facilities which have been maintained with up-to-date instructional technology.
- Classroom and computer laboratory facilities have been maintained and updated to adequately meet the requirements of the programs, faculty and students.
- Updated classroom facilities have been prepared to include internet hot-spots and instructor technology to provide quality instruction in traditional lecture classrooms.

Opportunities for Improvement
- Additional effort is needed to continue the progress made in program assessment and strategic planning over the past two years. Plans for the integration of course and program assessment are being addressed but need to be further refined and developed.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders
Institution Response
A. List the business unit's key stakeholders.
B. Explain how the business unit determines key stakeholder requirements and expectations.

The B&IS stakeholders include:
1. BCC students enrolled in A.S. and A.A.S. degree programs: Business Administration, Accounting, Computer Information Systems, Medical Office Assistant, Marketing Management, Office Administration & Technology, and Paralegal Studies.
2. BCC students taking B&IS courses who are not B&IS majors.
3. B&IS graduates.
4. Businesses and colleges located locally and regionally.

The B&IS strives to define and fulfill key stakeholder requirements and expectations. The most fundamental way is through the educational expertise and qualifications of the B&IS faculty and relevant course content. In addition, students are exposed to business contacts and experiences through internships, guest speakers at Business Club functions and through business related research included as part of course requirements. Regular communication with advisory committee members and cooperative work experience supervisors helps to determine stakeholders' needs and expectations. Faculty attendance at professional meetings brings information on current trends and opportunities. Participation in college committees allows department faculty to exchange ideas and information with peers. Results of college surveys, including the BCC Student Satisfaction Survey and BCC (in-class) Teacher Evaluations are reviewed for information applicable to the department's stakeholders. A graduate survey is administered to department graduates to ascertain overall effectiveness of the programs. Internship employer questionnaires are analyzed to determine how well the students' skills meet the requirements of employers and receive suggestions for improvement. Discussions, formal and informal, between faculty and students provide useful understanding of wants, needs and expectations of the most important stakeholder, the students.

Criterion 3.2 Stakeholder Satisfaction
Institution Response
A. Explain how the business unit builds relationships to attract and retain students.
B. Explain how the business unit delivers services that satisfy students and stakeholders.
C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.
D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

BCC is part of the City University of New York, which includes 4 graduate, 11 senior and 7 community colleges. The University recruits students throughout NYC and the surrounding area. Admission applications are accepted University-wide with choices of junior or senior colleges available to students. The Office of Student Life conducts many outreach and recruitment efforts and coordinates all new student admissions.

One of the ways that the B&IS retains students is through student organizations. Department faculty advise and coordinate a successful Business Club. Students join the club and are exposed to prominent business leaders through speaking engagements, and travel to enlightening venues including the New York Stock Exchange and CUNY senior

colleges with whom the B&IS have articulation agreements for transfer. The Kappa Gamma Chapter of Alpha Beta Gamma has been active within the B&IS since 1996. The Office of Communications and Marketing is responsible for all of the College's marketing efforts. The College has a website that is maintained and regularly updated at www.bcc.cuny.edu. The website provides information including, admissions, academics, finances, student services and student life. Links are available to all academic programs and departments.

Students in ACC 11 (replaced by ACC 111 in Fall 2013) have been afforded two success and retention tools. For the past 5 academic years, the B&IS has offered weekend study sessions for students in ACC 11/ACC 111. The sessions reinforce the course material for this gateway course which is required for almost all of the degree programs offered by the B&IS.   Students who have attended these sessions have had a much higher success rate than students who did not. The VP for Academic Affairs has continued to support this effort in the 2014/2015 department budget. As the table below shows, the workshops have had a very positive impact on ACC 11/ACC 111 students over the past four academic years. The passing rates for attendees averaged 76%, while only 36% of non-attendees earned a passing grade. In the important area of student retention, the withdrawal rate was reduced by three quarters (28% vs. 7%), for attendees as compared to non-attendees. This is sustained evidence that the workshops have positively affected student success and retention.

	F'10 n=274	S'11 n=273	F'11 n=268	S'12 n=260	F'12 n=250	S'13 n=267	S'14 n=217	Average n=258
Workshop Final Grades (% Passing) [1]								
Attendees	84%	86%	67%	73%	69%	73%	80%	76%
Non-Attendees	36%	33%	41%	43%	27%	26%	49%	36%
Overall Results	53%	49%	50%	53%	44%	52%	64%	52%
Workshop Withdrawal Rates [1]								
Attendees	7%	1%	10%	6%	11%	5%	6%	7%
Non-Attendees	31%	31%	27%	23%	35%	31%	17%	28%
Overall Results	23%	22%	21%	17%	25%	17%	12%	20%
(1) No workshop was given for the Fall 2013 semester								

The second student success and retention tool that the department uses is Supplemental Instruction (SI). Starting in Spring 2014, the ACC 111 Principles of Accounting I classes have had the opportunity to participate in weekly SI sessions to support classroom learning. The sessions are conducted by student leaders who have previously completed ACC 111 and received SI leadership training. Since this effort began in Spring 2014, no data is available for this report. The data and analysis will be included in the next Quality Assurance Report due September 2016.

Department faculty conduct workshops and speak to incoming freshmen and students in the CUNY Start program. Students in the CUNY Start program are those determined, by CUNY assessment tests are in need of help in developing academic skills. They are not yet enrolled in degree credit courses, but rather in courses designed for immersion remedial skills courses. These students, once completing the immersion courses, will be eligible to declare an academic major and enroll in degree credit courses. The B&IS faculty speak to these students each semester to make them aware of the opportunities and degree programs available.

Criterion 3.3 Student Support
Institution Response
A.   **Describe the support services available to business students, including admissions, financial aid, and advising.**
B.   **Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.**

The Office of Student Affairs oversees the admissions and financial aid process for all incoming students. This office also offers academic advisement for incoming and returning students. The B&IS suggests that all students enrolled in a business program consult with B&IS faculty for academic advising. Students are encouraged to visit faculty in their

offices throughout the academic year and during specific registration/advisement periods. This allows students to confer with business faculty to develop appropriate course schedules for a particular semester and to plan for their academic career. Faculty are knowledgeable of the intricacies of all B&IS programs and can offer comprehensive advisement to students.

Criterion 3.4 Stakeholder Results

Institution Response
A.   Describe how the business unit measures student utilization of offerings and services.
B.   Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):
- **Course evaluations**
- **Student satisfaction surveys**
- **Alumni satisfaction surveys**
- **Employer satisfaction surveys**
- **Other student/stakeholder measures**

The B&IS measure stakeholder results as follows:
1. **By comparing business majors' graduation rates compared to College-wide rates**
2. **By surveying business graduates 6 months after graduation**
3. **By surveying employers who participate in Cooperative Work Experience (CWE) student internships**

The results of these measurements are included in Table 1 below:

Table 1. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1a. Number of students in the Business and Information Systems Department who earn AS and AAS degrees. The Department will represent 15% of the College's total graduates.	Graduate data provided by the Office of Institutional Research.	For the last five academic years, the Department has met its revised graduation goal of achieving its benchmark of 15%.	The Department's AAS and AS Degree graduates continue to represent a large, stable percentage of total BCC graduates, ranging from 18% – 21%. The Department faculty facilitated students' academic progress by providing instructional support, academic advisement assistance, and comprehensive schedule of course offerings permitting senior students to meet graduation requirements.	The Department will continue to "actively" support student success through workshops, lab assignments, advisement, etc. in the upcoming semesters in order to graduate more than 15% of the College's graduates.	Number of Graduates Business & College-Wide Percentage of BCC Graduates by Business and Information Systems Department

Table 1. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1b. 75% of graduates of Business and Information Systems AS and AAS degree programs will either be employed and/or continuing their education.	2013 Institutional Research Survey* of Department Graduates Activities six months after graduation. *Most recent data; survey performed every two years.	It is significant to note that since the 2006 Graduation survey data, there has been an increase in students who reported being either employed and/or continuing their education.	To increase students' rate of employment, the Department has encouraged students to participate in BCC's and CUNY's Job Fairs and Career Development services such as job placement, workshops in resume writing and interview preparation. The Department has also promoted services of the College's transfer office, awareness of CUNY Transfer Days and transfer programs at CUNY and other institutions.	Continue to monitor graduates' employment and education trends.	**2013 AS & AAS Degree Graduates Six Months After Graduation Survey** 13% 87% ■ Employed or pursuing employment ■ Continuing education

Table 1. Student/Stakeholder Focused Results

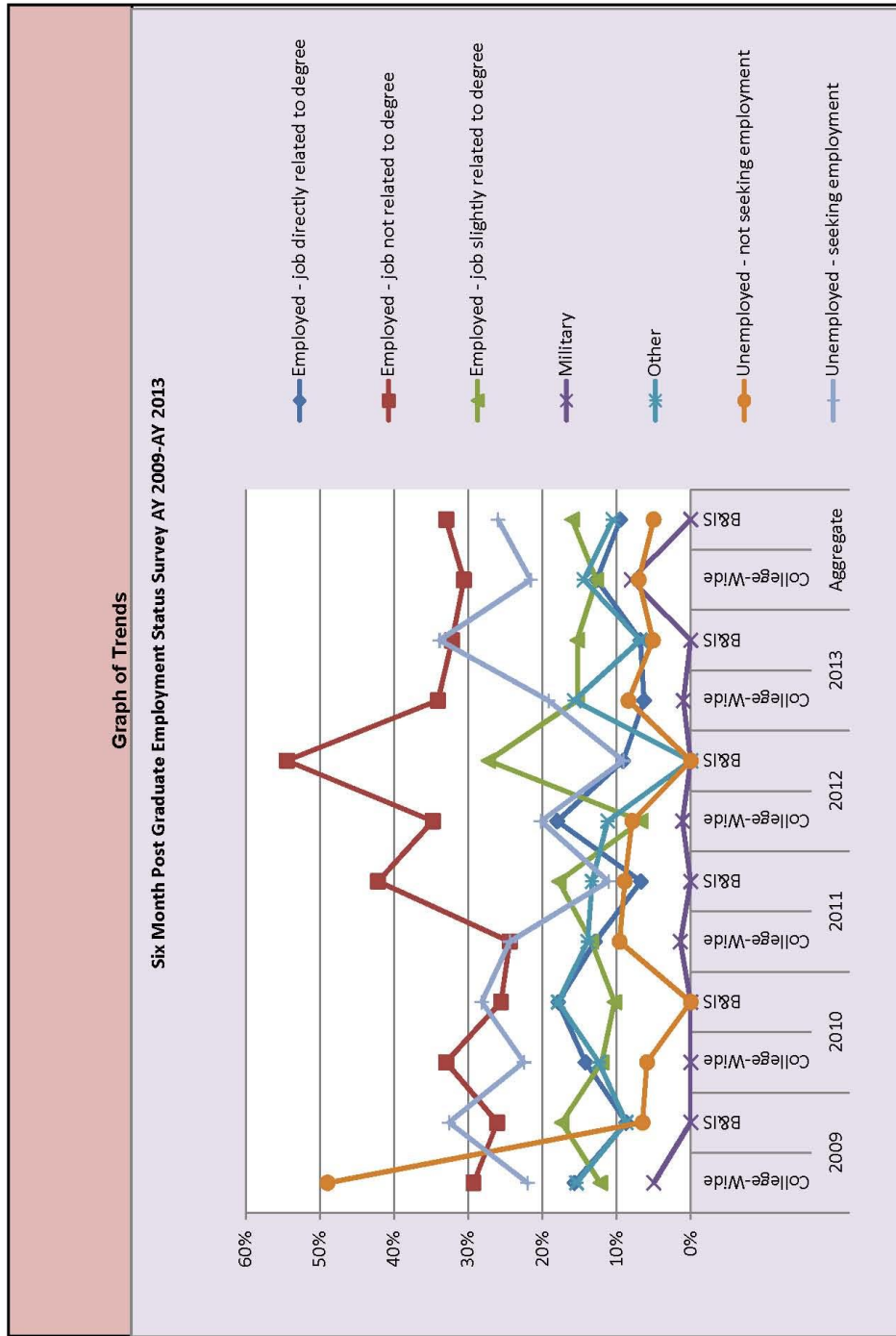| Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1c. At least 90% of surveyed employers who supervised students enrolled in the Cooperative Work Experience (CWE) internship course will report that students demonstrate satisfactory proficiency on course-related entry-level skills.	CWE employer survey conducted by Office of Career Development.	For the four years from Fa 08 - Sp 12 survey results indicate a high degree of employer satisfaction with intern skills. On average, 94% reported satisfaction. The survey process and survey instrument was changed in the academic year 2012-2013 and the outcomes summary have been reported by the Office of Career & Tranfer Counseling for the three semesters Sp 13 through Sp 14.	The criteria was met for each year reported. It is important to note that the new survey instrument was created by the the Office of Career and Transfer Counseling in an effort to more comprehensively ascertain employers' performance assessment. Will continue to meet with CWE Director to discuss placement requirements and student referral procedures.	Students in the CWE program continue to receive favorable evaluations from their CWE employers. The Department will continue to monitor the surveys to insure that students maintain satisfactory performance.	**CWE Employers Survey of Intern Skill Level** (Graph of Trends) Vertical axis: 0% to 80%. Horizontal axis categories: Fa08-Sp09, Fa09-Sp10, Fa10-Sp11, Fa11-Sp12. Legend: Excellent, Very Good, Good/Satisfactory, Poor/Unsatisfactory. Values shown: 29%, 27% 26%, 25%, 70%; 42%, 29%, 19%, 45%; 35%, 10%, 26%; 2%, 10%, 2%, 2%.

Table 1. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1c. Continued		The new survey instrument seeks specific skills assessments from employers. The results of the new survey indicates that at least 90% of all CWE students (n=55) were found to be proficient or competent in all five skills areas.			

CWE 31 Internship Skills Performance Assessment Spring 2013 - Spring 2014

Legend: Proficient, Competent, Needs Improvement

Categories: Basic Skills, Thinking Skills, Performance Skills, Interpersonal Skills, Understanding of Organization

Table 1. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1d. Faculty will receive an overall rating of 3 (out of 4) on the item "Overall Impression of Instruction" in student evaluations in Business courses.	Student evaluations are administered in the fall term for all courses.	Over the past 6 academic years, student evaluation of business instructors has exceeded the benchmark criterion of 3 in "Overall Impression of Instruction" in Business courses.	There has been no significant change in students' overall impression of instruction. With an overall rating of 3.49 out of 4 in 2012, students appear to be well satisfied with instruction they are receiving. Faculty evaluations are distributed to individual faculty for their review. The detailed analysis of questions regarding instruction as well as student comments provide definitive information to instructors for their consideration and further pedagogical development.	Overall, department faculty continue to impart high quality instruction in the classroom which is recognized by our student body.	Business Student Evaluation Results: Overall Impression of Instruction

Graph data (Business Student Evaluation Results: Overall Impression of Instruction):
- Fall 07: 3.47
- Fall 08: 3.36
- Fall 09: 3.41
- Fall 10: 3.49
- Fall 11: 3.46
- Fall 12: 3.49

Table 1. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1e. Business and Information Systems graduates employment success will be in line with BCC College-Wide graduates.	Spring 2009 - Summer 2013 Institutional Research Survey of Graduates Employment Activities six months after graduation.	A review of the survey results show that 59% of B&IS graduates reported that they were employed as compared to 56% of College-Wide graduates	Students will be encouraged to attend CUNY/BCC Job Fairs, attend BCC resume writing workshops and to seek out faculty for advise and references.	This measure will continue to be monitored.	See graph below

Table 1. Student/Stakeholder Focused Results

Graph of Trends

Six Month Post Graduate Employment Status Survey AY 2009-AY 2013

Legend:
- Employed - job directly related to degree
- Employed - job not related to degree
- Employed - job slightly related to degree
- Military
- Other
- Unemployed - not seeking employment
- Unemployed - seeking employment

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

Institution Response
A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.
B. Describe the impact or results of business and industry linkages.

The B&IS has a standing Business Advisory Board comprised of dedicated representatives from local and regional business and education. The Advisory Board meets annually to discuss the past academic year and to allow members to report on new trends and important issues arising in the business world. In addition, the Business Club, mentored by a B&IS faculty member, meets monthly and has provided student members with the opportunity to meet industry leaders and travel to local businesses. This includes an annual trip to the New York Stock Exchange, orientation visit to SUNY Maritime College (with whom B&IS has an articulation agreement) and meetings with local businesses. During the 2013-2014 academic year the Kappa Gamma Chapter of Alpha Beta Gamma, Business Honor Society, inducted 4 new members into the honor society.

Linkages have been formed between members of the Business Advisory Board and BCC to create several business internships. A member of the Committee, who is also an adjunct faculty member, has made himself available to work with a full-time faculty member to organize a student trip to a national accounting conference. The details are being worked out for students to attend the conference in Fall 2014 or Fall 2015.

Summary of Standard 3 - Student, Stakeholder, and Market Focus
Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

Strengths
- Uniformly positive outcomes have been received in surveys of enrolled students, course evaluations, Cooperative Work Experience interns and employers and graduates.
- Linkages with businesses have been ongoing through an active advisory board, internships, guest speakers, field trips, and honor society memberships.

Opportunities for Improvement
- Evaluating the effectiveness of the SI sessions will provide insight into modifications and continued use.
- Encouraging a greater number of students to attend the ACC 11 (ACC 111) weekend study sessions.
- Additional follow-up and feedback from graduates would be useful.

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Criterion 4.1 Student Learning Outcomes Assessment

Institution Response
A. **Describe the current student learning outcomes assessment plan.**
B. **Describe the student learning outcomes assessment process and include information about the following:**
   - **What student learning data is collected and why**
   - **How the business unit uses student-learning data to improve the business program and enhance student learning**
   - **How comparative or benchmark data is used to enhance and improve of student learning**
   - **How the business unit improves, refines, or enhances the student outcomes assessment process**
C. **List the student learning outcomes for each program seeking accreditation or re-affirmation.**
D. **Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.**
   - **Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments**
   - **Three to five years of trend data—two to four years plus the self-study year (Candidates with less than three years of data are eligible for accreditation with conditions.)**

E. **Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.**

The B&IS has been assessing student learning outcomes through multiple methods & criteria. Several of the business programs core courses (ACC 11/111, ACC 13/113, BUS 10, COM 31, and DAT 10) have been used to directly assess student learning in specific, required proficiencies.   In addition, trend data of overall course and final exam pass rates have been compiled to further illustrate student learning and fulfillment of the program outcomes. An analysis of the assessment instruments have been used to begin the process of program assessment. On the 2010-2012 Quality Assurance Report, OFI Overview Item O5, was noted in the area of program assessment. Program Outcomes have been delineated for all of the accredited programs and are linked to the course assessment tables included at the end of Standard 4.

For ACC 111 – Principles of Accounting I (formerly ACC 11), is a requirement for almost all of the accredited programs. The assessment measure used for this course is a Practice Set (a comprehensive accounting problem), completed by all students. The faculty has designed specific grading rubrics which are used to grade the Practice Set. Throughout the ten years since the last self-study, modification of the content, presentation, emphasis on areas of course content and grading rubric has been modified periodically. These modifications were made after accounting faculty met to discuss the results of the assessment and over the past academic year (2012-2013) has shown a marked increase in student performance. No modifications were made after the 2012-2013 academic year. The results of this assessment instrument will continue to be evaluated and will be reported again in our next Quality Assurance Report.

ACC 113 – Principles of Intermediate Accounting (formerly ACC 13) , is the capstone accounting course and is required for the Business Administration – Accounting Option AS degree and the Accounting AAS degree. The assessment measures used for this course are specifically designed final exam questions which measure four separate student learning outcomes (see table 2g).   This measurement tool has been used since Fall 2011 and has proved to be a useful performance measure. The ACC 113 faculty have used the results of the analysis to modify the allocation of classroom time and homework problems emphasizing the learning outcomes being measured. This assessment measure continues to be used.

BUS 10 – Introduction to Business, is the introductory business course for the accredited AAS degrees. It is a survey business course and the assessment measure, a uniform group research project, builds upon course content. The project requires business research, team building, business writing and presentation skills. This measure has been used successfully for several years and has produced positive results. The BUS 10 faculty will meet in fall 2014 to review the instrument and discuss a possible modification of the project to further student learning.

COM 31 – Business Communications, is an upper level course included in the Office Administration & Technology and the Medical Office Assistant AAS degrees. It has been measured sporadically over the past five years. The assessment tool used measures the students' proficiency in the writing skills on specific final exam questions. The measurements have produced varying results, but overall students have not been meeting the benchmarks set (see table 2h). The COM 31 faculty, along with the department chair and deputy chair will meet early in the fall 2014 semester to discuss possible modifications to the delivery of course content, reinforcement exercises and the actual final exam questions used as the assessment measure.

DAT 10 – Computer Fundamentals and Applications, is the introductory computer course in all programs except for Business Administration - Computer Programming option AS and Computer Information Systems AAS degrees. The assessment tool measures student proficiencies in preparing electronic spreadsheets using Microsoft Excel software. The measure has provided very positive results over the last several years. The DAT 10 faculty will meet in fall 2014 to discuss a possible enhancement of the project to further student learning.

Each of these course assessment measures and the trend data on final grades and final exam grades are used to assess not only the individual course learning outcomes, but incorporated into program assessment as well.

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.
Institution Response
A. Describe how the business unit conducts each program evaluation (i.e., DACCUM, program review, etc.)
B. Describe faculty involvement in the program evaluation process.
C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).
D. Describe how program evaluation data and information is shared with internal and external stakeholders.
E. Describe the improvements that have been implemented as a result of the program evaluation.

Responding to OFI Overview Item O5 on the 2010-2012 Quality Assurance report the B&IS identified a set of program outcomes to utilize the data derived from course assessments to evaluate the accredited programs. The program assessment measures are as follows:

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

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.

Criterion 4.3 Student Assessment

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

A. The City University of New York requires that students admitted to any bachelor's degree program must demonstrate college-level proficiency in reading, writing and mathematics, which is determined by scores on the SAT, ACT, NYS Regents, or CUNY Skills Tests. Students may be admitted to BCC as all other community colleges in CUNY without demonstrating skills proficiency, but all entering students must take either the SAT, ACT, NYS Regents or CUNY Skills Tests. In fact, 85% of entering BCC students are not proficient in one or more skill areas. The CUNY Tests include the following:

Reading: CAT in Reading is an un-timed, multiple-choice computer-based test of reading.
Writing: CAT in Writing is a 90-minute written essay test in which students are asked to respond to a reading passage that they see for the first time when they sit for the test.
Mathematics: the CAT in mathematics is an untimed, multiple-choice, computer-based test composed of four sections: numerical skills/pre-algebra, algebra, college algebra, and trigonometry.
Students who are not college proficient in any of the skill areas are required to take remedial courses in reading, writing and mathematics until they can demonstrate college-level proficiency in exit examinations. There are also pre-requisite requirements for college-level classes that are hard coded in the electronic registration system. The remedial and developmental courses offered are as follows:

RDL 01 – Basic Reading Skills
RDL 02 – Reading and Study Skills
RDL 05 – Basic Reading for ESL Students

ENG 01 – Developmental Writing I
ENG 02 – Developmental Writing II
ENG 09 – Writers Workshop for ESL Students

ESL 01 – English as a Second Language –Basic
ESL 02 – English as a Second Language – Intermediate
ESL 03 – English as a Second Language – Advanced

MTH 01-Fundamental Concepts and Skills in Arithmetic and Algebra
MTH 05 – Elementary Algebra
MTH 06 -Intermediate Algebra and Trigonometry

B. The BCC policy on awarding of AP credits is stated in the Academic Rules and Regulations of the Codifications section of the BCC Catalog. The rules are spelled out in section 10.3 which were passed by the College Senate in Spring 2002:

10.3 Exemption by Advanced Placement Test. (Passed by the Senate - Spring 2002)
10.3.1 Application procedure.
Advanced Placement courses are college-level courses taken by students while in high school. At the conclusion of the AP course, students take the corresponding AP exam which is administered by the College Entrance Examination Board (www.collegeboard.com). At the time of matriculation, students must arrange with the College Board to have an official copy of their scores sent to the Office of the Registrar. Students must then apply in writing to the Registrar for course credit based on their AP score. Upon receiving a request for credit by AP exam, the Registrar shall forward the request and a copy of the AP scores to the appropriate department for equivalency determination.

10.3.2 Equivalency determination
Equivalency of the AP exam is determined by the academic department in which the equivalent course is given. Academic departments have full jurisdiction over the number of course credits awarded. The AP score (AP scores range from 1 to 5) that will allow the student exemption from the equivalent BCC course will be determined by the department in which the equivalent course is given. Each department will submit to the Registrar a list of exams accepted for course credit, the equivalent BCC course or courses, and the score needed on each exam in order to be granted credit.

10.3.3 Grades.
Academic grades will not be given for courses granted as equivalents on the basis of AP exams.

10.3.4 Credit value.
The credit value given to the student will be determined by the equivalent BCC course. Credit may be granted for more than one course where the examination is deemed equivalent in scope to a multi-semester sequence of courses. A maximum of 30 combined CLEP, AP, and transfer credits may be applied to a student's degree program.

10.3.5 Elective credit for AP exams
If the AP course is not deemed equivalent to a course offered at the College, elective credit may be granted toward the elective possibilities in a curriculum. The amount of credit granted in such cases is subject to determination by the department in which the subject has relevance.

10.3.6 Permanent record
When a student is granted AP credit, the department Chairperson shall submit an official letter to the Registrar's Office designating the BCC course for which AP credit is being granted, as well as the number of credit hours to be applied. Upon receipt of this letter, the Registrar will post credit to the student's BCC permanent record and clearly mark it "by AP Examination Program." The student will receive confirmation that credit has been posted to his/her transcript within four weeks.

C. All BCC students must be advised each semester before they can register for courses. All incoming and first year students are assigned to dedicated professional advisors. Second year students are advised within their academic departments. There are also special advisors for students who are on academic probation. Students who are not skills proficient are required to take remedial courses in reading, writing and mathematics until they can demonstrate on an exit exam that they are college-level proficient. The electronic registration system is coded to allow registration only for students who meet the prerequisite requirements.

Incoming students with significant remedial need are offered the opportunity to participate in the CUNY Start Program, which provides an intensive, low cost alternative to traditional remedial courses offered for

matriculated students. CUNY Start students temporarily delay the start of their degree program studies to participate in a semester-long program. There is a similar program (CUNY Language Immersion Program – CLIP) for English as a Second Language (ESL) learners.

D. The BCC and CUNY Offices of Institutional Research routinely conduct research relating to student performance and success, including research relating to student skill performance and success rates. In addition, special programs at the College and CUNY (such as CUNY Start) conduct rigorous research on those outcomes.

In addition, The City University of New York follows a performance management process (PMP) that links planning and goal setting by the University and its colleges and professional schools, measures annual progress towards key goals, and recognizes excellent performance.

Each spring, CUNY's Chancellor states the University's performance goals for the upcoming academic year, guided by the University's Master Plan. CUNY presidents and professional school deans, working with their executive teams and college communities, establish performance targets for their institution for the coming year and state their own college-specific goals. The college-specific goals and targets reflect differences in campus missions, priorities, resources, and circumstances.   Progress through remedial courses and sequences are measured each year for all of the CUNY community colleges.

At the end of each academic year, each college's progress on university and college goals is assessed, and strengths and ongoing challenges are identified. The Chancellor meets with each college president or dean annually to review institutional performance, recognize successful performance, and identify future priorities. College presidents and dean then lead their respective campus communities and work that advances the college and University goals. PMP metrics, annual assessment reports and goals and targets reports

E.   See Table 3 below.

Table 3 - Bronx Community College - Academic Department Metrics

Business and Information Systems

3a - Course Enrollment/FTE Trends

Semester	N Students	Sum Equated Hours	FTEs*	% of College FTEs
Fa11	2707	8319	555	6.8%
Sp12	2905	8929	595	7.1%
Fa12	2747	7972	531	6.5%
Sp13	2799	8159	544	7.1%
Fa13	2379	6942	463	5.8%
Sp 14	2462	7251	483	6.3%

3b - Online Enrollment/FTE Trends

Semester	N Students	Sum Equated Hours	FTEs*	% of College FTEs
Sp 13	155	457	30	5.1%
Fall 14	235	695	46	8.9%

3c - Enrollment and Graduates by Major

	Enrollment						Graduates			
	Sp11	Fa11	Sp12	Fa12	Sp13	Fa 13	2009-2010	2010-2011	2011-2012	2012-20133
Accounting	186	194	199	212	201	200	7	10	13	25
Business Admin	964	902	926	845	884	898	107	118	137	124
Computer Info Sys	237	232	251	207	236	224	18	30	30	33
Med Office Asst	153	180	213	191	194	201	10	15	20	30
Mkting Management	52	73	74	77	67	65	7	10	6	12
Office Admin & Tech	55	47	44	44	42	44	7	4	6	7
Paralegal	130	119	117	106	98	97	23	34	21	24

Retention and Graduation Rates by Major

3d - Fall 2011 Entering Cohort - 1 year retention rate

	N	Retained Same Program	Retained Diff Program	Not Retained
Accounting	45	33%	24%	42%
Business Admin	153	34%	14%	52%
Computer Info Sys	35	29%	26%	45%
Med Office Asst	36	36%	17%	47%
Mkting Management	14	7%	29%	64%
Office Admin & Tech	3	67%	0%	33%
Paralegal	11	46%	18%	36%
Total College	1728	40%	15%	45%

BIS Metrics Page 1 of 4

Table 3 - Bronx Community College - Academic Department Metrics

Business and Information Systems

3e - Fall 2012 Entering Cohort - 1 year retention rates

	N	Retained Same Program	Retained Diff Program	Not Retained
Accounting	32	22%	34%	44%
Bus Adm-Comp Prog Option	6	17%	50%	33%
Bus Adm -Acctng Option	56	13%	51.8	36%
Bus Adm - Marketing Option	8	25%	25%	50%
Bus Adm - Mngmt Option	8	38%	25%	38%
Business Admin	41	17%	37%	46%
CIS - Programming Option	6	50%	17%	33%
Computer Info Sys	19	26%	21%	53%
Lay Advocate Opt	7	0%	57%	43%
Lib Arts - Security Mngmt Option	6	0%	100%	0%
Marketing Management	11	18%	46%	36%
Medical Assisting	1	100%	0%	0%
Medical Office Assistant	26	39%	19%	42%
Paralegal Studies	3	67%	0%	33%
Sec Studies-Exec/Legal	1	0%	0%	100%
TOTAL COLLEGE	1536	30%	29%	41%

3f - Fall 2008 Entering Cohort - 4- Year Graduation Rate

		N	Grad Same Program	Grad Diff Program	Not Grad
Accounting		52	0	6%	94%
Business Admin		24	17%	4%	79%
Computer Info Sys		23	0	4%	96%
Med Office Asst		14	7%	7%	86%
Mkting Management		24	4%	21%	75%
Office Admin & Tech		2	0%	0%	100%
Paralegal		25	4%	12%	84%
Total College		1284	6%	9%	85%

Table 3 - Bronx Community College - Academic Department Metrics

Business and Information Systems

3g - Fall 2009 Entering Cohort - 4-Year Graduation Rate

	N	Grad Same Program	Grad Diff Program	Not Grad
Accounting	63	8%	5%	87%
Bus Adm-Comp Prog Option	3	0%	0%	100%
Bus Adm -Acctng Option	7	29%	14%	57%
Bus Adm - Marketing Option	6	0%	0%	100%
Bus Adm - Mngmt Option	7	0%	0%	100%
Business Admin	121	8%	10%	81%
CIS - Programming Option	2	0%	0%	100%
Computer Info Sys	27	4%	4%	93%
Marketing Management	18	0%	5%	94%
Medical Office Assistant	21	5%	5%	91%
Paralegal Studies	14	7%	14%	79%
Sec Studies-Exec/Legal	1	0%	0%	100%
TOTAL COLLEGE	1759	9%	8%	83%

3h - Fall 2007 Entering Cohort - 6-Year Graduation Rate

	N	Grad Same Program	Grad Diff Program	Not Grad
Accounting	66	0%	21%	79%
Bus Adm-Comp Prog Option	2	0%	0%	100%
Bus Adm -Acctng Option	9	0	22%	78%
Bus Adm - Marketing Option	2	0%	50%	50%
Bus Adm - Mngmt Option	10	10%	0%	90%
Business Admin	120	0%	24%	76%
CIS - Programming Option	1	0%	0%	100%
Computer Info Sys	24	4%	8%	88%
Marketing Management	20	0%	20%	80%
Medical Office Assistant	14	7%	14%	79%
Paralegal Studies	33	6.1	18.2	75.8
TOTAL COLLEGE	1478	4%	18%	78%

Table 3 - Bronx Community College - Academic Department Metrics

Business and Information Systems

3i - Fall 2013 High Risk Grades (% Grades of D, F, R, WU) for all courses with Enrollment>= 100

Course	N	N High Risk	% High Risk
ACC 11	170	58	34%
BUS 41	116	45	39%
BUS 51	103	25	24%
DAT 10	234	42	18%
KEY 10	202	16	8%
LAW 41	177	44	25%
LAW 65	156	18	12%
MKT 11	163	38	23%
TOTAL	29874	6722	22.5%

BIS Metrics Page 4 of 4

F. Information about student progress and performance and programmatic information is available on both the BCC and CUNY Institutional Research Websites. Additional information on First-Year and remediation progress can be found in Appendix 3.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Strengths
- Course assessments have been regularly implemented over the past ten years and have been supported by department faculty.
- Responding to OFI Overview Item O5 from the 2010-2012 QA report, a structure for program assessment has been created.
- The results of ACC 111, ACC 113, BUS 10 & DAT 10 assessment measures are positive and are expected to continue in the future.

Opportunities for Improvement
- Additional courses need to be added for assessment which will further both the course and program assessment efforts.
- Program assessment measures need to be further refined and analyzed.
- The results of COM 31 assessment needs to be addressed and the appropriateness of the assessment measure needs to be evaluated.

Table 2. Student Learning Results

Program Outcomes:	1a, 1b, 1e, 2a, 2b, 2d, 3a, 3b, 3d, 4a, 4b, 5a, 5b, 5c, 6a, 6b, 6c, 7a, 7b, 7d, 8a, 8b, 8d, 10a, 10b				
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
2a. Students will demonstrate success in the completion of Core Business courses (ACC 11, BUS 10, BUS 51, DAT 10 & DAT 30).	Success is based on 70% of all students earning a passing grade in each course (D- or better).	For the past four semesters all five of the core courses met the criteria.	While significant progress is being made continued focus will be placed on ACC 11. Over the past two years the course instructors have expended a great deal of effort in reviewing and updating of course materials and methods of delivery. The implementation of Supplemental Instruction (SI) in Fall 2013 and the continued support of the Office of Academic Affairs in supporting the weekend study sessions should only serve to produce increased results in the next QA.	The Department will continue to monitor outcomes and investigate appropriate interventions as necessary. Budget permitting, the VP of Academic Affairs, will continue to support ACC 11 weekend study sessions and SI. Faculty will review the scheduling of the study sessions to accommodate the greatest number of students and will increase their efforts to obtain greater student participation.	

Graph: **Pass Rates Core Courses** — Fall 08 - Spring 13

Legend: ACC11, BUS10, BUS51, DAT10, DAT30

X-axis: % of Students Final Grades of D- or Better (0% – 100%)
Y-axis: Semester (Fa08, Sp09, Fa09, Sp10, Fa10, Su11, Fa11, Sp12, Fa12, Sp13)

Table 2. Student Learning Results

Program Outcomes:	1a, 1b, 1e, 2a, 2b, 2d, 3a, 3b, 3d, 4a, 4b, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 7a, 7b, 7d, 8a, 8b, 8d, 10a, 10b				
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Graph of Trends**
2b. Students will demonstrate an overall knowledge of the course objectives and content in the Core Business courses (ACC 11, BUS 10, BUS 51, DAT 10 & DAT 30).	Success is based on grades achieved in uniform final examinations. 70% of all students will earn a grade of 60% or better.	The criteria of 70% of students earning a grade of 60% or better on the uniform final exam was met by all five core courses in Fall 2012, but only one (BUS 10) in Spring 2013.	The final exam passing rates have been problematic and not completely reflective of the course passing rates. The Department has planned a comprehensive analysis of the format and content of the core course final exams as they relate to defined learning objectives in the course syllabus is necessary.	Students final examinations will be reviewed to identify problematic content areas that should be further emphasized in classroom instruction, as well as the appropriateness of the format of current examinations.	Pass Rates Core Courses - Final Exams Fall 08 - Spring 13

Table 2. Student Learning Results

Program Outcomes:	1b, 2b, 3b, 4b, 5b, 6b, 7b				
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
2c. Students in ACC 11 will demonstrate understanding of the Accounting Cycle (i.e. preparation of Journals, General Ledger, Financial Statements).	Success is measured by 80% of all students completing a required practice set earning a grade of 70% or better.	Criteria was met in past two semesters. This is a marked improvement over the previous two semesters. The ACC 11 faculty have devoted significant classroom time to better prepare student for the comprehensive task of completing the Practice Set.	No action necessary. Maintain current presentation of completion of practice set.	Continue to monitor successful completion rates.	

ACC 11 Practice Set Results

Semester	% of students earning 70 or better on Practice Set
Fa08	81%
Sp09	78%
Fa09	91%
Sp10	87%
Fa10	76%
Sp11	84%
Fa11	74%
Sp12	60%
Fa 12	87%
Sp 13	87%
Aggregate Fa08-Sp13	79%

Table 2. Student Learning Results

Program Outcomes:	1e, 2d, 3d, 4d, 7f, 8g, 10d				
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Graph of Trends**
2d. Students in DAT 10 will demonstrate proficiency in the use of Electronic Spreadsheets.	Success is measured by 80% of all students completing a uniform spreadsheet project earning a grade of 70% or better.	Criterion was met and exceeded in the past two semesters.	No action necessary. Maintain current presentation of completion of Excel project. Faculty has spent additional time explaining and reinforcing the context areas in their lecture presentations.	Continue to monitor successful completion rates.	**DAT10 Excel Project Results** % of students earning 70 or better on Excel Project Fa08: 88% Sp09: 95% Fa09: 95% Sp10: 88% Fa10: 86% Sp11: 78% Fa11: 90% Sp12: 76% Fa 12: 84% Sp 13: 91% Aggregate Fa08-Sp13: 87% Axis: 64% 69% 74% 79% 84% 89% 94% 99%

Table 2. Student Learning Results

Program Outcomes:	1c, 6c, 7c, 8c, 10b				
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
2e. Students in BUS 10 will demonstrate proficiency in completing a written research project.	Success is measured by 80% of all students completing a uniform research project earning a grade of 70% or better.	Criterion was exceeded in all four semesters.	No action necessary. Maintain current presentation of completion of uniform written research project.	Continue to monitor successful completion rates of research project.	**BUS 10 Project Results** Fa08 86% Sp09 83% Fa09 95% Sp10 85% Fa10 95% Sp11 99% Fa11 97% Sp12 97% Fa 12 99% Sp 13 99% Aggregate Fa08-Sp13 92% 75% 80% 85% 90% 95% 100% 105% ■ % of students earning 70 or better on Project

Table 2. Student Learning Results

Program Outcomes:	1a, 1b, 1e, 2a, 2b, 2d, 3a, 3b, 3d, 4a, 4b, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 7a, 7b, 7d, 8a, 8b, 8d, 10a, 10b				
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Graph of Trends**
2f. 70% of students completing course self-assessment surveys (in ACC 11, BUS 10, BUS 11, BUS 51, DAT 10 & DAT 30) will respond "yes, to some extent" or "yes, to a great extent" to understanding and being able to perform respective course objectives.	Students in these courses completed a self-report course assessment survey identifying learning and performance objectives.	Competency criteria were met for all courses surveyed. Survey results indicated that over 70% of students surveyed responded "yes, to some extent" or "yes, to a great extent".	The self-assessment outcomes were distributed to faculty in respective courses who reviewed the data analysis and students' individual comments for instructors' consideration and instructional modification, if appropriate.	The outcomes reflected in the 11-12 academic year indicate a continuation of students' understanding and ability to perform course objectives. Therefore, the Department will continue its evaluation of student self-assessment surveys by respective faculty.	

Student Course Assessment Results Academic Year 2011-2012

Legend: ■ Yes, to a great extent   ■ Yes, to some extent   ■ No

Course	Yes, to a great extent	Yes, to some extent	No
ACC 11	70%	27%	3%
BUS 10	57%	40%	3%
BUS 11	64%	35%	%
BUS 51	68%	27%	5%
DAT 10	69%	28%	3%
DAT 30	75%	23%	2%

(Y-axis: 0% – 80%)

Table 2. Student Learning Results

Program Outcomes:	1d, 2c				
Performance Measure (Competency)	**Description of Measurement Instrument**	**Area of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Graph of Trends**
2g. Students will demonstrate specific knowledge of the course objectives and content in one of our advanced courses, Intermediate Accounting (ACC 13).	Success is based on taking a sample of 30%-35% of students' final exams in which 70% of students will be able to score an 80 or above (C+ or better) on each of the following performance measures: 1. Computation of inventory cost based upon the periodic and perpetual systems of cost flow assumptions. 2. Preparation of the statement of cash flows.	This assessment tool was implemented for the past four semesters (fall 2011). All of the student level performance outcomes were met in the last three semesters.	As of spring 2012, all the performance measure criteria was met. The Department reinforced that instructors put more focus on the statement of cash flows. No action necessary.	On a semester basis, the performance measure outcomes are closely monitored and disseminated to ACC 13 faculty. The monitoring and reporting processes will be continued. Faculty will continue to stress all areas of the criteria. As the criteria was met in Spring 2012, no action is currently required.	

ACC 13 Performance Measurement Outcome

Aggregate Fa11-Sp13: 85%, 87%, 70%, 77%
Sp 13: 93%, 93%, 80%
Fa 12: 93%, 80%, 73%, 80%
Sp12: 81%, 93%, 93%, 75%
Fa11: 73%, 80%, 67%, 73%

Legend:
- Business acquisition
- Retail inventory method
- Statement of cash flows
- Inventory cost flow assumptions

Axis: 60% 65% 70% 75% 80% 85% 90% 95% 100%

Table 2. Student Learning Results

Program Outcomes:	1d, 2c					
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)		Graph of Trends
2g. (cont'd.)	3. Demonstration of an understanding of the retail inventory method. 4. Developing an understanding of the steps required to record the acquisition of a business.					

Table 2. Student Learning Results

Program Outcomes:	9a, 10c				
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
2h. Students will demonstrate specific knowledge of the course objectives and content in one of our advanced courses, Business Comm. (COM 31). This competency measure was initiated in Fall 2009. Note: COM 31 was not offered (due to low enrollment) in all semesters.	Success is measured by 75% of students being able to apply grammar principles by earning a grade of 75% or better on each of the language-arts components included in the COM 31 final exam	The assessment measurement criteria were met as follows: "subject/verb agreement" was met only once in the 6 semesters analyzed; "word choices" was met 3 times; "punctuation" was not met in any of the 6 semesters.	The difficulty in meeting assessment criteria in final exams has been problematic and not completely reflective of the course passing rates. The Department has planned a comprehensive analysis of the format and content of the assessment measures and course content delivery as they relate to defined learning objectives in the course syllabus.	COM 31 faculty, the Department chair and deputy are scheduled to to meet early in the fall 2014 semester to discuss potential modification to the course content, delivery and assessment measure.	COM 31 Performance Measurement

Table 2. Student Learning Results

Program Outcomes:	9a, 10c				
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
2h. (cont.) During the self-study year COM 31 was offered in Fall 2012. Unfortuntely, the adjunct instructor during was not able to compile the perfomance measurement data. Results for semesters subsequent to the self-study year are included in the table to present a more complete analysis.					

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

Institution Response
A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.
B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.
C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.
D. Report evidence of business unit faculty and staff well-being and satisfaction.

The B&IS, as part of CUNY, creates Personal Vacancy Notices (PVNs) and posts them on an internal online system known as CUNY First. The academic credentials and professional experience criteria for recruiting is set by the B&IS Personnel & Budget (P&B) Committee. This committee is comprised of the department chairperson and five other full-time, professorial rank faculty members who are elected by the Department to serve on this committee for a three-year term. In most cases, members of the Department P&B Committee serve on departmental search committees, review resumes, select candidates, conduct interviews, including classroom demonstrations, and after evaluation send recommendations to the VP for Academic Affairs and the President who ultimately make the hiring decision.

The criteria for workforce diversity is directed by BCC's Chief Diversity Officer/Director of the Office of Affirmative Action who reports directly to the College President and is responsible for insuring the objectivity and legal compliance of searches and maintains diversity statistics and information.

Faculty are members of the PSC-CUNY union and as such are compensated according to the collectively bargained contract. Individual faculty's credentials and experience are considered when initial salary is determined. New faculty are hired at varying steps along the contract pay scale. As with the hiring decision, the final determination of starting salary is made by the VP for Academic Affairs and the College President.

Faculty who are on a professorial track are reappointed each year and upon their seventh reappointment become eligible for tenure. Faculty who are on a lecturer track are also reappointed annually. At the time of their fifth reappointment they are eligible for permanency through a Certificate of Continuous Employment (CCE). A pre-tenure review is conducted by the VP of Academic Affairs for professorial faculty in their third year of service to review their progress towards tenure. This review is communicated to the Department Chairperson and identifies additional guidance to be provided to the faculty member. Throughout their career professorial faculty are eligible to apply for promotion in rank from Assistant Professor to Associate Professor to Full Professor. All reappointment and promotion actions are, in accordance with CUNY's and BCC's Governance Plans, approved by the Department P&B and/or the Divisional P&B (made up of chairpersons of departments in one of the three academic divisions) and the College P&B (comprised of all academic chairpersons, the college VPs and President). In the case of promotion to Full Professor, only the College P&B receives and acts on the promotion request.

Annually, all faculty members exclusive of Full Professors, receive an evaluation by the department chair or designee. This evaluation assists junior faculty in preparing for reappointment and promotion. BCC distributes a faculty and staff satisfaction survey at the end of each academic year. Historically, B&IS faculty have anonymously reported their

"overall satisfaction" positively on a similar departmental survey. The last results compiled in Spring 2012 and compared to the College-wide satisfaction surveys are included in table form at the end of Standard 5.

Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.
Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field— The institution must provide documentation.
2. Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field— The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
   a. In-field professional certification (national, regional, or state)—The institution must provide documentation.
   b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
   c. Teaching excellence—The institution must provide documentation.
   d. In-field research and publication—The institution must provide documentation.
   e. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

a. Professional certification (national, regional, or state)—The institution must provide documentation.
b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
c. Teaching excellence—The institution must provide documentation.
d. In-field research and publication—The institution must provide documentation.
e. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Complete Table 4 – Faculty Qualifications for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- **Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.**
- **List the major teaching field for each faculty member.**
- **List courses taught during self-study year; do <u>not</u> duplicate if taught both fall and spring semesters.**
- **List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.**
- **For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.**
- **List the ACBSP qualification of each faculty member – Master's/Doctorate Degree, Professional, or Exception.**

See Table 4 below listing full-time and part-time faculty qualifications:

	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualifications
Table 4 – Faculty Qualifications					
Analysis of Results					
Name					
H. Andima [a]	CIS / Statistics	BUS 41-Business Statistics	MS - Operations Research		Master's
		DAT 30-Introduction to Computer Fundamentals and Programming			
		DAT 35-Visual Basic Programming			
		DAT 38-Microcomputer Database Applications			
P. Bennett-O'Leary [c]	Marketing	MKT 11-Principles of Marketing	MS - Integrated Marketing & Comm		Master's
		MKT 48-Marketing Management			
E. Brown [a]	CIS	DAT 33-Microcomputer Applications	MBA - Business Education		Master's
		DAT 38-Microcomputer Database Applications			
		DAT 47-JAVA Programming			
		DAT 48-Advanced JAVA Programming			
		DAT 49-UNIX Fundamentals			
P. Buttafuoco [c]	Acctg / Bus	ACC 12-Fundamental Accounting II	MBA-Finance	CPA-NYS	Master's
		ACC 15-Accounting Information Systems			
H. Chandra [c]	Acctg	ACC 12-Fundamental Accounting II	MBA - Accounting		Master's
T. Clive [c]	CIS	DAT 10-Computer Fundamentals and Applications	EdD - Math & Science Education	Master's or higher coursework in field	Master's
		DAT 33-Microcomputer Applications			

Table 4 - Faculty Qualifications page 1 of 7

	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualifications
Table 4 – Faculty Qualifications					
Analysis of Results					
Name					
T. D'Arrigo [b]	Acctg / MKT / BUS	ACC 11-Fundamental Accounting I BUS 11-Business Mathematics BUS 51-Business Organization and Management BUS 53-International Management FIN 31-Principles of Finance	MBA - Marketing		Master's
E. Egwuonwu [c]	CIS	DAT 10-Computer Fundamentals and Applications DAT 30-Introduction to Computer Fundamentals and Programming	MS - Business Education		Master's
H. Feigleman [c]	Marketing	MKT 11-Principles of Marketing MKT 43-Principles of Advertising	BBA-Marketing	Master's or higher coursework in field;	Professional
D. Florio [c]	OA&T	COM 31-Business Communications KEY 10-Keyboarding for Computers	MS - Business Education		Master's
H. Freidman [c]	OA&T	KEY 10-Keyboarding for Computers	MA - Business Education		Master's
M. Gagion [a]	OA&T / CIS	BIS 13-Introduction to the Internet and Web Development DAT 10-Computer Fundamentals and Applications DAT 36-Microcomputer Spreadsheet Applications	MA - Business Education		Master's

Table 4 - Faculty Qualifications page 2 of 7

| | | | | Professional Certifications | |
| | Major Teaching | | All Earned | and Supporting | ACBSP |
Name	Field	Courses Taught	Degrees	Activities	Qualifications
Table 4 – Faculty Qualifications					
Analysis of Results					
B. Garcia [c]	OA&T	BIS 13-Introduction to the Internet and Web Development KEY 10-Keyboarding for Computers	MS - Business Education		Master's
I. Ghafoor [a]	CIS	DAT 10-Computer Fundamentals and Applications DAT 30-Introduction to Computer Fundamentals and Programming	MS - Engineering	ABD - Computer Sci	Master's
M. Harris [c]	OA&T	KEY 10-Keyboarding for Computers WPR 11-Transcription for Business WPR 21-Word Processing Applications	MA - Business Education		Master's
M. Heching [c]	CIS	DAT 10-Computer Fundamentals and Applications	MS - Computer Science		Master's
S. Henry [c]	OA&T	BIS 31-E-Commerce	BS - Computer Science	Master's or higher coursework in field	Professional
E. Holder	OA&T	KEY 10-Keyboarding for Computers KEY 11-Document Formatting and Speed Development	MS - Ed Counseling	Master's or higher coursework in field	Master's

Table 4 - Faculty Qualifications page 3 of 7

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualifications
H. Irby Jr.[a]	BUS / MKT	BUS 11-Business Mathematics	MBA - Finance		Master's
		BUS 53-International Management			
		MKT 18-Consumer Behavior			
		MKT 43-Principles of Advertising			
		MKT 48-Marketing Management			
P. Jaijairam[b]	Acctg	ACC 11-Fundamental Accounting I	MBA - Finance	CPA - SC	Master's
		ACC 13-Intermediate Accounting			
S. Koester[c]	BUS / OA&T	BUS 51-Business Organization and Management	MS - Business Education		Master's
		KEY 10-Keyboarding for Computers			
L. Martich[c]	CIS	DAT 10-Computer Fundamentals and Applications	MS - Information Technology		Master's
O. Martinez[c]	CIS	DAT 10-Computer Fundamentals and Applications	MS - Social Work	Master's or higher coursework in field	Master's
		DAT 33-Microcomputer Applications			
L. McCaulsky-Stone[c]	OA&T	KEY 10-Keyboarding for Computers	BA - Adult Business Education	Bachelor's in field and extensive professional experience	Professional
		SEC 35-Medical Office Procedures and Management			

Table 4 - Faculty Qualifications page 4 of 7

Table 4 – Faculty Qualifications					
Analysis of Results					
Name	**Major Teaching Field**	**Courses Taught**	**All Earned Degrees**	**Professional Certifications and Supporting Activities**	**ACBSP Qualifications**
C. McMaster [c]	BUS / MKT	MKT 11-Principles of Marketing	MBA - Business Administration	JD - LAW	Master's
A. Mirza [c]	Acctg	ACC 11-Fundamental Accounting I	MBA - Accounting; MSc - Capital Markets	CPA -TX	Master's
J. Morales [c]	CIS	DAT 10-Computer Fundamentals and Applications	MBA - CIS	CPA - NY	Master's
M. Murphy-Holohan [c]	Acctg	ACC 11-Fundamental Accounting I	MBA - Accounting	CPA - NY	Masters
P. Okobi [c]	Statistics	BUS 41-Business Statistics	PhD - Applied Management, Measurements& Decision Sciences; MBA - Finance/Insurance		Doctorate
K. Park-Kim [a]	OA&T	BIS 12-Multimedia Theory and Applications for Business	EdD - Computer Technology		Doctorate
		BIS 13-Introduction to the Internet and Web Development			
		BIS 23-Advanced Web Page Design and Development			
		DAT 33-Microcomputer Applications			
		KEY 10-Keyboarding for Computers			
		KEY 11-Document Formatting and Speed Development			

Table 4 - Faculty Qualifications page 5 of 7

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualifications
C. Perkins [a]	Acctg / CIS	ACC 11-Fundamental Accounting I ACC 12-Fundamental Accounting II ACC 15-Accounting Information Systems	MS - Computer Info Systems	CPA - NYS	Master's
A. Phillips [c]	Acctg	ACC 11-Fundamental Accounting I	MBA - Corporate Finance		Master's
M. Phillips [c]	Acctg	ACC 11-Fundamental Accounting I	MBA - Finance	CPA - NY	Master's
I. Rainone [c]	CIS / OA&T	DAT 10-Computer Fundamentals and Applications KEY 12-Advanced Document Production	MS - Business Education		Master's
D. Rivera [b]	Acctg	ACC 11-Fundamental Accounting I ACC 13-Intermediate Accounting ACC 15-Accounting Information Systems	BBA - Accounting	CPA - NYS	Professional
J. Simpson [c]	BUS / FIN	BUS 10-Introduction to Business FIN 31-Principles of Finance	MBA - Finance, Economics & Int'l Business		Master's
P. Sinclair [c]	BUS	BUS 51-Business Organization and Management BUS 52-Organizational Behavior	MBA - Financial Management		Master's
R. Taylor [c]	Acctg	ACC 11-Fundamental Accounting I	BS - Business Management	CPA - MA	Professional
A. Waite [c]	Acctg	ACC 11-Fundamental Accounting I	MBA - Accounting	CPA - NY	Master's

Table 4 - Faculty Qualifications page 6 of 7

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Table 4 – Faculty Qualifications					
Analysis of Results					
Name	**Major Teaching Field**	**Courses Taught**	**All Earned Degrees**	**Professional Certifications and Supporting Activities**	**ACBSP Qualifications**
H. Wei [b]	BUS	BUS 10-Introduction to Business BUS 51-Business Organization and Management BUS 52-Organizational Behavior	MA - Economics; MBA - Finance		Master's

a - Full-time tenured faculty
b - Full-time non-tenured faculty
c - Adjunct faculty

Table 4 - Faculty Qualifications page 7 of 7

Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

Institution Response
A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.
B. Complete Table 5 – FTE and Faculty Composition. List all full-time and part-time faculty members for the self-study year in alphabetic order.
C. Report the following: _____ % Masters/Doctorate qualified
_____ % Professionally Qualified
_____ % Exceptions
D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.

See table 5 below, FTE & Faculty Composition. Full-time faculty have an annual teaching load of 27 contact hours per year. Full-time substitute faculty have semester teaching load of 15 contact hours. Part-time faculty are limited to 9 contact hours per semester within the University.

Table 5 – FTE & Faculty Composition

Analysis of Results					
Name	ACBSP Qualifications	Credit Hours Taught	Master's / Doctorate FTE	Professional FTE	Exceptions FTE
H. Andima	Master's	36	1.33		
P. Bennett-O'Leary	Master's	12	0.44		
E. Brown	Master's	31	1.15		
P. Buttafuoco	Master's	18	0.67		
H. Chandra	Master's	5	0.19		
T. Clive	Master's	11	0.41		
T. D'Arrigo	Master's	34	1.26		
E. Egwuonwu	Master's	12	0.44		
H. Feigleman	Professional	18		0.67	
D. Florio	Master's	13	0.48		
H. Freidman	Master's	16	0.59		
M. Gagion	Master's	32	1.19		
B. Garcia	Master's	10	0.37		
I. Ghafoor	Master's	32	1.19		
M. Harris	Master's	13	0.48		
M. Heching	Master's	8	0.30		
S. Henry	Professional	4		0.15	
E. Holder	Master's	13	0.48		
H. Irby Jr.	Master's	35	1.30		
P. Jaijairam	Master's	15	0.56		
S. Koester	Master's	13	0.48		
L. Martich	Master's	8	0.30		
O. Martinez	Master's	10	0.37		
L. McCaulsky-Stone	Professional	12		0.44	
C. McMaster	Master's	15	0.56		
A. Mirza	Master's	10	0.37		
J. Morales	Master's	16	0.59		
M. Murphy-Holohan	Masters	5	0.19		
P. Okobi	Doctorate	16	0.59		
K. Park-Kim	Doctorate	25	0.93		
C. Perkins	Master's	19	0.70		
A. Phillips	Master's	5	0.19		
M. Phillips	Master's	10	0.37		
I. Rainone	Master's	16	0.59		
D. Rivera	Professional	34		1.26	
J. Simpson	Master's	18	0.67		
P. Sinclair	Master's	12	0.44		
R. Taylor	Professional	5		0.19	
A. Waite	Master's	5	0.19		
H. Wei	Master's	30	1.11		
Totals		652	21.44	2.70	0.00

Table 5 - FTE Faculty Composition page 1 of 2

Table 5 – FTE & Faculty Composition

	Analysis of Results		

Qualifications	Total Hours Taught During Self-Study Year	FTE Teaching Load (Based on 27 cr. Hrs.)	Percent of Total Hours Taught
Master's / Doctorate	579	21.44	88.80%
Professional	73	2.70	11.20%
Exception	0	0.00	0.00%
Totals	652	24.15	100.00%

Table 5 - FTE Faculty Composition page 2 of 2

Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

Institution Response
A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.
B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

As shown in Tables 4 and 5 above, all accredited programs had (at a minimum) two full-time faculty members designated to that program.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education.   Limits of normal teaching responsibilities should be considered with respect to:
- **The number of course preparations**
- **Administrative or coordination assignments**
- **Student advising and/or counseling activities**
- **Institutional and community program service activities**
- **Business and industry interaction**
- **Scholarly activities**
- **Curriculum development activities**
- **Instructional technology efforts**

Institution Response
A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.
B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

As described in Criterion 5.3 above, "Full-time faculty have an annual teaching load of 27 contact hours per year. Full-time substitute faculty have a semester teaching load of 15 contact hours. Part-time faculty are limited to 9 contact hours per semester." Normally, members of the full-time faculty who exceeded the required 27 hour teaching load did so at their request for additional compensation. In rare instances, faculty are requested to take on additional teaching assignments in order to provide coverage for all schedules class sessions when adjunct faculty are not available. This additional work is always compensated in accordance to the PSC-CUNY contract and approved by the department P&B.

Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

As stated under Criterion 5.1 above, "Annually, all faculty members exclusive of Full Professors, receive an evaluation by the department chair or a designee. This evaluation assists junior faculty in preparing for reappointment and promotion." At the evaluation conference, faculty discuss their accomplishments during the academic year, scholarly activity, plans for the upcoming academic year and for future professional advancement. Faculty receive a formal written summary of the conference which becomes part of their personnel file. The annual evaluation conference provides an opportunity for the Chairperson (or designee) to communicate directly with faculty regarding any issues that require corrective action and also to receive valuable input from them concerning instructional and student matters. The annual evaluation is a critical document reviewed by the Department, Division and College P&B committees in making decision for reappointment and promotion.

Non-permanant (tenure or CCE) full-time and adjunct faculty are observed each semester, participate in a post-observation conference, and receive a written observation report which identifies their pedagogical strengths and if appropriate suggestions for improvements.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

Faculty requests for sabbaticals and leaves of absence are presented, with appropriate justification, in writing and presented to Department, Divisional & College P&B Committees for approval. Requests for travel support are presented to the Department Chair for approval and funding. Departmental support staff are available for clerical assistance for all Department faculty. No formal procedures are in place for student assistants or additional research support.

The table below summarizes the various activities of our full-time faculty. These activities, as well as curriculum development and update, which department faculty routinely participate in, demonstrate the faculty's commitment to maintain their professional associations, current knowledge in their discipline and instructional effectiveness.

Faculty Name	Scholarly Activity	Conference Attendance	Professional Organizations	College Committees
E. Brown		• BCC OIT - BlackBoard Course Development Program		• Mentor, Alpha Beta Gamma Academic Advisement Committee
R. Canals				• Academic Review Committee
H. Clampman		• ACBSP Annual Conference 2011, 2012, 2014 • Middle States Workshops (2010, 2012)	• American Institute of CPA's • NYS Society of CPA's • Beta Gamma Sigma • Alpha Beta Gamma	• College Senate • College Senate Exec Committee • Chair, Curriculum Committee • Academic Review Committee • BCC Faculty Council
T. D'Arrigo	• Book review – Anybody's Business (Pearson, 2010) • Online software collaboration – Connect Plus (McGraw-Hill 2012)			• Mentor, Business Club
H. Irby Jr.				• Mentor, Business Club • Committee on Instruction & Professional Development
P. Jaijairam	• Article – How to Teach Principles of Accounting in Creative and Exciting Ways (American Journal of Business Education 2012) • Fair Value Accounting vs. Historical Cost Accounting (Review of Business Information Systems 2013)	• IFRS: One-Day Comparison US & GAAP • Advanced Forensic Accounting • Current Federal Tax Developments • BISK GAAP Guide; The Balance Sheet • Teaching Accounting for Millennials • Review of Recent GAAP • Tax Considerations in Financial Planning	• NYS Society of CPA's • National Business Education	• BCC Committee on Academic Standing
N. Knight				• BCC Library Committee
F. Moore				• Chair, College Senate • Chair, BCC Faculty Council
K. Park-Kim		• BCC CTLT - Audio Podcasting workshop		
C. Perkins	• Article – Discussion and Analysis of the Use of Accounting Workshops to Improve Outcomes in the Introductory Accounting Course", Accounting Instructors' Report, Fall 2011, Needles & Powers, Inc., Southwestern / Cengage Great Ideas for Teaching Accounting	• Fraud Auditing and Forensic Accounting • IFRS 2013: Interpretations and Applications • BCC CTLT - BlackBoard Inline Grading • BCC CTLT - BlackBoard Collaborate Essentials • BCC CTLT - Softchalk Create • BCC OIT - BlackBoard Course Development Program June 2013 • Resources for Teaching, Research and Service, January 2014, Bronx		• BCC Teaching, Learning, Technology Roundtable Committee • Mentor, Business Club

H. Wei (continued)		• Community College, Bronx, NY • Bronx EdTech Showcase, May 2013, Lehman College – CUNY, Bronx, NY • Teachers of Accounting at Two Year Colleges Annual Conference, May 2012, Savannah, GA – Presentation: "Discussion and Analysis of the Use of Accounting Workshops to Improve Outcomes in the Introductory Accounting Course" • American Accounting Association Annual Meeting, August 2012, Washington, DC		
R. Quinn			• Delta Phi Epsilon • Phi Beta Kappa	• College Senate • College Senate Exec Committee • Curriculum Committee • Career/Education Division Coordinator • BCC Faculty Council • BCC Council of Chairs
H. Wei	• Graduate coursework towards PhD – CUNY Graduate Center (2012-2014)	• Presentation - Simulating how economic openness of countries affects directly their economic growth – May 2014, 8th Annual Citytech Research Conference, NYC College of Technology • Presentation - Collaborating Blackboard into Teaching – Case Study, May 2014, Bronx EdTech Showcase at BCC • Presentation - Does Financial Liberalization impact Economic Growth: Case of Asian Economies? - October 2013, annual conference of NYS Economic Association, SUNY, Farmingdale • Presentation - Does Financial Liberalization impact Economic Growth: Case of Asian Economies?, - May 2013, annual conferences of Eastern Economic Association, NY • Bronx EdTech Showcase at Lehman College, CUNY - May 2013 • Applied Economics Seminar at the Graduate Center, CUNY - May 2013	• New York State Economic Association • Eastern Economic Association	

		• BCC OIT - BlackBoard Course Development Program		

Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

Institution Response
A. Describe the instructional developmental opportunities for business unit faculty to:
   1.   Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.
   2.   Acquire skills in the use of alternative methods of instructional delivery.
B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

The BCC Center for Teaching, Learning and Technology (CTLT) conducts professional development seminars throughout the academic year available for all faculty. Seminar topics have included Blackboard training, online course development, academic advisement, new faculty seminars, and discipline-based pedagogy advancement. Department faculty are made aware of the seminars and are encouraged to participate.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:
- **Faculty development**
- **Tenure and promotion policies**
- **Evaluation procedures and criteria**
- **Workload policies**
- **Service policies**
- **Professional expectations**
- **Scholarly expectations**
- **Termination policies**

Institution Response
A. Explain how the business unit faculty and staff access the operational policies and procedures manual.
B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Full-time faculty receive a copy of the BCC Faculty Handbook when they are hired. A copy of the handbook is available in the Department office for adjunct faculty use. In addition, BCC Governance Plan, College Catalog and other operational policies and procedure manuals are available on the College website www.bcc.cuny.edu.

Summary of Standard 5 – Faculty and Staff Focus

Strengths
- **89% of B&IS faculty possess Masters and/or PhD level degrees in their teaching discipline.**
- **B&IS faculty have participated in professional, scholarly and college activities to maintain current knowledge in their discipline, instructional effectiveness and to be contributing members of the college community.**
- **Funding for individual faculty requests for participation in professional development activities has always**

been provided.
- **New faculty seminars provide detailed information and orientation to permit instructors to be more comfortable in their instructional role at the College.**

Opportunities for Improvement
- **Senior and junior faculty will be encouraged to further participate in scholarly and professional activities.**
- **Faculty should be made more aware of faculty development activities sponsored by the CTLT.**

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- **Knowledge of essential elements and operations of a business**
- **Knowledge of business ethics**
- **Computer literacy**
- **Global business awareness**
- **Critical thinking and research skills**

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6. 1 Curriculum

Institution Response
A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.
B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

The education programs developed by any department at BCC must be in compliance with the BCC Governance Plan and CUNY/BCC bylaws and presented for approval by the College's Curriculum Committee. Before a program of study can be approved by the Curriculum Committee, proposing departments must show the educational efficacy and need for the program and the ability of the College and Department to offer such a program. The general structure for a degree program requires 60 degree credits categorized into general education, specialization requirements, and degree requirements. In December 2011, the CUNY Board of Trustees approved the Pathways to Degree Completion (Pathways) Initiative to aid CUNY students in transferring their completed coursework. Pathways forms a General Education Common Core to be recognized and applied by all CUNY Colleges in all degree programs. In Spring 2013, all B&IS programs were modified to accommodate the Pathways Common Core. The modified programs are described in Table 6.

All B&IS courses offered utilize uniform syllabi, textbooks and course requirements. The syllabi are created by full-time faculty with expertise in the course content and are followed by all faculty (full-time and adjunct) teaching the course. All courses with multiple sections use uniform final exams. These departmental policies ensure that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Recent changes to financial aid regulations have necessitated the reduction of course contact hours by eliminating compensatory hours. In response to this restriction, the B&IS has modified four courses ACC 11, ACC 12, ACC 13 and BUS 11 to reduce the contact hours to match the credit hours and thus eliminated one compensatory hour from each course. The new courses, ACC 111, ACC 112, ACC 113 and BUS 111 are included in Table 6.

Criterion 6.2 Professional Component
At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:
A. Accounting
B. Computer information applications
C. Quantitative methods of analysis
D. Principles of economics
E. Business in society - the international environment, legal/political environment, and ethical business behavior

As Table 6 indicates all curricula meet the 25% standard appropriate in a students' business major.

Criterion 6.3 - General Education Component

As Table 6 indicates all curricula meet the 25% standard appropriate in a students' business major.

Criterion 6.4 - Business Major Component

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

Institution Response
A. Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.
B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

As Table 6 indicates all curricula meet the 25% standard appropriate in a students' business major.

Table 6 - Curriculum Summary

Name of Major/Program: Accounting AAS Degree
Total Number of Hours in Degree: 60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
ACC111	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 Hours:	20
		Percent of Total:	33.3%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
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 Mathmathics I or Probability & Statistics	6	3
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core B - US Experience or Pathways Flex Core C - Creative Expression or Pathways Flex Core E - Scientific World	5 or 9 or 6	3
		Total Credit Hours:	22
		Percent of Total:	36.7%

Business Major Component

Course Number and Course Title			Credit Hours
ACC112	Principles of Accounting II		4
ACC 113	Principles of Intermediate Accounting		4
ACC 15	Accounting Information Systems		3
COMM 12	Voice & Diction: Bus & Prof Speech		2
CWE 31	Cooperative Work Experience		2
DAT 36 or DAT 38	Microcomputer Spreadsheet Applic or Microcomputer Database Appications		3
		Total Credit Hours:	18
		Percent of Total:	30.0%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 1 of 10

Table 6 - Curriculum Summary

Name of Major/Program:	Business Administration AS Degree - Accounting Option
Total Number of Hours in Degree:	60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 10	Computer Fundamentals & Applications	B	3
LAW 41	Business Law	E	3
	Pathways Req Core B - Math & Quant Reasoning	C	4
		Total Credit Hours:	16
		Percent of Total:	26.7%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core A - World Cultures	2	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 elective A-E	VARIOUS	3
		Total Credit Hours:	28
		Percent of Total:	46.7%

Business Major Component

Course Number and Course Title			Credit Hours
ACC 111	Principles of Accounting I		4
ACC 112	Principles of Accounting II		4
ACC 113	Principles of Intermediate Accounting		4
ACC 15	Accounting Information Systems		3
KEY 10	Keyboarding for Computers		1
		Total Credit Hours:	16
		Percent of Total:	26.7%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 2 of 10

Table 6 - Curriculum Summary

Name of Major/Program:	Business Administration AS Degree - Computer Programming Option
Total Number of Hours in Degree:	60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 30	Intro to Computer Fund & Programming	B	3
LAW 41	Business Law	E	3
	Pathways Req Core B - Math & Quant Reasoning	C	4
		Total Credit Hours:	16
		Percent of Total:	26.7%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core A - World Cultures	2	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 elective A-E	VARIOUS	3
		Total Credit Hours:	28
		Percent of Total:	46.7%

Business Major Component

Course Number and Course Title			Credit Hours
ACC 111	Principles of Accounting II		4
DAT 38	Microcomputer Database Applications		3
DAT 47	JAVA Programming		3
DAT 48	Advanced JAVA Programming		3
DAT 49	UNIX Fundamentals		3
		Total Credit Hours:	16
		Percent of Total:	26.7%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 3 of 10

Table 6 - Curriculum Summary

| Name of Major/Program: | Business Administration AS Degree - Management Option |
| Total Number of Hours in Degree: | 60 hours |

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 10	Computer Fundamentals & Applications	B	3
LAW 41	Business Law	E	3
	Pathways Req Core B - Math & Quant Reasoning	C	4
		Total Credit Hours:	16
		Percent of Total:	26.7%

General Education Component

Course Number and Course Title	Educational Goal	Credit Hours
Pathways Req Core A - Eng Comp	1	6
Pathways Req Core C - Life & Physical Sci	6	4
Pathways Flex Core A - World Cultures	2	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 elective A-E	VARIOUS	3
	Total Credit Hours:	28
	Percent of Total:	46.7%

Business Major Component

Course Number and Course Title		Credit Hours
ACC 111	Principles of Accounting I	4
BUS 52	Organizational Behavior	3
BUS 53	International Management	3
FIN 31	Principles of Finance	3
MKT 11	Principles of Marketing	3
	Total Credit Hours:	16
	Percent of Total:	26.7%
	Grand Total Cr Hrs:	60
	Percent of Total:	100.0%

Table 6 - Curriculum Summary page 4 of 10

Table 6 - Curriculum Summary

		Business Administration AS Degree -
Name of Major/Program:		Marketing Management Option
Total Number of Hours in Degree:		60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Business Organization & Management	E	3
DAT 10	Computer Fundamentals & Applications	B	3
LAW 41	Business Law	E	3
	Pathways Req Core B - Math & Quant Reasoning	C	4
		Total Credit Hours:	16
		Percent of Total:	26.7%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core A - World Cultures	2	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 elective A-E	VARIOUS	3
		Total Credit Hours:	28
		Percent of Total:	46.7%

Business Major Component

Course Number and Course Title			Credit Hours
ACC 111	Principles of Accounting I		4
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 Hours:	16
		Percent of Total:	26.7%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 5 of 10

Table 6 - Curriculum Summary

Name of Major/Program:	Computer Information Systems AAS Degree - Computer Programming Option
Total Number of Hours in Degree:	60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
ACC111	Principles of Accounting I	A	4
BIS 13	Intro to Internet & Web Development	D	3
BUS 10	Introduction To Business	E	3
BUS 111	Applications of Math for Business	C	3
DAT 30	Intro to Computer Fund & Programming	B	3
DAT 33	Microcomputer Applications	B	2
KEY 10	Keyboarding for Computers	B	1
		Total Credit Hours:	19
		Percent of Total:	31.7%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
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 Mathemathics I or Probability & Statistics	6	3
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core B - US Experience or Pathways Flex Core C - Creative Expression or Pathways Flex Core E - Scientific World	5 or 9 or 6	3
		Total Credit Hours:	22
		Percent of Total:	36.7%

Business Major Component

Course Number and Course Title			Credit Hours
COMM 12	Voice & Diction: Bus & 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
		Total Credit Hours:	19
		Percent of Total:	31.7%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 6 of 10

Table 6 - Curriculum Summary

Name of Major/Program:	Computer Information Systems AAS Degree - Web Page Development Option
Total Number of Hours in Degree:	60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
ACC111	Principles of Accounting I	A	4
BIS 13	Intro to Internet & Web Development	D	3
BUS 10	Introduction To Business	E	3
BUS 111	Applications of Math for Business	C	3
DAT 30	Intro to Computer Fund & Programming	B	3
DAT 33	Microcomputer Applications	B	2
KEY 10	Keyboarding for Computers	B	1
		Total Credit Hours:	19
		Percent of Total:	31.7%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
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 Mathemathics I or Probability & Statistics	6	3
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core B - US Experience or Pathways Flex Core C - Creative Expression or Pathways Flex Core E - Scientific World	5 or 9 or 6	3
		Total Credit Hours:	22
		Percent of Total:	36.7%

Business Major Component

Course Number and Course Title			Credit Hours
BIS 12	Multimedia Theory & Appic for Business		3
BIS 23	Adv Web Page Design & Development		3
BIS 31	E-Commerce		3
COMM 12	Voice & Diction: Bus & Prof Speech		2
CWE 31	Cooperative Work Experience		2
DAT 35	BASIC Language Programming		3
DAT 38	Microcomputer Database Applications		3
		Total Credit Hours:	19
		Percent of Total:	31.7%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 7 of 10

Table 6 - Curriculum Summary

Name of Major/Program: Marketing Management AAS Degree
Total Number of Hours in Degree: 60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
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 Hours:	20
		Percent of Total:	33.3%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
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 Mathemathics I or Probability & Statistics	6	3
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core B - US Experience or Pathways Flex Core C - Creative Expression or Pathways Flex Core E - Scientific World	5 or 9 or 6	3
		Total Credit Hours:	22
		Percent of Total:	36.7%

Business Major Component

Course Number and Course Title			Credit Hours
COMM 12	Voice & Diction: Bus & Prof Speech		2
CWE 31	Cooperative Work Experience		2
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	Principles of Advertising		3
MKT 48	Marketing Management		3
PEA	Physical Education		2
		Total Credit Hours:	18
		Percent of Total:	30.0%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 8 of 10

Table 6 - Curriculum Summary

Name of Major/Program:		Medical Office Assistant AAS Degree	
Total Number of Hours in Degree:		60 hours	

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 111	Applications of Math for Business	C	3
COM 31	Business Communications	I	3
DAT 36	Microcomputer Spreadsheet Applic	B	3
KEY 10	Keyboarding for Computers	B	1
KEY 11	Document Formatting & Speed Develop	B	2
LAW 45	Medical Law	E	3
SEC 35	Medical Office Procedures & Mgmt	I	2
		Total Credit Hours:	17
		Percent of Total:	28.3%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
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 Mathemathics I or Probability & Statistics	6	3
	Pathways Req Core A - Eng Comp	1	6
	Pathways Flex Core B - US Experience or Pathways Flex Core C - Creative Expression or Pathways Flex Core E - Scientific World	5 or 9 or 6	3
		Total Credit Hours:	22
		Percent of Total:	36.7%

Business Major Component

Course Number and Course Title			Credit Hours
BIO 22	Medical Terminology		2
BIO 46	Clinical Techniques I		2
BIO 47	Clinical Techniques II		2
HLT 91	Critical Issues in Health		2
KEY 12	Advanced Document Production		2
NMT 78	EKG - Interpretations & Techniques		2
NMT 79	Phlebotomy		2
PEA	Physical Education		1
WPR 11	Transcription for Business		3
WPR 21	Word Processing Applications		3
		Total Credit Hours:	21
		Percent of Total:	35.0%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 9 of 10

Table 6 - Curriculum Summary

Name of Major/Program: Office Admin & Technology AAS Degree
Total Number of Hours in Degree: 60 hours

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BIS 13	Intro to Internet & Web Development	D	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 Develop	B	2
KEY 12	Advanced Document Production	B	2
WPR 23	Office Administration & Supervision	I	2
		Total Credit Hours:	19
		Percent of Total:	31.7%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
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 Mathemathics I or Probability & Statistics	6	3
	Pathways Req Core A - Eng Comp	1	6
	Pathways Req Core C - Life & Physical Sci	6	4
	Pathways Flex Core B - US Experience or Pathways Flex Core C - Creative Expression	5 or 9	3
		Total Credit Hours:	22
		Percent of Total:	36.7%

Business Major Component

Course Number and Course Title			Credit Hours
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
		Total Credit Hours:	19
		Percent of Total:	31.7%
		Grand Total Cr Hrs:	60
		Percent of Total:	100.0%

Table 6 - Curriculum Summary page 10 of 10

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Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

Institution Response
A.   Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.
B.   Identify any branch campus at which it is possible for students to complete a degree program.
C.   Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc.).

Not applicable. BCC operates only one campus at 2155 University Avenue, Bronx, NY 10453

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of "C" for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

Institution Response
A.   Provide evidence that business students from an associate degree program have a minimum grade average of "C", such as a letter of certification from the registrar or a catalog statement.
B.   Describe how the institution ensures compliance regarding minimum grade requirements.

See Appendix 4 for a copy of the Academic Policies section of the 2012-2013 BCC Catalog.

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

Institution Response
A.   Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.
B.   Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.
C.   Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

The B&IS is represented on the BCC Library Committee and participates in acquisition of materials contained in the Library. The BCC Library maintains multiple copies of all B&IS textbooks for students use. In addition, at the beginning of each semester, the B&IS faculty collaborates with the Library to electronically maintain the first three chapters of all texts. These chapters can be accessed on campus or remotely by all students.
Every semester the Office of Academic Affairs allocates funding, acquired through a Perkins grant, to hire tutors to support B&IS course offerings. Tutors are available in a centralized location and are scheduled to meet the needs of

day, evening and weekend students. Beginning in Spring 2014, BCC began to offer additional student support through Supplemental Instruction (SI). The B&IS has successfully conducted two sections of ACC 111 with SI support. Their results and future SI offerings will be included in the next Quality Assurance report.

Criterion 6.8 Support Services

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.
Institution Response
A. Describe the level of institutional support services available to the business unit.
B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

See Appendix 5 for a copy of the Student Services section of the 2012-2013 BCC Catalog.

Criterion 6.9 Educational Innovation

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.
Institution Response

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.
B. Provide evidence of innovations and creativity that have been implemented by the business unit.

The B&IS has always supported faculty and staff innovation.   Faculty have been encouraged and supported in generating additional modalities for course delivery (hybrid online courses and course enhancements using online tools), creating student support workshops (ACC 11/ACC 111 weekend study sessions), training to incorporate embedded student support (Supplemental Instruction) into existing courses, and using technology in on-ground course sections (Computer-On-Wheels, laptops for classroom use, updated software, etc.) to enhance course content delivery and student learning. As shown in Criterion 5.7, faculty have availed themselves in attending workshops offered by the BCC Center for Teaching, Learning and Technology (CTLT) to create online and web-enhanced courses. The benefits of these innovations are included in student learning results in Standard 4.

Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified
baccalaureate degrees.

Institution Response

A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)
C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
D. Describe the student advisement process that counsels students as to the transferability of course work.

The department has formed many articulation agreements. These agreements are maintained and updated periodically by the Academic and Transfer Resources Coordinator within the Office of Academic Affairs. A listing of all agreements are as follows:

Accounting (A.A.S.)
SUNY Empire State, Business Management & Economics
SUNY Empire State Interdisciplinary Studies

Business Administration (A.S.)
CUNY Pathways to Major in Business at Baruch Zicklin School of Business-Memorandum of Understanding
CUNY John Jay College, Forensic Accounting
CUNY Lehman College, Business Administration
CUNY Lehman College, Health Services Administration
Universidad del Sagrado Corazòn, Entrepreneurship
Universidad del Sagrado Corazòn, General Business Administration
SUNY Empire State, Business, Management & Economics
SUNY Empire State, Interdisciplinary Studies
SUNY Maritime, International Transportation and Trade
SUNY Potsdam, Business Administration

Marketing Management (A.A.S.)
SUNY Empire State, Business Management & Economics
SUNY Empire State Interdisciplinary Studies

Medical Office Assistant (A.A.S.)
SUNY Empire State, Business Management & Economics
SUNY Empire State Interdisciplinary Studies

Office Administration and Technology (A.A.S.)
SUNY Empire State, Community & Human Services
SUNY Empire State, Interdisciplinary Studies

Agreements are developed to provide for the transfer and acceptance of 60 credits of students' BCC degrees by receiving colleges. This is designed to avoid requiring students to duplicate coursework completed at their next institution. Students interested in transferring are advised through the Career and Transfer Services office, part of the Office of Student Affairs.

Currently, all BCC articulation agreements are being updated to incorporate the Pathways General Education Common Core.

Summary of Standard 6 – Process Management
Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

Strengths
- All of the B&IS accredited programs were updated in Spring 2013 to include CUNY's Pathways General Education Common Core. This should lead to more efficient transfer to other CUNY Colleges.
- The department has numerous articulation agreements with CUNY and SUNY Senior Colleges, and other four-year institutions.
- BCC has a long history of supporting faculty development. This has allowed faculty to augment their pedagogical skills and create new areas of student learning support.
- BCC has many student support programs currently in place to assist students with their academic, personal and professional goals.

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Opportunities for Improvement
- **The results of programs modified to comply with Pathways will need to be monitored in future semesters.**
- **The benefits of new or enhanced student support services will need to be evaluated for the next QA report.**

SELF-STUDY SUMMARY

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

The leadership and faculty composition have remained strong throughout the 10-year self-study period. The Department has maintained and acquired excellent full-time and adjunct faculty who are dedicated to their students. Nearly 90% of all faculty have earned a master's or doctorate and the remainder are professionally qualified. Many full-time faculty have refined their pedagogical skills through professional development and scholarship. The faculty's position in College Governance is notable. The two of the most critical committees on campus, College Senate and Curriculum Committee are chaired by senior members of the Business and Information Systems faculty.

Strategic planning within the Department has been designed to complement the long-term plans of the College. The communication between the Department and the College's major planning units, Academic Affairs, Administration and Finance, and Student Affairs are open and shared. Budgetary needs of the Department have been consistently accommodated. Funding for items including new faculty, equipment, classroom facilities, student support programs, professional development, and scholarship have been adequately supported. The College has addressed the need for technology updates (computer labs, internet hot-spots, software upgrades, etc.) campus-wide and it is expected for this funding to continue.

Assessment efforts have provided largely positive results during the 10-year accreditation period. Course assessment has been used consistently and the outcomes have been utilized to modify course delivery and objectives. Recently, the Department has incorporated a system of program assessment into our routine procedures. Individual program outcomes have been linked directly to course assessment analysis. This program assessment system has served to address OFI Overview Item O5, received in response to our 2010-2012 Quality Assurance Report. The results of the assessment will be closely monitored to be included in our 2014-2016 Quality Assurance Report.

Positive student success initiatives to address underperforming student learning results in ACC 111 (formerly ACC 11), a gateway course for the vast majority of our majors, have been instituted. Weekend study sessions, supported by the Offices of Academic Affairs and Administration & Finance, have shown particularly positive results of student success and retention results (76% passing / 7% withdrawal rates for attendees compared to 36% / 28% for non-attendees). An additional student success initiative, which began in spring 2014, under the direction of the VP for Academic Affairs, is Supplemental Instruction. This widely-used approach of adding student support was embedded in two sections of ACC 111 in Spring 2014. The results of its continued implementation will be analyzed and included in our next Quality Assurance Report.

The number of Business and Information Systems graduates and our percentage of College-wide graduates have stayed consistent. Departmental course offerings, enrollment and FTEs have remained at a stable level and our nearly 1800 fall 2013 enrolled majors represents approximately 16% of College-Wide enrollment. With the implementation of CUNY's Pathways Initiative, all of the Department's programs were modified in Spring 2013. The core business requirements of each of the programs remained intact and the modifications to the general education component, designed to facilitate graduation and transfer, are expected to benefit future students.

Moving forward, the Department has identified some important opportunities for improvement. The newly instituted program assessment needs close monitoring and compliance. The results of the program assessment initiative, coupled with existing course assessment, will further allow the Department to identify and address areas of student performance which require intervention. Additional course assessment efforts need to be developed and existing assessment measures which are producing less than anticipated results need to be modified. The wide-reaching curricula modifications, implemented in response to the Pathways initiative, need to be monitored to determine the effect on retention, graduation and enrollment rates. The Department has hired several new faculty over the past five years, and additional faculty are expected to be hired in the next two

to three years. These new faculty should serve to expand the Department's portfolio of scholarly achievements and will require guidance and mentoring from senior faculty and the Department Chair.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification. **Not applicable.**

3. Explain how student achievement will be made public.
Student achievement data will continue to be maintained and communicated publicly by the Office of Institutional Research. A link to this data is included on the BCC website. Further, the BCC website, maintained by the Office of Communications and Marketing, includes current examples of student achievement (awards, scholarships, etc.). Each spring semester the College hosts an awards ceremony to honor students who are receiving graduation awards. Students who have earned inclusion on the Dean's List (3.3 GPA) and the President's List (3.7 GPA) are honored at a convocation held each spring semester.

APPENDICES

APPENDIX 1

MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680   Tel: 267-284-5000   Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
2155 University Ave
Bronx, NY 10453
Phone: (718) 289-5100; Fax: (718) 289-6011
www.bcc.cuny.edu

Chief Executive Officer: Dr. Carole M. Berotte Joseph, President

System: City University of New York Central Administration

Dr. William P. Kelly, Interim Chancellor
535 E. 80th Street
New York, NY 10021
Phone: (212) 794-5555; Fax: (212) 794-5590

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 11368 Undergraduate

Control: Public

Affiliation: Government-State Systems- City University of New York

Carnegie Classification: Associate's - Public Urban-serving Multicampus

Approved Degree Levels: Postsecondary Certificate (>=1 year, < 2 years), Associate's;

Distance Education Programs: Not Approved

Accreditors Recognized by U.S. Secretary of Education: American Bar Association, Council of the Section of Legal Education and Admissions to the Bar; Joint Review Committee on Education in Radiologic Technology

Other Accreditors: National League for Nursing Accrediting Commission

Instructional Locations

Branch Campuses: None

Additional Locations: None

Other Instructional Sites: None

ACCREDITATION INFORMATION

Status: Member since 1961

Last Reaffirmed: June 25, 2009

Most Recent Commission Action:

June 23, 2011:   To accept the progress report. To request that the Periodic Review Report, due June 1, 2014, provide evidence that student learning assessment results

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are used to improve teaching and learning in all programs, including general education (Standards 12 and 14).

Brief History Since Last Comprehensive Evaluation:

June 25, 2009:   To reaffirm accreditation and to request a progress letter, due by April 1, 2011, documenting (1) implementation of an organized and sustainable process to assess the achievement of student learning goals, including direct evidence of student achievement of learning outcomes (Standard 14) and (2) implementation of a documented assessment process for general education, including direct evidence of student achievement of general education learning outcomes (Standard 12). The Periodic Review Report is due June 1, 2014.

Next Self-Study Evaluation: 2018 - 2019

Next Periodic Review Report: 2014

Date Printed: July 15, 2014

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

The Commission "Accepts" a report when its quality, thoroughness, and clarity are sufficient to respond to all of the Commission's concerns, without requiring additional information in order to assess the institution's status.

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The Commission "Documents receipt of" a letter or report when it addresses the Commission's concerns only partially because the letter or report had limited institutional responses to requested information, did not present evidence and analysis conducive to Commission review, were of insufficient quality, or necessitated extraordinary effort by the Commission's representatives and staff performing the review. Relevant reasons for not accepting the letter or report are noted in the action. The Commission may or may not require additional information in order to assess the institution's status.

The Commission "Rejects" a letter or report when its quality or substance are insufficient to respond appropriately to the Commission's concerns. The Commission requires the institution to resubmit the report and may request a visit at its discretion. These terms may be used for any action (reaffirm, postpone, warn, etc.).

Types of Follow-Up Reports:

Accreditation Readiness Report (ARR): The institution prepares an initial Accreditation Readiness Report during the application phase and continually updates it throughout the candidacy process. It is for use both by the institution and the Commission to present and summarize documented evidence and analysis of the institution's current or potential compliance with the Commission's accreditation standards.

Progress Report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring Report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required. Monitoring reports are required for non-compliance actions.

Supplemental Information Report: This report is intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. This report is required when a decision is postponed. The Commission may request a supplemental information report at any time during the accreditation cycle.

Commendations:

Periodically, the Commission may include commendations to the institution within the action language. There are three commendations. More than one commendation may be given at the same time:

To commend the institution for the quality of the [Self-Study or PRR] report. The document itself was notably well-written, honest, insightful, and/or useful.

To commend the institution for the quality of its [Self-Study or PRR] process. The Self-Study process was notably inclusive.

To recognize the institution's progress to date. This is recognition for institutions that had serious challenges or problems but have made significant progress.

Affirming Actions

<u>Grant Candidate for Accreditation Status:</u> This is a pre-accreditation status following a specified process for application and institutional self-study. For details about the application process, see the MSCHE publication, Becoming Accredited. The U.S. Department of Education labels Candidacy as "Pre-accreditation" and defines it as the status of public recognition that an accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward accreditation but is not assured of accreditation) before the expiration of that limited period of time. Upon a grant of candidate for accreditation status, the institution may be asked to submit additional Accreditation Readiness Reports until it is ready to initiate self study.

<u>Grant Accreditation:</u> The Commission has acted to grant accreditation to a Candidate institution and does not require the submission of a written report prior to the next scheduled accreditation review in five years.

<u>Grant Accreditation and request a Progress Report or Monitoring Report:</u> The Commission has acted to grant accreditation to a Candidate institution but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Reaffirm Accreditation via Self Study or Periodic Review Report: The Commission has acted to reaffirm accreditation and does not require the submission of a written report prior to the next scheduled accreditation review in five years. The action language may include recommendations to be addressed in the next Periodic Review Report or Self Study. Suggestions for improvement are given, but no written follow-up reporting is needed for compliance.

Reaffirm Accreditation via Self Study or Periodic Review Report and request a Progress Report or Monitoring Report: The Commission has acted to reaffirm accreditation but requires the submission of a written report prior to the next scheduled accreditation review to ensure that the institution is carrying out activities that were planned or were being implemented at the time of the report or on-site visit.

Administrative Actions

Continue Accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.). The institution maintains its status with the Commission during this period.

Procedural Actions

Defer a decision on initial accreditation: The Candidate institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns. Institutions may not stay in candidacy more than 5 years.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards. The Commission requests a supplemental information report.

Voluntary Lapse of Accreditation: The institution has allowed its accreditation to lapse by not completing required obligations. The institution is no longer a member of the Commission upon the determined date that accreditation will cease.

Non-Compliance Actions

Warning: A Warning indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation. A follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance.

Probation: Probation indicates that an institution has been determined by the Commission not to meet one or more standards for accreditation and is an indication of a serious concern on the part of the Commission regarding the level and/or scope of non-compliance issues related to the standards. The Commission will place an institution on Probation if the Commission is concerned about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

By federal regulation, the Commission must take immediate action to withdraw accreditation if an institution is out of compliance with accreditation standards for two years, unless the time is extended for good cause.

Show Cause: An institution is asked to demonstrate why its accreditation should not be withdrawn. A written report from the institution (including a teach out plan) and a follow-up team visit are required. The institution has the opportunity to appear before the Commission when the Commission meets to consider the institution's Show Cause status. Show Cause may occur during or at the end of the two-year Probation period, or at any time the Commission determines that an

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institution must demonstrate why its accreditation should not be withdrawn (i.e. Probation is not a necessary precursor to Show Cause).

Adverse Actions

<u>Withdrawal of Accreditation:</u> An institution's candidate or accredited status is withdrawn and with it, membership in the association. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

<u>Denial of Accreditation:</u> An institution is denied initial accreditation because it does not meet the Commission's requirements of affiliation or accreditation standards during the period allowed for candidacy. If the institution appeals this action, its candidacy remains in effect until the appeal is completed.

<u>Appeal:</u> The withdrawal or denial of candidacy or accreditation may be appealed. Institutions remain accredited (or candidates for accreditation) during the period of the appeal.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

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APPENDIX 2

Bronx Community College Strategic Plan (2014-19)
Building a Community of Excellence

Mission
Bronx Community College serves students of diverse backgrounds, preparations and aspirations by providing them with an education that is both broad in scope and rigorous in its standards. We offer students access to academic preparation that provides them with the foundation and tools for success in their educational and/or professional plans and instills in them the value of informed and engaged citizenship and service to their communities.

Vision
Bronx Community College will effectively invest in each student's success by engaging with them in an integrative and supportive environment that facilitates the development and achievement of their educational and career goals. Graduates will be prepared to understand, thrive in, and contribute to a 21st century global community marked by diversity, change, and expanded opportunities for life-long learning and growth.

Values
1. Respect
2. Integrity
3. Engagement
4. Excellence
5. Empowerment

GOALS: 2014-2019

GOAL 1: BUILD A COMMUNITY OF EXCELLENCE

1. Foster continuous improvement with use of analysis and evidence driving all academic, student support and administrative decisions.
2. Promote mentoring at all levels across the College to support the learning and development of all members of the campus community.
3. Facilitate (and reward) collaboration, integration and alignment of curriculum, student support and administrative processes.

GOAL 2: EMPOWER STUDENTS TO SUCCEED

1. Promote student engagement and knowledge of college expectations.
2. Assure a cohesive first year experience with clear pathways, organized experiences, and consistent communications with clear oversight and accountabilities in place.
3. Provide efficient, user-friendly, and integrated student services and support structures that address the needs and well-being of every BCC student.

Updated 5-15-14

GOAL 3: DEEPEN STUDENT LEARNING

1. Promote active learning.
2. Establish an integrated faculty development program.
3. Promote and encourage excellent teaching and scholarship of teaching in promotion and tenure processes.

GOAL 4: CULTIVATE A 21ST CENTURY CURRICULUM

1. Review, evaluate and update programs to maintain currency and congruence with the College's mission.
2. Strengthen program outcomes by maintaining formal linkages with 4-year colleges and/or industry.
3. Implement CUNY Pathways and conduct required learning outcomes assessments.

4. GOAL 5: ENHANCE THE CAMPUS ENVIRONMENT

1. Develop and implement strategically focused enhancements to the infrastructure.
2. Optimize use of campus space and resources to support existing and emerging needs and opportunities.
3. Invest in and use technology to enhance learning, access information, increase productivity and create opportunities.
4. Protect the security and integrity of the Campus infrastructure and environment.

GOAL 6: PROMOTE A REPUTATION FOR EXCELLENCE

1. Build and promote a brand around learning-centered culture.
2. Engage faculty, staff, students, alumni and supporters in telling their BCC success stories.
3. Illustrate BCC as a premier institution with branding messages and media sources.

GOAL 7: DEVELOP WORLD CITIZENS

1. Develop sustainable and mutually beneficial partnerships within local and global communities.
2. Prepare faculty, staff, students, and community partners to be leaders and active civic participants in local and global initiatives.
3. Expand and develop purposeful campus life experiences for students to promote leadership, personal development, civic engagement and cultural immersion.

Updated 5-15-14

APPENDIX 3

RESEARCH BRIEF

Exploring Progress in Math, Reading and Writing Remedial Education at BCC

Handan Hizmetli
Assistant Director
BCC Office Of Institutional Research

Every year nearly 2,000 freshmen enter BCC with the goal of completing a college degree or certificate program. Most (85%) discover that they need to complete remedial education courses in one or more basic skill areas. Unfortunately, by the end of their first year one-third aren't able to progress in any skill area; of these, two-thirds do not persist to a second year. To explore the pitfalls in BCC students' progress in remedial education, we tracked initial remedial course enrollment and course completion in detail during their first year for the Fall 2010 freshmen cohort.

Math:

Placement and Initial Course Performance

- *Most freshmen come to BCC needing remedial math with nearly half (44%) passing the initial math course by the end of the first year.* Most (75%) freshmen came to BCC needing math and most (80%) took their initial required math remedial course during their first year. However, almost half (45%) did not pass their initial math course in the first year (Table I).

- *Math skill need falls into three equally distributed groups.* We identify three groups of freshmen needing math: those who need only math (math only—30%), those needing math and either reading or writing (two skill need—31 %) and those needing math, writing and reading (triple skill need—39%) (Table 2).

- *The likelihood of passing an initial math course in the first year is highest among freshmen who only need math.* Most freshmen who only need to satisfy math and triple skill need students (84% and 75%) take their initial remedial math course in their first year. The chance of passing an initial math course by the end of the first year is higher for those who only need math than those who are triple skill need (61% versus 47%) (Table 2).

Initial Course Repeating and Sequence Follow-Through

- *Students who do not pass their initial remedial math course in their first semester have a very low chance of completing that math course in their second semester.* Of those freshmen who didn't pass Math 01 and Math 05 in their first semester, slightly more than

one-third (37% and 35%) didn't take those math courses in their second semester and slightly less than one-third (30% and 27%) left the college for the second semester (Table 9).

- *More than one-third of students who pass their initial math course do not take their next-in sequence math course in their second semester.* One quarter (26%) of freshmen did not take Math 05 after completing Math 01 and one-third of freshmen (36%) didn't take any math course after completing Math 05 in their second semester (Table 8).

Persistence to a Second Year

- *Students who do not pass the initial required math course in their first-year are less likely to persist to a second year.* Persistence to a third semester is much lower (41%) for those who did not pass their initial math course compared to those who passed (70%) by the end of their first year.

- *Students who need only math persist to a third semester at a greater rate if they pass their initial remedial math course during their first year. However, if they do not pass the initial math course in that time, their risk of attrition as of the third semester is as low as students in other math skill need groups.* 74% math-only freshmen passing their initial required math course by the end of their first year persisted to a second year vs. 59% of triple remedial freshmen. Among those who did not pass their initial required math course in their first year, only 39% of math-only and 45% of triple-remedial students persisted to a second year (Table 5).

Reading:

Placement and Initial Course Performance

- *Less than half of freshmen are placed into remedial reading; more than half (55%) passed the initial reading course by the end of their first year.* More than one-third (40%) of freshmen come to BCC needing reading and most (88%) took their required reading course in their first year; of these, about two-thirds (63%) passed their initial reading course by the end of their first year (Table 1).

- *Most freshmen who are required to take remedial reading are also placed into remedial English/ESL and math.* Most freshmen who need reading also need math and writing (triple skill need—72%), and one-quarter of freshmen need reading also need either math or writing (two skill need—25%).

- *The likelihood of passing an initial reading course in the first year is higher among freshmen who need reading and either writing or math than students in triple skill need category.* Most freshmen in two and skill need category needing reading took their initial reading remedial course in their first year (89% and 87%). The chance of passing an initial reading course by the end of the first year is higher for those with two skill needs than those with triple skill needs (74% versus 59%).

Initial Course Repeating and Sequence Follow-Through

- *Students who do not pass their first remedial reading course in their first semester have a very low chance of completing that reading course in their second semester.* Half (52%) of freshmen who did not pass their initial RDL 02 course did not immediately retake these courses in their second semester and one-quarter (24%) did not stay for the second semester.

- *Most freshmen who passed their initial reading course take their next-in sequence reading course in their second semester.* Most (83%) of freshmen who passed RDL 01 in their first semester took RDL 02 in their second semester (Table 8).

Persistence to a Second Year

- *Freshmen who do not pass their initial required reading course in the first year are less likely to persist to a second year.* Persistence to a third semester is much lower for those who did not pass the initial remedial reading course than those who passed the initial reading course by the end of their first year (39% vs. 69%).

- *Students who need reading and one more skill need and those in the triple remedial group persist to a third semester at a same rate if they pass their initial remedial reading course during their first year. If they do not pass the initial reading course in that time, their risk of attrition as of the third semester is again the same as triple remedial students.* 71% two remedial skill need freshmen passing their initial required reading course by the end of their first year persisted to a second year and 69% of triple remedial freshmen did so as well. Among those who did not pass their initial required reading course in their first year, only 42% of two-remedial skill and 39% of triple-remedial students persisted to a second year (Table 5).

Writing:

Placement and Initial Course Performance

- *More than half of freshmen come to BCC needing skill development in writing; two-thirds (67%) passed their required initial remedial English/ESL course by the end of their first year.* More than half (57%) of freshmen come to BCC needing English and almost all (91%) took their initial required English remedial course in their first year. More than two-thirds (70%) of freshmen who took their initial English course passed the course in their first year (Table 1).

- *Those with writing skill needs are equally divided in two groups.* There are two groups of freshmen needing skill development in writing: those who need writing and either reading or math (two skill need—42%), those needing writing, reading and math (triple skill need—51%) (Table 3).

- *The chance of passing an initial remedial English/ESL course by the end of first year is the same for those in the two skill need and the triple skill need groups.* Most (90%) freshmen in two skill need category and those in triple skill need category (92%) take their initial remedial English/ESL course in their first year. The chance of passing the initial English/ESL course by the end of the first year is almost the same for both groups (71% and 69%).

CU
NY

Initial Course Repeating and Sequence Follow-Through

- *Students who do not pass their initial remedial English course in their first semester have a very low chance of completing that English course in their second semester.* One-third of(37%) freshmen who didn't pass Eng 02 didn't take any English course in their second semester and almost one-third (31%) did not stay for the second semester. Of those freshmen who did not pass Eng 10 in their first semester; one-quarter (27%) didn't take any English course and 41% left the college for the second semester (Table 9).

- *Half of freshmen who pass their initial English Course do not take their next-in sequence English course in their second semester.* One-third (32%) of freshmen who passed Eng 01 and almost two-thirds (60%) of freshmen who passed Eng 02 in their first semester did not take any English course in their second semester (Table 8).

Persistence to a Second Year

- *Freshmen who do not pass their initial required English course in the first year are less likely to persist to a second year.* Persistence to a third semester is much lower (33%) for freshmen who did not pass their initial English course compared to those who passed their initial English course (70%) by the end of their first year.

- *Students who need English and one more skill need persist to a third semester at a greater rate if they pass their initial remedial English course during their first year. However, if they do not pass the initial English course in that time, their risk of attrition as of the third semester is as low as triple remedial students.* 73% two remedial skill need freshmen passing their initial required English course by the end of their first year persisted to a second year vs. 62% of triple remedial freshmen. Among those who did not pass their initial required English course in their first year, only 31% of two-remedial skill and 35% of triple-remedial students persisted to a second year (Table 5).

Conclusion:

Most students who come to BCC needing math, writing and reading skill development took their required remedial courses in related skill areas in their first year. Almost half did not pass their initial math course and almost one-third did not pass their initial reading and writing courses in their first year. Unfortunately, most of these students who did not pass their initial remedial course in their first year did not stay for the third semester.

To better understand the first year initial course completion in each skill need area, we first looked at freshmen first-year course enrollment behavior. We found that most freshmen do not adequately follow-up their first semester remedial courses through second semester. Those who passed their initial remedial courses especially in English and math in their first semester didn't take their next-in sequence course in their second semester. Those who didn't pass their initial courses either did not take the course or left the college as of the second semester.

As a next step, we wanted to see the differences among different skill need groups in their first year initial remedial course completion and third semester persistence. We found out that certain skill need groups have a better chance at completing their remedial courses in their first year than others and they are more likely persist to a third semester if they pass their initial remedial course. However, interestingly if they don't pass their initial remedial course, their risk of attrition is as low as other groups.

Possible Implications:

Math

1. Triple remedial students shouldn't take their math course in their first semester. They might begin to take their math course beginning with their second semester or third semester.

2. Students who only need math and who need math and either reading or writing should begin to take math beginning with their first semester.

3. Based on their first semester math course performance, students should either continue taking their next math course or retake the math course in their second semester.

4. We should look for the possible ways of increasing the initial math remedial course pass rates for one remedial and two remedial students in their first semester.

5. We should look for the possible ways of increasing the initial Math remedial course pass rates for triple remedial students in their second semester or third semester.

English

6. All students should take their required English course beginning with their first semester.

7. Based on their first semester English course performance; students should either continue taking their next English course or retake the English course in their second semester.

8. We should look for the possible ways of increasing the initial English remedial course pass rates for both two skill need and triple skill need students in their first semester.

Reading:

9. All students should take their required reading course beginning with their first semester.

10. Based on their first semester reading course performance, students should either continue taking their next reading course or retake the reading course in their second semester.

11. We should look for the possible ways of increasing the initial reading remedial course pass rates for triple skill need students in their first semester.

Table 2
Math Skill Need Groups First-year Initial Math Course Pass Rates
First-time Freshmen, Fall 2010

61% passed the initial math course

84% took

Only math 30%

All three 39%

75% took the

Math and writing/reading 31%

47% passed the initial math course

84% took the initial math

58% passed initial math
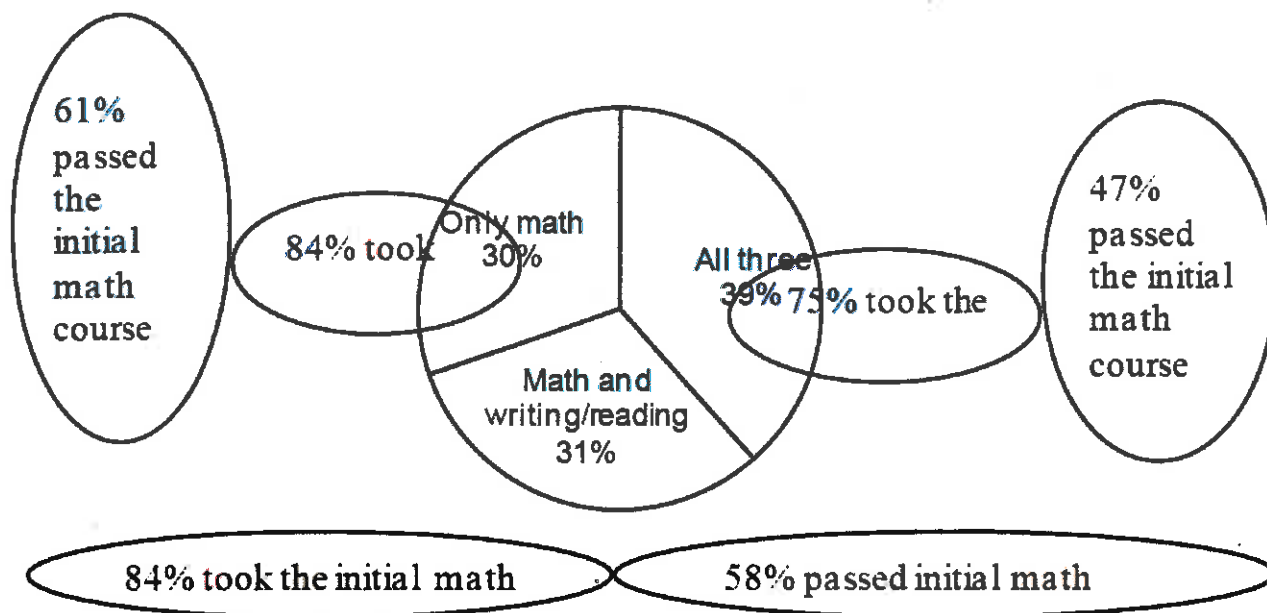
Table 3
Writing Skill Need Groups First-year Initial English Course Pass Rates
First-time Freshmen, Fall 2010

71% passed the initial English/ESL course

90% took the initial English/ESL course

Only writing 7%

Writing and reading/math 42%

All three 51%

92% took the initial English/ESL

69% passed the initial English/ESL course
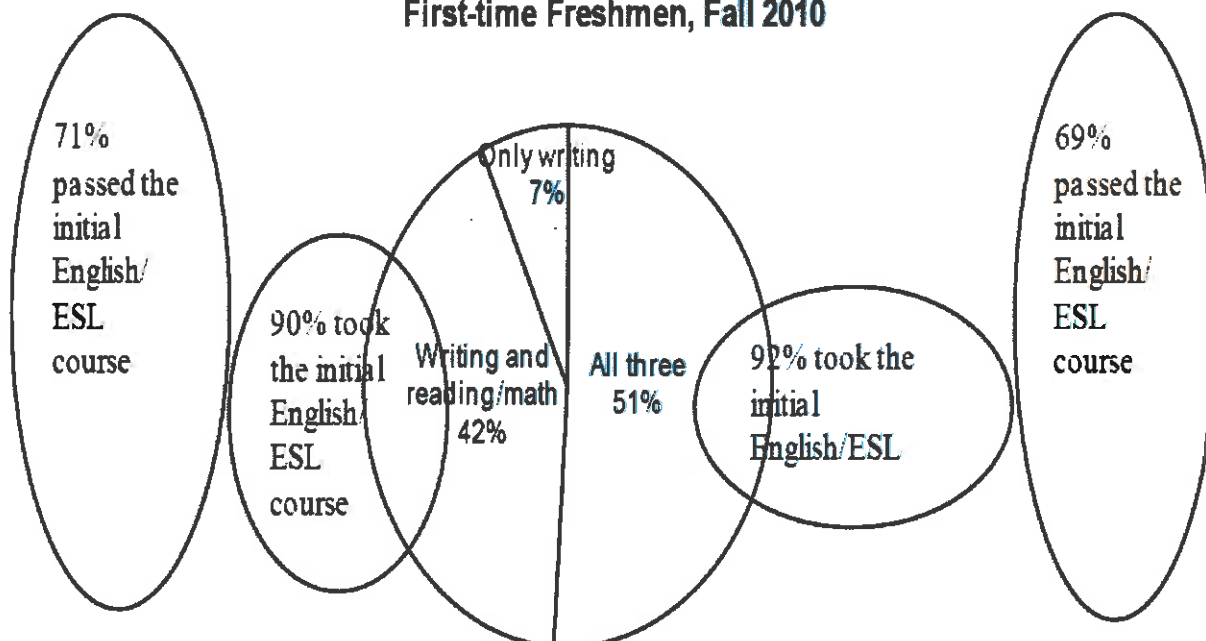
Table 5
Retention to Second Year by
Math Skill Need Groups First Year Math Course Pass Status

Math Skill Need Groups	First-year		Second Year Retention	
	Passed (N)	Not Passed (N)	Passed (%)	Not Passed (%)
Math Only	163	123	74	39
Math and writing or reading	147	137	65	39
Math, writing and reading	114	188	59	45

Table 6
Retention to Second Year by
Reading Skill Need Groups First Year Reading Course Pass Status

Reading Skill Need Groups	First-year		Second Year Retention	
	Passed (N)	Not Passed (N)	Passed (%)	Not Passed (%)
Reading and writing or math	113	40	71	42
Reading, writing and math	242	171	69	39

Table 7
Retention to Second Year by
Writing Skill Need Groups First Year English Course Pass Status

English Skill Need Groups	First-year		Second Year Retention	
	Passed (N)	Not Passed (N)	Passed (%)	Not Passed (%)
Writing and reading or math	251	103	73	31
Writing, reading and math	302	138	62	35

Table 8
Second Semester Course Enrollment and Retention
Freshmen who passed their initial Remedial Course in First-semester

Second Semester

Passed	N	Not took (%)	Not Retained (%)
MTH 01	285	26	11
MTH 05	132	36	5
RDL 01	129	17	9
RDL 02	155	96	4
ENG 01	126	32	13
ENG 02	88	60	7
ENG 09	81	26	12
ENG 10	115	66	4

Table 9
Second Semester Course Enrollment and Retention
Freshmen who did not pass their initial Remedial Course in First-semester

Second Semester

Not Passed	N	Not took (%)	Not Retained (%)
MTH 01	229	37	30
MTH 05	162	35	27
RDL 01	77	30	30
RDL 02	143	52	24
ENG 01	46	20	33
ENG 02	110	37	31
ENG 09	21	19	48
ENG 10	70	27	41

BCC First Year Remedial Course Enrollment and Progress

First Year Advisory Committee Meeting
December 8, 2011

Horshan Haqinch
Assistant Director
BCC Office of Institutional Research

First Year Remedial Course Enrollment and Progress
BCC First-time Freshmen, Fall 2010 (N=1,911)

First Semester → Skill Need: Math, Reading and Writing → Course Enrollment → Outcome

Second Semester → Course Enrollment → Outcome

Incoming Skill Need Areas

- Math: 75%
- Writing: 57%
- Reading: 40%

First Semester Remedial Course Enrollment by Initial Skill Needs

Remedial Course Enrollment

- Writing: 84%
- Reading: 76%
- Math: 65%

First Semester Remedial Course Progress by Initial Skill Needs

Remedial Course Pass Rates

- Writing: 53%
- Reading: 43%
- Math: 34%

First Semester Findings:

1. Low progress in math, reading and writing in the first semester
2. Progress in writing is highest and math is the lowest by the end of the first semester

Progress in Math by Skill Need Groups

Progress in Reading by Skill Need Groups

Progress in Writing by Skill Need Groups
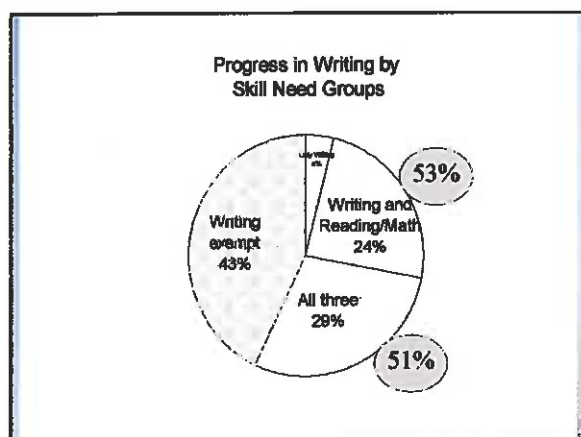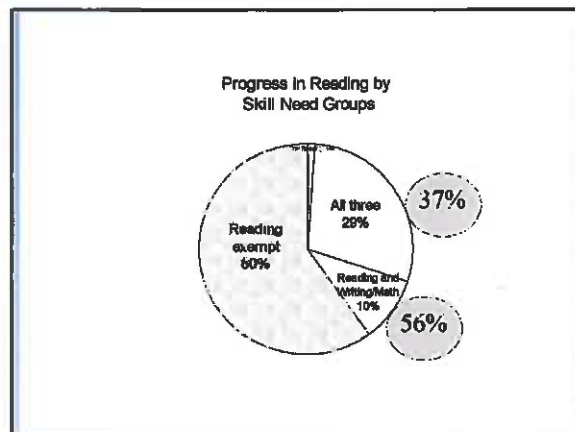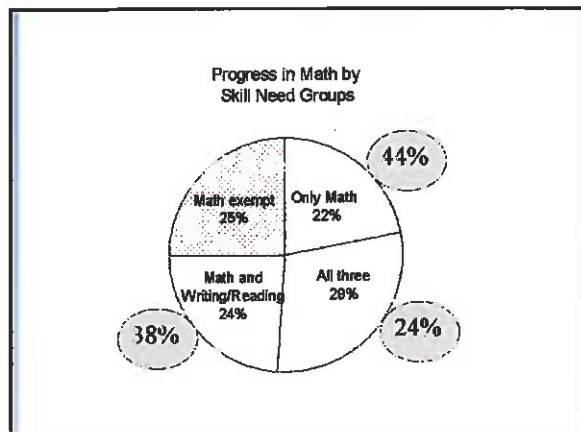
First Semester Findings:

3. Freshmen needing only math progressed faster in math than all other skill need groups (44%)
4. Progress in math is especially low for freshmen with triple skill needs (24%)
5. Most needing reading also need writing and math (37% progressed in reading)
6. Progress in writing is equally low for triple and two skill need groups (53% and 51%)

Second Semester Math Course Enrollment by First Semester MTH 01 and MTH 05 Course Completion

Second Semester Reading Course Enrollment by First Semester RDL 01 and RDL 02 Course Completion

Second Semester English Course Enrollment by First Semester English Course Completion
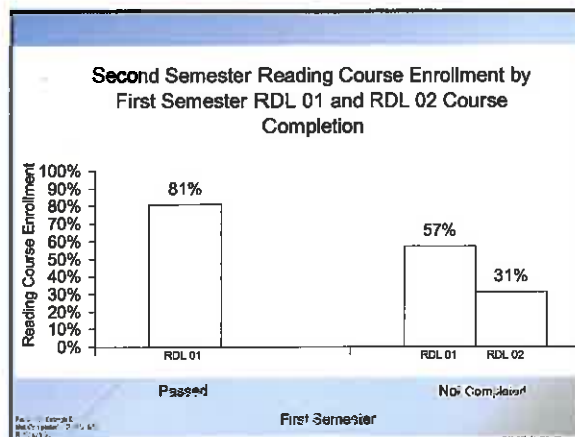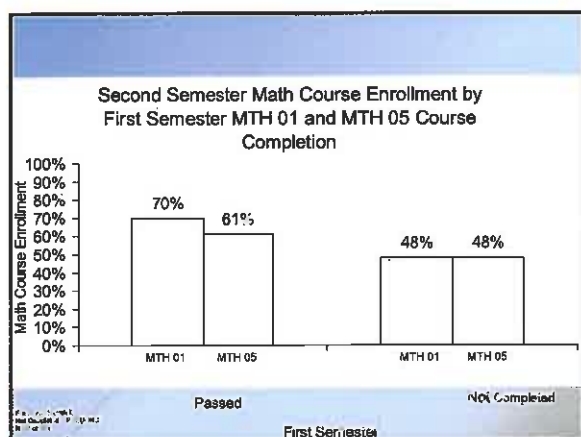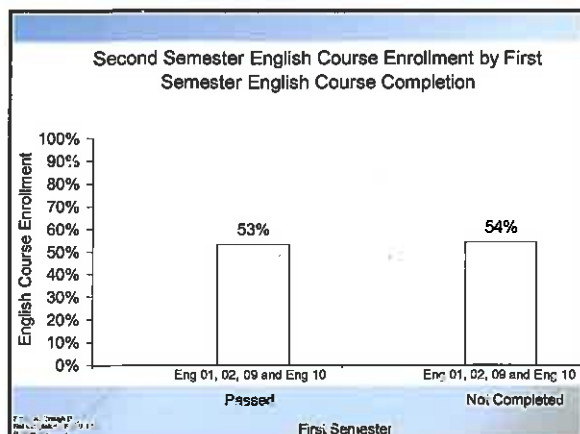
Second Semester Findings:

1. Freshmen who did not complete their first math, reading and English remedial courses did not immediately retake these courses in their second semester.

2. After completing their first English course, freshmen did not adequately take their next -in- sequence English course in the second semester.

Recommendations & Discussions

MILESTONES TOWARDS A DEGREE

Academic Success Council Meeting

April 14, 2007
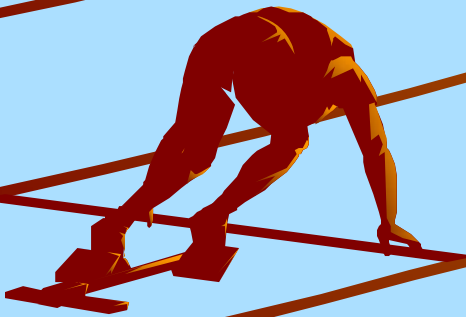
Handan Hizmetli M.A.
Assistant Director
Bronx Community College Office of Institutional Research

Overview

The Issue: Improving student retention and graduation

- Research Questions
- Data: Fall 1999 First-time Full-time Freshmen
  - →Retention/Graduation Rates
  - →Student Demographics
  - →Developmental Course Enrollment Facts
  - →Progress through Remediation
- Variables Considered
- Findings
- Discussion

Research Questions

1) What are the effects of student background characteristics on student retention and graduation?
2) What are the effects of course load in the first semester on retention and graduation?
3) What are the effects of course grades received in the first semester on retention and graduation?
4) What are the effects of initial skill test status on first year retention and graduation?
5) What are the effects of year-end test status on first year retention and graduation?

Data

- Fall 1999 cohort
- First-time full-time freshmen
- N=1,057

Institution Retention and Graduation Rates: First-time Full-time Freshmen Fall 1999 (N=1,057)

- 2/3 (65%) returned for a third semester
- Less than half (44%) returned for a fifth semester
- A tenth (10%) graduated in three years
- About one-quarter (24%) graduated in six years

Demographics

- About two-thirds are women (61%)
- Over half are Hispanic (54%) and 40% are non-Hispanic black
- Average age: 23
- Average gap between high school and enrollment in BCC: 2.5 years
- About one-third are GED recipients (30%)

Fall 1999 First-time Full-time Freshmen: Course Enrollment Facts

Percentage of Students taking Developmental Courses by Number of Courses: Fall 1999

NONE 10%
THREE 11%
ONE 30%
TWO 49%

A29
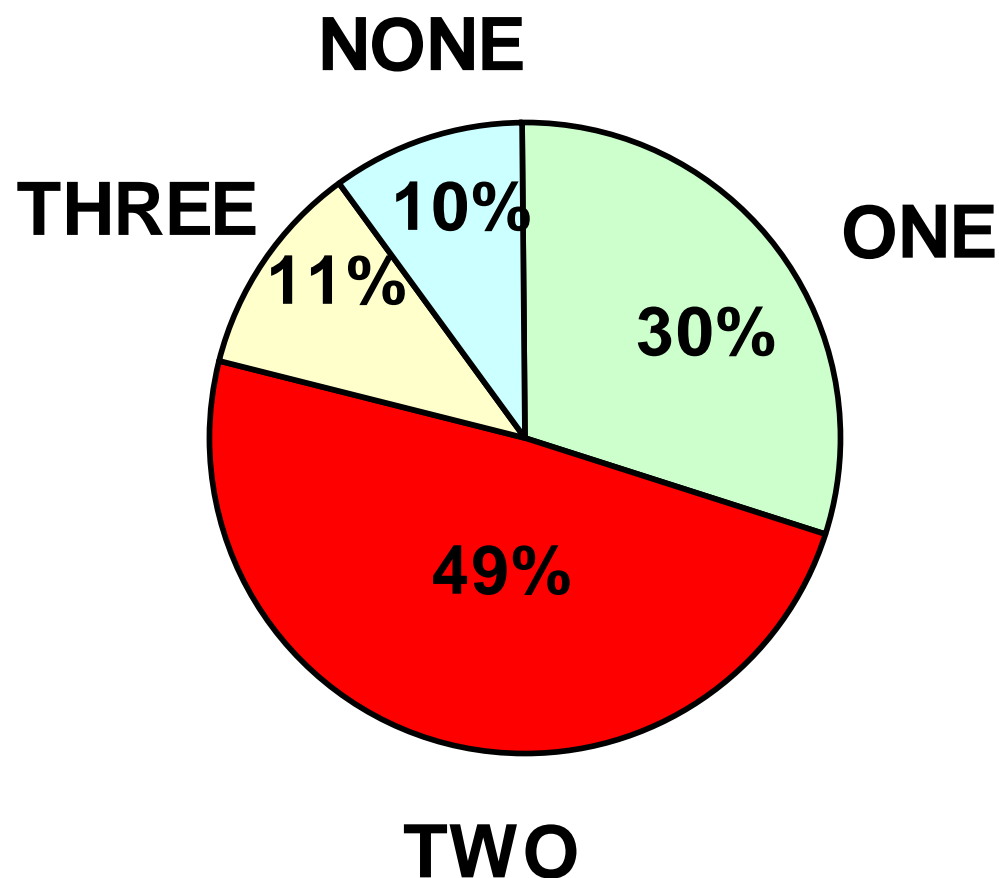
Percentage of Students taking Credit Courses by Number of Courses: Fall 1999

NONE
FIVE
FOUR
3% 3%
8%
ONE
31%
THREE 21%
34%
TWO

A30
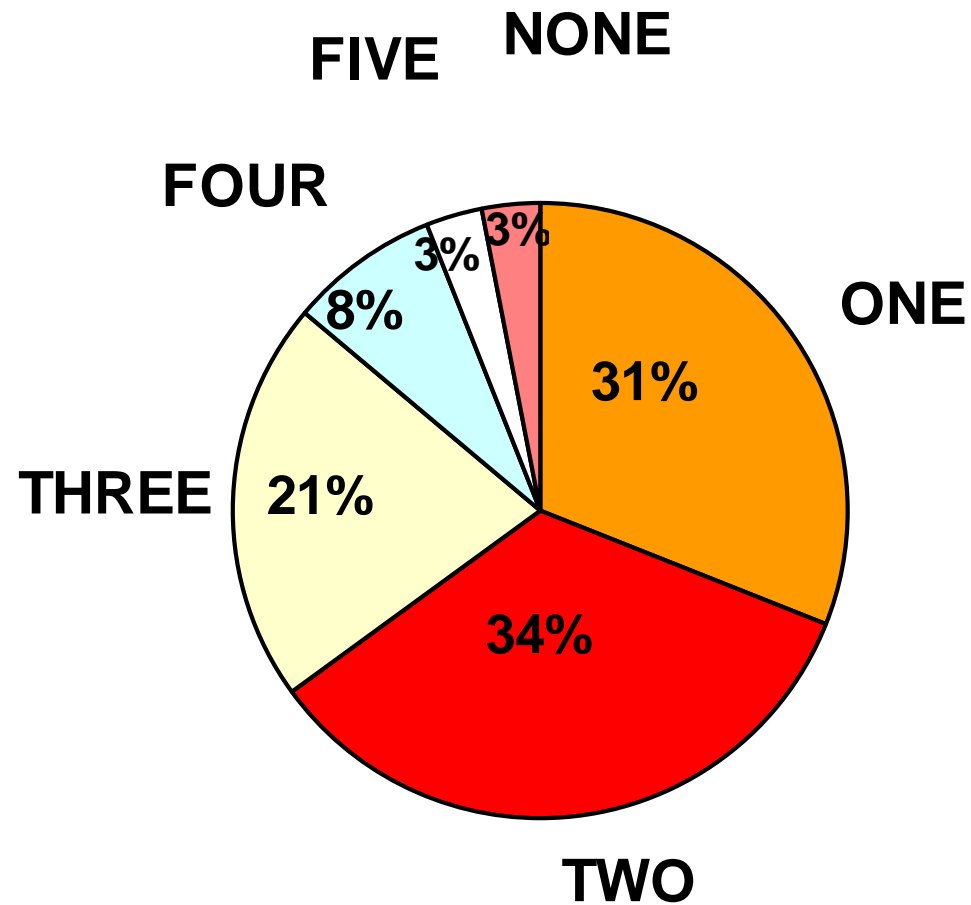
Fall 1999 First-time Full-time Freshmen: Progress Through Remediation

Year-end Test Status by Initial Test Status: Fall 1999
Table 1

		Year-end			
Initial Test		Passed None	Passed One	Passed Two	Passed Three
	N				
Passed None	512	55%	33%	12%	1%
Passed One	326		59%	33%	7%
Passed Two	156			69%	31%
Passed Three	55				100%

Progress through Remediation

- Over half (55%) of the 1999 freshmen cohort initially failing to pass any skill test still hadn't passed any additional by the end of the year
- Over half (59%) of the 1999 freshmen cohort who passed one test initially were still in the same status by the end of the year
- More than two thirds (69%) of the 1999 freshmen cohort who passed two tests initially were still in the same status by the end of the year.

Variables Considered

1) Student Background
   → Gender
   → Race/Ethnicity
   → Age
   → GED Recipients
   → Financial Aid
   → High School Average

2) Student First Semester Academic Performance
   → The number of credits and developmental course enrollment
   → Grades received in credit and developmental courses

3) Pass Status in initial and year-end exams: reading, writing and math

Research Questions

1) What are the effects of student background characteristics on student retention and graduation?

2) What are the effects of course load in the first semester on retention and graduation?

3) What are the effects of course grades received in the first semester on retention and graduation?

4) What are the effects of initial skill test status on first year retention and graduation?

5) What are the effects of year-end test status on first year retention and graduation?

BCC Retention and Graduation Outcomes

BCC First-time Full-time Freshmen Fall 1999 Cohort (N=1057)

Table 2

	Retention				Graduation			
	One Year		Two Year		Three Year		Six Year	
	Model I	Model II	Model I	Model II	Model I	Model II	Model I	Model II
Female	6.7*		12.5**	13.8**	8.8**	8.7	9.6**	9.3*
Black/Hispanic/Asian/Native American								
Age	0.9*		1.4***	1.0*			0.6*	
GED Recipients			-11.4					
Pell/Tap Receivers	4.2**	4.3*	4.6**					
High School Average								
Number of remedial course								
Number of credit course								
Average grade in remedial course	X	10.7**	X	13.7**	X		X	18.8**
Average grade in credit course	X	14.3***	X	16.3***	X	15.1*	X	28.4***
Entering Skill Test (Model I)								
Passed one					11.8**	X		X
Passed two					22.1***	X	9.2*	X
Passed three					24.3***	X	13.7**	X
Year-End Skill Test (Model II)								
Passed one test	X	11.6**	X		X	35.3**	X	18.7**
Passed two test	X	20.7***	X	14.9*	X	42.8**	X	31.6***
Passed three test	X	22.5**	X	25.2**	X	45.9**	X	30.0**

**p<=0.01

*0.01<p<0.05

Note: X's denote variables which were excluded from the respective models

FINDINGS

Predictors of Retention and Graduation:

- Females are more likely to be retained and graduate (Table 2)
- Those who received financial aid are more likely to be retained to a second year (Table 2)
- GED recipients are less likely to be retained to a third year (Table 2)
- The average grade received in credit and developmental courses were positively associated with retention and graduation (Table 2,3 and 4)
- Year-end skill test results were positively associated with retention and graduation (Table 2,5 and 6):

  → The probability of graduating in six year is 19% higher for those students who passed one skill test by the end of the first year of enrollment than those who passed no skill test by the end of the first year of enrollment (Table 2)

First Year Retention by First Semester Average Grade Received: Fall 1999
Table 3

Remedial Courses

	N	Grade Average
Retained	611	2.23
Not Retained	306	1.35

Credit Courses

	N	Grade Average
Retained	651	2.53
Not Retained	354	1.47

Six Year Graduation by First Semester Average Grade Received: Fall 1999
Table 4

Remedial Courses

	N	Grade Average
Graduated	210	2.56
Not Graduated	707	1.76

Credit Courses

	N	Grade Average
Graduated	241	2.95
Not Graduated	744	1.92

First Year Retention by the End of Year Test Status: Fall 1999
Table 5

Passed	N	Retained (%)
None	284	50
One	361	65
Two	275	75
All	129	74

Six Year Graduation by the End of Year Test Status: Fall 1999
Table 6

Passed	N	Graduated (%)
None	284	10
One	361	24
Two	275	31
All	129	38

APPENDIX 4

Academic Policies and Procedures

OFFICE OF ACADEMIC AFFAIRS
Interim Vice President of Academic Affairs:
Dr. Howard Wach

Acting Dean of Academic Affairs:
Dr. David L. Hadaller

Associate Dean of Academic Affairs:
Dr. Nadine F. Posner

Associate Dean of Planning & Program Development:
Dr. Michael Seliger

Assistant Dean of Academic Affairs:
Dr. Jason Finkelstein

The Office of Academic Affairs is responsible for the instructional activities, educational programs and various academic support programs at the College. These include classroom teaching and learning, academic advisement of all students who have completed their first year, tutoring, special programs, management of certain grants, and faculty and staff development. In addition, the following are also within the jurisdiction of the Office of Academic Affairs: the Academic Success Center, the Center for Teaching Excellence, Coordinated Undergraduate Education, Collaborative Programs, the Evening and Weekend Office, the Library and Learning Center, the Office of Instructional Technology, the Center for Sustainable Energy, the National Center for Educational Alliances, and the Center for Tolerance and Understanding.

The Vice President of Academic Affairs has the authority to waive certain fees and curriculum requirements when warranted. In addition, the Vice President reviews complaints about instruction after the instructor and department chairperson have been consulted.

ACADEMIC SUCCESS CENTER
http://www.bcc.cuny.edu/AcademicAdvising/AcademicSuccessCenter/

Established in a collaborative initiative between the offices Academic Affairs and Student Development, the Academic Success Center strives to coordinate and deliver student support services, such as academic advising, in an environment that foster student academic achievement and personal success.

The Academic Success Center provides academic advising, registration assistance and academic orientation for students according to the following categories:

Incoming Transfers
Academic Warning
Academic Probation
45+ credits

The Academic Success Center also serves as a valuable resource for both students and faculty by:

- Providing accurate and timely information regarding testing, placement and graduation requirements.
- Clarifying academic policies and institutional procedures.
- Promoting the use of web-based academic advising resources such as, Degree Solutions and OSSES.
- Providing academic advising workshops and training for faculty and staff.

The Academic Success Center is open Monday through Saturday with evening hours also available. For further information call (718) 289-5401.

ACADEMIC ADVISING

BCC defines academic advising as a developmental process designed to engage and assist students in formulating sound and sensible long range educational plans that are consistent with their personal and professional aspirations. Academic advising also helps students graduate in a timely fashion by assisting them in choosing the right courses in the right sequence for their chosen curriculum.

Every semester, before registration, students are required to meet with their academic advisor, who will review course selections, explain graduation requirements, and clarify institutional policies.

The Office of Academic Affairs collaborates with the Office of Student Affairs to organize the delivery of academic advising at BCC. Counseling faculty is responsible for the advisement and registration of incoming freshmen during their first year. Afterwards, students in good academic standing are assigned to faculty in their academic department, and those on academic warning or probation are assigned to professional advisors in the Academic Success Center.

Academic advising is most effective when done early and often. Therefore, all students are strongly encouraged to contact and schedule an appointment with their assigned academic advisor as early as possible during the semester.

CLASS ATTENDANCE

Class attendance and participation are significant components of the learning process and play a major role in determining overall student academic achievement. Therefore, students are strongly encouraged to attend and participate in all class sessions of the courses in which they are registered. For further details, please refer to course syllabi.

In the event of excessive absences, faculty have the option to lower the grade, request completion of additional assignments, or assign a failing grade.

Faculty members will verify by the end of the fifth week of each semester, or at least 1/3 into the duration of any semester, through the Commencement of Attendance (COA) process, whether or not a student has ever attended the course. Afterwards, faculty are encouraged to monitor class participation in order to facilitate and support the College's student retention efforts.

Lateness

Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in class after the scheduled starting time constitutes lateness.

GRADING POLICY
Mid-Term and Final Grades
Instructors assign and inform students of mid-term and final grades during a period designated in the Academic Calendar.

The following grades may be assigned by instructors:

Grade	%Equivalent	Achievement	Value Point
A+	97 – 100	Exceptional	4
A	93 – 96.9	Excellent	4
A-	90 – 92.9	Very Good	3.7
B+	87 – 89.9	Very Good	3.3
B	83 – 86.9	Good	3.0
B-	80 – 82.9	Good	2.7
C+	77 – 79.9	Above Average	2.3
C	73 – 76.9	Average	2.0
C-	70 – 72.9	Below Average*	1.7
D+	67 – 69.9	Below Average*	1.3
D	63 – 66.9	Below Average*	1.0
D-	60 – 62.9	Below Average*	0.7
F**	0 – 59.9	Failing	0.0
R†		Repeat	0.0

Students should be aware that although these grades are considered passing, they have the effect of lowering the GPA below the level necessary for graduation. Consistent performance at this grade level will result in probation and subsequently suspension from the College.

**F Grade Policy
When a student receives the grade of "F" or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade will no longer be computed into the Grade Point Average. The original grade will remain on the transcript with the notation "not calculated in Grade Point Average."

*The number of failing credits that can be deleted from the Grade Point Average is limited to 16 for the duration of the student's undergraduate enrollment in The City University of New York. All 16 credits may be used at the associate degree level, but once used; they are unavailable at the CUNY senior college level. For this reason, students should be advised of the desirability of holding some or the entire credit bank for later studies at the senior college. **Students should make written request for such exclusions to the Registrar** who is responsible for informing students of their rights with regard to this regulation. **This policy is effective Sept. 1, 1990, at all colleges of CUNY. For additional information, contact the Registrar's Office***

†Issued only in remediation courses (equated credit skills improvement courses) to designate significant achievement on the part of the student. Students receiving the grade of "R" are required to repeat the course. The grade of "R" may not be assigned more than once in a single course and assigned only during the final grading period.

Administrative Grades

During the semester, and under circumstances described below, instructors may assign the following special grades:

Grade	Explanation
W	Withdrew Officially – 3rd week through 10th week only. Student initiated. No impact on GPA.
WA	Administrative Withdrawal – non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date. No impact on GPA.
WU	Unofficial Withdrawal – 4th week through end of semester. Student attended at least one class session, but failed to withdraw officially. May be assigned only during the final grading period (Counts as a failure in GPA.)
WN	Never Attended.-No impact on GPA.
*AUD	Audit - Course not taken for credit or grade.

AUD - Once classes have begun, students cannot change a course from audit status to credit status or from credit status to audit status. Credits in audited courses are not counted for financial aid.

Temporary Grades

An instructor may assign a temporary grade at the end of the semester only for one of the reasons given below:

Grade	Explanation
INC	Work in course incomplete (but student otherwise passing in course) Absent from the final exam (but student otherwise passing in course). No impact on GPA. May resolve to A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F or FIN equivalent to F if unresolved. (Refer to Regulations below).
PEN	Grade Pending It is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby the college must hold a student's grade in abeyance pending the outcome of the academic review process.

Registration in subsequent level courses: A student with the grade of INC or PEN in any course may not register for the subsequent level course in a sequence without written permission to do so from the Chairperson of the Department in which the course is given.

The deadline for a student to resolve a temporary grade (INC) by completing coursework shall be the end of the 10th week of the semester immediately following the one in which the grade was given.

If a student cannot comply with the 10th week deadline for submission of required coursework, he/she may file for an extension of the temporary grade only with the approval of the instructor and/or the department chair. The instructor and/or the department chair will then specify the period of time by which the coursework must be completed (no later than the 10th week of the semester following the one in which the extension was granted).

The INC grade will automatically convert from INC to FIN at the end of the 10th week of the semester immediately following the one in which the grade was given unless the student has completed the coursework or has been granted an extension. FIN impacts GPA.

The PEN grade will not lapse to F. Final determination of a grade will depend on final evaluation by the instructor or the outcome of college's academic review process.

ACADEMIC STANDING

CUNY Board of Trustees policy requires that all students must achieve the following minimum cumulative Grade Point Average (GPA) standards to be considered in good academic standing.

CUMULATIVE CREDITS ATTEMPTED	MINIMUM CUMULATIVE GPA
0-12	1.5
13-24	1.75
25-Higher	2.0

PROBATION/SUSPENSION

Students are placed on academic probation for the following semester if they do not meet the minimum GPA in the above chart. Students who are unable to bring their GPA to the required standards while on probation will be suspended, and must be separated from the University for at least one semester. Students who have been suspended twice may not be readmitted at BCC.

At-Risk Academic Standing Chart

Credits Attempted	Cumulative GPA Index	First Occurrence	Second Occurrence
12 credits or below	Below 1.5	Probation (13 credits/equated credits max)	Suspension (One –semester)
	1.5 – 1.99	Academic Warning (13 credits/equated credits rec.)	Academic Warning (13 credits/equated credits rec.)
13-24	Below 1.75	Probation (13 credits/equated credits max)	Suspension (One –semester)
	1.75 – 1.99	Academic Warning (13 credits/equated credits rec.)	Academic Warning (13 credits/equated credits rec.)
25 and higher	Below 2.0	Probation (13 credits/equated credits max)	Suspension (One-semester)

ACADEMIC APPEALS

Students may appeal their probationary or suspension status to the Appeals Agent of the Committee on Academic Standing (CAS). Students should contact the Office of Student Affairs to find out who is the current appeals agent. Appeals are intended for students who have WUs that could be converted to Ws, or for students who have poor academic grades that are older than 7 years and who have shown academic progress seven years after those grades were earned. FIN grades are resolved with the instructor who issued the grades. Usually, a student has 10 weeks into the semester following the semester in which the grade was given to resolve the INC grade, but an instructor may file an extension form to allow a student more time.

COMMITTEE ON ACADEMIC STANDING (CAS)

The Committee on Academic Standing formulates policy on matters regarding the maintenance of matriculation, grading structure, satisfaction of requirements for degrees and certificates, and advanced standing. It adjudicates and takes final action on waivers of suspension, statute of limitation and administrative grade appeals. Communications with the Committee should be made through the Registrar, who serves as its Executive Secretary. The College Community may review a copy of the Codification of Academic Rules and Regulations on the College website.

GRADUATION
Graduation Requirements
To be considered for graduation at Bronx Community College, students must meet five requirements.
They must have:
- Completed all the required courses in the curriculum
- An overall academic index of at least C (2.0)
- Completed the minimum degree credits required
- Passed the CUNY Assessment Test in Writing Exam (CATW).
- Completed two designated Writing Intensive (WI) courses (students who entered BCC in Fall 2004 or later).

To Apply for Graduation
Students file as a "Candidate for Degree" in the semester they expect to graduate. The candidate for degree card is available in the Registrar's Office, Colston Hall, Room 513.
Students who fail to submit a candidate degree card will not be evaluated for graduation purposes. The diploma will be dated the semester that the degree is conferred, not necessarily the semester that the coursework was completed.

It is strongly recommended that students conduct a preliminary degree audit (DegreeSolutions) at least two semesters before they expect to graduate.

Multiple Degrees
An applicant for a second degree must complete a minimum of fifteen (15) additional credits required by the second degree at BCC. A student may earn only one Associate in Arts (A.A.)

degrees. However, a student may earn multiple Associate in Science (A.S.) degrees, or multiple Associate in Applied Sciences (A.A.S.) degrees where the curricula is distinct.

Course requirements for the second degree are those curriculum requirements in effect when application for the second degree is approved. For more information, consult the Codification of Academic Rules and Regulations available on the College website.

Graduation Rate

Graduation rates at BCC compare favorably with other public, urban community colleges. Most students require more than two years completing an associate degree.

The average five-year graduation rate is 20 percent. Other rates are available in the Office of Institutional Research and Analysis.

HONORS

The Honors Program at Bronx Community College fosters academic excellence. It challenges students with rigorous assignments and creates opportunities for education beyond an A.A. or A.S. degree.

The Honors Program is open to all students who meet the following criteria: a GPA of at least 3.2; all course prerequisites met; and at least nine college credits earned. Students may also enter the program when recommended by a faculty member. Incoming freshmen who meet specific criteria are also eligible.

Qualified students are eligible to take honors courses in a variety of subjects in the liberal arts and sciences. Honors classes are generally limited in size and offer greater opportunities for individual attention and interaction with faculty. Students receive special recognition on their transcripts for those honors courses in which they attain a grade of B+ or better. For more information please consult the Honors Program webpage https://bcc-cuny.digication.com/honors/Welcome.

DEAN'S LIST

Students shall be eligible for inclusion on the Dean's List if they have been assigned academic grades for a minimum of twelve (12) college-level credits in a semester with an average of 3.3 or higher. Students shall be evaluated for the Dean's List upon successful completion of 12 or more college credits in a semester.

No student may be included on the Dean's List more than six (6) times during his or her stay at the college. A student with a grade of F, WU, FIN, or WF shall not be eligible for that semester. An INC or PEN grade must be completed before the start of the following semester for a student to be considered for Dean's List. A student with a Z grade shall not be considered until the Z grade is resolved.

Regulations for Part-Time Students

All of the aforementioned criteria for full-time matriculated students shall be applicable to part-time matriculated students. A part-time matriculated student shall be eligible for the Dean's List upon completion of twelve (12) college-level credits during an "accumulation period." An

"accumulation period" will consist of two consecutive semesters completing twelve (12) college-level credits.

Dean's List for Graduation
To be considered for the Dean's List at the time of graduation a student must have a cumulative Grade-Point Average (GPA) of 3.3, with no PEN or INC grades.

HONOR SOCIETIES
Presently four honor societies are active at the BCC.

Alpha Beta Gamma
Advisor: Mr. Elsworth Brown
Alpha Beta Gamma is the International Business Society recognizing scholarship among community college students. To be eligible for membership with the BCC chapter, students must be enrolled as a Business and Information Systems Department major, have completed 15 credit hours with at least 12 credit hours taken in courses leading to a business degree, and attained a 3.0 GPA. Induction ceremonies are conducted each spring.

Phi Theta Kappa
Advisor: Ms. Yvonne Erazo
 Phi Theta Kappa is the International Honors organization of two-year colleges. Membership is offered to students who have earned at least 24 credit hours at the College and have achieved a **cumulative GPA of at least 3.5. Phi Theta Kappa offers a variety of leadership opportunities for** student involvement partakes in community service activities and holds an induction ceremony each year during the spring.

Tau Alpha Pi
Advisor: Dr. Luis Montenegro
 Tau Alpha Pi is the National Honor Society recognizing students enrolled in science and technology programs at two-year colleges. To be eligible for membership, students must have earned at least 24 credit hours with a cumulative GPA of at least 3.5. The organization holds an induction ceremony each year during the spring semester.

Chi Alpha Epsilon
Advisor: Mrs. Cassandra Bellabe-Rosemberg
Chi Alpha Epsilon is the National Honor Society recognizing the academic achievements of students admitted to colleges and universities through non-traditional criteria. The organization serves Educational Opportunity Program students such as SEEK and College Discovery students at the City University of New York. Membership is offered to students who have earned at least 12 credit hours with a cumulative GPA of at least 3.0 for two consecutive full-time semesters.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited at The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, and devices of communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:
Copying from another student during an examination or allowing another to copy your work.

Unauthorized collaboration on a take-home assignment or examination.

Using notes during a closed book examination.
Taking an examination for another student or asking or allowing another student to take an examination for you.

Changing a graded exam and returning it for more credit.

Submitting substantial portions of the same paper to more than one course without consulting with each instructor.

Preparing answers or writing notes in a blue book (exam booklet) before an examination.
Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.

Giving assistance to acts of academic misconduct/dishonesty.

Fabricating data (all or in part).

Submitting someone else's work as your own.

Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.

Presenting another person's ideas or theories in your own words without acknowledging the source.

Using information that is not common knowledge without acknowledging the source.

Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents
The following are some examples of falsification, but by no means is it an exhaustive list:

Forging signatures of authorization.

Falsifying information on an official academic record.

Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COLLEGE SENATE POLICY ON ACADEMIC INTEGRITY

I. Introduction
Faculty members at Bronx Community College believe that developing students' abilities to think through issues and problems by themselves is central to the educational process. Since academic integrity is vital to BCC as an institution of learning, faculty members will make every effort to uphold this "Policy on Academic Integrity" (hereinafter the "Policy"). Faculty will act in accordance with this Policy and all other University policies and applicable bylaws.

II. Definitions
The two most common violations of academic integrity are cheating and plagiarism.

A. Cheating
Cheating is defined as (a) taking or giving help on a test; (b) using unauthorized books, papers, notes or unauthorized pre-prepared materials during an examination; (c) passing off another person's work as one's own in the case of projects, papers, portfolios, lab reports; or (d) falsifying reports that clinical procedures were completed, and fabricating data such as vital signs, lab reports, etc. Examples of cheating include, but are not limited to, the following:

Copying an examination or assignment that will be submitted as an individual's own work;

Procuring and distributing answers to examinations in advance;

Using answers on examinations that have been obtained in advance;

Unauthorized collaboration on work submitted as one's own;

Having another person take an examination or write a paper that will be submitted as one's own;

Submitting work which has been previously or is currently being used in another course without the knowledge or consent of the instructor.

B. Plagiarism

Plagiarism is a form of academic dishonesty which occurs when individuals attempt to present as their own, ideas or statements that have come from another source. Examples of plagiarism include, but are not limited to, the following:

Failing to acknowledge (give a citation for) the ideas of another person, whether or not such ideas are paraphrased;

Attempting to rewrite borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences;

Failing to place quotation marks around borrowed material in the approved style (it is no defense to claim that one has "forgotten" to do so); and/or

Presenting as one's own work a paper or computer program prepared by another person, whether by another student, friend, or family member, or by a business that sells such papers or programs to students.

III. Faculty Responsibilities

A. Allegations of cheating may be referred to the Vice President for Student Development ("VPSD") to be handled under the Student Disciplinary Procedures in Article 15 of the Bylaws of The City University of New York, as amended by the Board of Trustees on February 24, 1992 ("bylaws").

B. Allegations of plagiarism may be referred to the Vice President of Academic Affairs ("VPAA") to determine whether the matter involves an academic question or a disciplinary matter. If the VPAA determines that the matter is academic, the College's regular procedures in terms of grading and appeals, as contained in the Committee on Academic Standing's Codification dated May 16, 1996 ("CAS Codification"), shall be followed. If the VPAA determines that the matter is disciplinary, then it shall be handled as a disciplinary violation in accordance with Article 15 of the bylaws.

The VPAA and VPSD will keep a record of any reported incident completely separate from the student's other College records. Only the VPAA shall have access to records concerning academic violations, but she/he may supply them to the VPSD or the Student Disciplinary Committee when and if it is appropriate to do so. Records concerning a student's academic integrity shall be destroyed six years after an individual student's graduation or other separation from the College. If the VPAA sees a pattern of reports about a particular student, the VPSD will be consulted and the faculty member informed so that the seriousness of the problem is addressed by further grade penalties, disciplinary action, appropriate counseling or other measures consistent with the CAS Codification in cases of academic violations and by reference to Article 15 of the bylaws in cases of disciplinary violations. (See also Students Rights below.)

C. Allegations of cheating or plagiarism, if proven, may result in disciplinary action pursuant to Article 15 of the bylaws, with penalty ranging from failure in the course to dismissal from the College.

IV. Student Responsibilities

A. All students' work shall be the result of their own efforts unless teamwork or other collaborative efforts are being clearly encouraged by the instructor.

B. Students are required to appropriately identify direct quotations and paraphrased opinions, ideas, and data when they are incorporated into the writing of papers, examinations, class projects, etc.

C. Students shall follow the directions of the course proctor regarding permissible materials in the classroom at the time of examinations.

D. No student shall give or receive any assistance or communicate in any way with another student while an examination is in progress.

E. No student shall attempt to obtain or disseminate the content of any examination prior to its distribution by the proctor.

F. No student shall submit the same work to more than one instructor without the prior approval of the course instructor.

G. All students are expected to help insure academic integrity. Students should inform the professor if they suspect cheating or plagiarism. Student assistance in this matter is confidential.

V. Students' Rights and Appeals

In cases in which a matter is treated as an academic violation, the College's regular procedures in terms of grading and appeals, as contained in the CAS Codification, should be followed.

In cases in which the matter is referred to the Vice President for Student Development to be treated as a disciplinary violation, Article 15 of the bylaws fully describes the students' rights and the procedures to be followed.

RELIGIOUS BELIEFS AND CLASS ATTENDANCE
Education Law Section 224-a.

No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination, any study or work requirements.

It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on a Saturday, similar or make-up classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

In effectuating the provisions of this section, it shall be the duty of the faculty and of the administration officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary

degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

APPENDIX 5

Student Services

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

Vice President for Student Affairs
Dr. Peter Barbatis
Loew Hall, Room 201
718-289-5864

Dean of Student Supportive Services
Dr. Annecy Baez
Loew Hall, Room 425
718-289-5868

Dean of Enrollment Management
Mr. Bernard Gantt
Colston Hall, Room 510
718-289-5515

The Division of Student Affairs at Bronx Community College is comprised of several offices, which include Enrollment Management, the Office of Student Services, Student Life; the Athletic Department; the Bronx Community College Early Childhood Center, and the Judicial Affairs office.

Our overarching mission is to provide learner centered co-curricular opportunities for all students at the College. Serving as advocates for the student community, we collaboratively work with students to foster their development as whole and resilient persons. We do this by introducing and transitioning students to the higher educational environment, exposing them to the richness of cultural diversity and encouraging them to develop their personal values and ethical principles.

The Office of Enrollment Management oversees the offices of Admissions, Registrar, Financial Aid, International Student Services, C.O.P.E./Single Stop, and the Veterans program.

OFFICE OF GENERAL COUNSELING

GENERAL COUNSELING AND CURRICULUM ADVISEMENT
Counseling Faculty
Associate Professors: J. Misick, N. Reynoso
Assistant Professors: T. Ingram, V. Rodriguez, V. Walker
Lecturers: R. Encarnacion, E. Elmeus, M. Hermina, F.K. Nyarko, C. Rosenberg, J. Stoute

Loew Hall, Room 432
Phone: 718-289-5866

General Counseling offers course and curriculum advisement to students who are in their first year of college. The mission of General Counseling is to provide educational, developmental and preventive counseling services to enable students to meet their academic and career goals while having the opportunity to develop intellectually and emotionally.

The Office of General Counseling is committed to addressing multi-cultural issues encountered by students. Career inventories and other assessment instruments are administered to help students better understand their interests, abilities, values and psychological needs.

The counseling faculty teaches the Orientation and Career Development course (OCD 01), which is required for graduation. In the OCD course, the counselor assists freshmen students to develop effective study skills, time management and career decision-making skills.

Additional courses offered by General Counseling are Career Exploration (OCD 11) and College Work Experience (CWE 31). The Career Exploration course is designed to assist students in confirming their academic major and career goals and the College Work Experience course is for students who have at least 30 credits and wish to receive real life work experience. In this class students learn about workplace protocols, how to write a resume and job interviewing skills.

General counselors are responsible for the advisement and registration of incoming freshmen during the first year. Academic advisement for all other students is provided by the academic department, the Academic Success Center, special programs and the Student Assistance Center.

COLLEGE DISCOVERY PROGRAM (CD)
Manager: Cynthia Suarez-Espinal
Developmental Education Facilitator: Kwame Nyarko
Counseling Coordinator: Sachiel Mondesir
Academic Support Coordinator: Jessenia Paoli

Loew Hall, Room 400
Phone: 718-289-5882
www.bcc.cuny.edu/CollegeDiscovery/default.cfm

College Discovery is the higher education opportunity program at the two-year CUNY colleges. It has been a part of The City University since 1964 when it was established by a resolution of the Board of Higher Education. It provides comprehensive academic support to assist capable students who otherwise might not be able to attend college due to their educational and financial circumstances. Students are admitted without regard to age, sex, sexual orientation, race, disability or creed.

The overall purpose of the CD Program is to provide a range of supportive services to ensure students' ability to succeed. Students apply directly to The City University of New York's Office of Admission Services, and must also satisfy certain economic eligibility criteria. Students that have previously attended college are not eligible to enter the CD Program, except transfers from the Percy Ellis Sutton SEEK Program or other opportunity programs such as EOP and HEOP.

If you are eligible for CD you will receive the following benefits and services:

Counseling
- Meet with a College Discovery counselor who will help you plan your classes, teach you how to succeed academically, explore careers, and guide you throughout your time at BCC.

Academic Support
- Provides small group or one-on-one tutoring from current BCC students and alumni as well as faculty. Tutors will help you learn the material from class, teach you how to study, and help you prepare for exams and papers.

Book Stipend
- CD provides you with a book stipend each semester to help pay for your books.

The Pre-College Summer Experience
- This six-week program will introduce you to college life and to the academic demands of BCC. The summer experience prepares you for academic life at BCC. The dates for the program are end of June to the beginning of August.

Developmental Education Workshop
- A series of developmental education workshops and seminars provide you with college survival and other life skills. These workshops are provided in addition to the Orientation and Career Development course (OCD 01).

CAREER AND TRANSFER SERVICES
Director: Vacant
Assistant Director: Jessica Perez
Employment Specialist: Wrenn Crowe
Transfer Specialist: Chantelle Wright

Loew Hall, Room 330
Phone: 718-289-5759
www.bcc.cuny.edu/CareerDevelopmentOffice/

The Career and Transfer Services Office provides an array of advisement and educational services for students and alumni/alumnae that assist individuals to successfully achieve their academic and career goals and objectives. Specific services provided by this unit may include:

Career Services
• Introduction to College majors and career options
• Career assessments, and assessment of academic strengths and needs
• Internships and career fairs
• Online internship and employment opportunities along with a number of additional career related activities

Transfer Services
• Academic advisement and registration assistance for transfer students
• Senior college, H/EOP, and SEEK/CD (educational opportunity program) transfer admission information, assistance, application, and acceptance

• Activities and events, including on-campus recruitment, internship, career and transfer fairs, and senior college field trips

Transfer Planning
www.bcc.cuny.edu/TransferCounseling/
The primary reason for early and continuing transfer planning is to ensure that degree program and curriculum are consistent with future career or educational plans. Waiting until the last semester may limit options. Articulation agreements are excellent tools for transfer planning. They provide a course of action for students, including an outline of the most appropriate courses to schedule. Furthermore, some articulation agreements encourage students to continue in the same course of study they started at BCC, while others gear students toward a particular career or educational pathway.

Use this convenient transfer planning timeline to help you determine what to do and when to do it.
0-12 Credits
• Read the College Catalog
• Explore career and educational pathways
• Select your degree program
• Read articulation agreements

13-24 Credits
• Check for new articulation agreements
• Visit college websites
• Read the CUNY transfer policy
• Write your resume

25-30 Credits
• Explore transfer options
• Attend senior college open house events
• Check for new articulation agreements
• Begin scholarship search

35-45 Credits
• Check for new articulation agreements
• See academic adviser for pre-graduation audit
• Update your resume
• Apply for scholarships

Final Semester
• Apply for graduation
• Send applications
• Apply for financial aid and scholarships

Post Graduation
• Send final transcript to the school you have been accepted to.

TRANSFER APPLICATION ESSENTIALS
BCC CEEB Code: 2051
Secure other college and high school CEEB codes at
http://www.suny.edu/Student/apply_tables_codes.cfm

CUNY & SUNY Application Priority Deadlines:
Spring Admissions: September 15
Fall Admissions: February 1

CUNY Transfer Application is available online at the CUNY Portal (www.cuny.edu)
Students should log into the CUNY Portal, click on "apply to CUNY" and look for the transfer application.

CUNY Application Processing Center: 212-997-CUNY (2869)

SUNY Transfer Application is available online at
http://www.suny.edu/student/apply_online.cfm
SUNY Recruitment Response Center: 1-800-342-3811

PSYCHOLOGICAL SERVICES
Mental Health Counselor: Donna Parroff-Sherman
Mental Health Counselor: Esther Levy

Loew Hall, Room 212
Phone: 718-289-5727

The mission of Psychological Services is to assist students with their college adjustment by helping students work through psychological concerns that may be affecting their personal and academic growth. Psychological Services provides individual short-term counseling, crisis intervention, groups and workshops, and referrals to on-campus and off-campus community resources. Services are confidential and free to all registered Bronx Community College students.

OFFICE OF DISABILITY SERVICES
Manager: Patricia Fleming
Accommodations Specialist: Laura Schwartz
CUNY Office Assistant: Janet Nelson

Loew Hall, Room 211
Phone: 718-289-5874

The Office of Disability Services' mission is to provide equal access to educational opportunities and all curricular and co-curricular opportunities for students with disabilities in accordance with federal and state legislation. This enables students with disabilities to succeed not only academically, but socially and professionally as well. The office works with students and the

campus community to build a supportive inclusive environment where programs, services, and activities are usable by all constituents (to the greatest extent possible).

Students registered with the office receive such accommodations as priority registration, quiet testing environment, extended time to take exams, course material in alternative formats, readers, scribes, sign language interpreters, and advocacy and referrals. Our computer lab, located in Loew Hall, room 217, is equipped with assistive technology such as speech recognition software, zoom text, and computer programs designed to assist students with learning disabilities.

HEALTH SERVICES
College Nurse: Ms. Dorothy Muller, RN

Loew Hall, Room 101
Phone: 718-289-5858

Health Services offers physical assessments with counseling and referrals, as needed, treatment for minor injuries, and over-the-counter medication. Free immunization for measles, mumps, rubella, hepatitis B and flu (seasonal) are provided. Oral HIV testing is offered every Thursday by the Hispanic AIDS Forum (with pre- and post-counseling).

A partnership with Morris Heights Health Center allows all registered students without health insurance access to primary health care services at their facilities for a $10 co-payment. Students are encouraged to enroll in government funded free or low cost medical insurance at Morris Heights Health Center. Call for an appointment at 718-483-1234.

OMBUDSPERSON
College Ombudsperson: Dr. Vincent Bonelli
After consulting the normal channels without receiving an adequate response to a valid complaint, a student may wish to speak to the College ombudsperson (Colston Hall, room 304; 718-289-5656). The ombudsperson gives assistance in resolving student problems.

SPEECH LAB
Director: Dr. Joel Magloire
The Department of Communication Arts and Sciences has a Speech Laboratory (Colston Hall, room 736), which will help students to achieve oral intelligibility, strengthen aural comprehension, improve speech production patterns for business and professional use, and improve communication competence for vocational, recreational and relational use. The Speech Lab is designed to provide self-directed and self-monitored instruction, with the assistance of peer tutors, in the oral production of English. Students typically work on their production of consonants, word pronunciation, and the use of tenses and intonation. The Speech Lab is open Monday to Friday, with evening hours available.

WRITING CENTER
Director: Ms. Jan Robertson
The Writing Center (Philosophy Hall, Lower Level) offers tutoring in all types of writing assignments. Students can find help in writing papers for English, history, psychology, biology

(all sciences), art history, music history and all writing intensive courses. The center also assists students preparing to take ACT and CPE exams. The computer lab in the center is equipped with 32 computers with Internet access and can be used for research and practice writing. The Writing Center also offers a traveling workshop program through which tutors are sent to classrooms to conduct writing workshops. Tutoring is available on a walk-in basis; no appointment is necessary. The center is open Mondays 9 a.m.-8 p.m., Tuesdays 9 a.m.-9 p.m., Wednesdays 9 a.m.-10 p.m., Thursdays 9 a.m.-8 p.m., and Fridays 9 a.m.-2 p.m.

OFFICE OF STUDENT LIFE
Director: Ms. Melissa Kirk
Assistant Director: Mr. Manny Lopez
Assistant Director: Ms. Audrey Rose-Glenn
The Office of Student Life includes a variety of co-curricular activities, special programs, and College-wide organizations and clubs that are an integral part of college life. The purpose of this office is to enhance the overall student experience through exposure to diverse perspectives, leadership development, and co-curricular programming. In addition, the Office of Student Life is the central clearinghouse for information on all student matters. Student Life, the Student Government Association (SGA) and the Inter-Organizational Council (IOC) work collaboratively for the benefit of students and the campus community.

The Student Activities Committee, a Senate sub-committee, is comprised of students, faculty, and administrators. This body serves in an advisory capacity to the Office of Student Life. They review and approve clubs and College-wide organizations and provide direction for campus-wide programs and activities. Visit www.bcc.cuny.edu/student life for more information.

Student Government Association (SGA)
The Student Government Association is comprised of 15 senators elected by the student body each spring semester. An internal election is conducted for executive positions. As a body, SGA provides direction and guidance on all student-related matters, including student activities and campus programming. SGA members participate fully in the College Senate and its many sub-committees.

Roscoe C. Brown Jr. Student Center
The Roscoe C. Brown Jr. Student Center is dedicated to serving the social, cultural and recreational needs of Bronx Community College students, and provides for a variety of services and educational experiences. The facility includes a cafeteria, theatre, club offices, meeting rooms and the Barnes and Noble bookstore. For information regarding use of the facilities for programs, meetings or conferences, contact the Student Center Office at 718-289-5201.

Shuttle Bus
A free shuttle bus service provides evening students with transportation from campus to several subway and bus lines. The hours of operation are 5:30 to 10:30 p.m., Monday through Thursday, September through May. Student fees cover the cost of this service.

Clubs and Organizations

The Inter-Organizational Council (IOC) is the representative body that deals with the welfare and governance of all student clubs and College-wide organizations, except the Student Government Association. The IOC is comprised of one student from each chartered club, organization and honor society at Bronx Community College.

There are over 30 student clubs and organizations at BCC with academic, cultural, and social themes. BCC students can join an existing club or start a new club with other BCC students of similar interests. Joining a BCC club is an excellent way to enhance the academic experience at BCC. Students who participate in BCC clubs can explore academic programs and majors, develop leadership skills, practice teamwork, build cross-cultural appreciation, and provide community service.

For more information, visit the IOC Office in Roscoe C. Brown Jr. Student Center, room 309; call 718-289-5201; or visit our website at www.bcc.cuny.edu/studentlife.

Bronx Community College Association, Inc.

The Bronx Community College Association, Inc, is a chartered corporation with a Board of Directors comprised of students, faculty and administrators, and chaired by the College president or a designee. The principle purpose for which the Association has been created is to fund co-curricular programming and activities including, but not limited to, student publications, honor societies, clubs, athletic teams and College-wide organizations.

Student Publications and Media

The Communicator (newspaper)
Through the Looking Glass (literary magazine)

ATHLETICS
Director of Athletics: Eric Mercado

The Athletics Program (Alumni Gym, room 300B) at Bronx Community College provides opportunities for students to compete against neighboring community college intercollegiate athletic teams.

Participation in this program fosters the values of discipline, cooperation and collaboration as well as the spirit of team competition. Through team play, the student athlete learns how to work with others for the achievement of individual and group goals. Individual contributions may include increased confidence, self-esteem, and leadership abilities.

Membership on individual teams is open to all full-time students who are making satisfactory progress toward an associate degree. An acceptable medical report must be on file in the Health Services Office.

All students participating in team sports must submit a yearly physical examination record.

The College is a member of the National Junior College Athletic Association (Region XV) and The City University of New York Athletic Conference.

Intercollegiate Athletic Teams
Men's Baseball
Men's Basketball
Women's Basketball
Men's Soccer
Women's Volleyball
Track and Field (men and women)
Cross Country
Indoor Track
Outdoor Track

Athletics Program Participation Notice
The College files an annual report with the U.S. Secretary of Education on intercollegiate athletics, which includes information on the participation of males and females on its teams, and the expenditures and revenues of those teams. Copies of the annual report on intercollegiate athletics are available at the reference desk of the library and on the College website.

Intramurals/Recreation/Sports Clubs
The intramural sports program (Alumni Gym, room 300) is primarily for those with average athletic abilities and, although spirited, is of a less competitive nature than intercollegiate sports. The recreational activities program is designed to provide an opportunity for exercise of a non-competitive nature for all those who are motivated toward attaining or maintaining a satisfactory level of physical fitness.

Basketball, volleyball, power lifting, football, swimming, tennis and table tennis are a few activities among many that are scheduled on an intramural basis. The program is open to all students with an acceptable medical report on file in the Health Services Office.

SPECIAL PROGRAMS

To meet the needs of its students, Bronx Community College has developed a variety of special programs. Many have received national attention for their ability to enrich the educational experience of community college students.

The programs offer a variety of opportunities to pursue independent interests and individualized learning. In addition, students can work side by side with some of the leading research scientists in the country, or participate in small specialized learning communities to help them succeed.

Alliance for Minority Participation in Science, Engineering & Mathematics (AMP)
Coordinator: Dr. Maria Psarelli
AMP is a federally funded minority research and training program sponsored by a grant from the National Science Foundation in collaboration with CUNY. Its goal is to encourage the participation of minority students in scientific, engineering and mathematical disciplines (SEM). AMP at BCC provides instructional and tutorial support for introductory SEM courses. It also provides funding for supervised research by undergraduate students.

College Opportunity to Prepare for Employment Program (C.O.P.E)
Director: Barbara Martin
The College Opportunity to Prepare for Employment Program (Loew Hall, Room 106A; 718-289-5861) is funded by the Human Resources Administration (HRA) and is a collaborative effort with BCC and CUNY. C.O.P.E.'s mission is to provide students with comprehensive services, while helping them to successfully meet the relevant requirements of the Human Resources Administration. Services are available to anyone who is a current or former student or applicant, and who is either receiving public assistance cash benefits (Temporary Assistance to Needy Families, Safety Net Family Assistance, Safety Net Single Assistance), or who meets federal income guidelines for families with income under 200% of the federal poverty level. Staff assists students with job placement, academic advisement, childcare referrals, personal counseling, educational career workshops and HRA advocacy.

Collegiate Science Technology Entrance Program (CSTEP)
Project Directors: Mr. Thomas Brennan and Mr. Eugene Adams
The purpose of CSTEP is to increase the number of historically under-represented and disadvantaged college students who enroll in and complete undergraduate and graduate programs that lead to professional licensure or to careers in mathematics, science, technology and health related fields. During the academic year CSTEP provides academic enrichment through workshops, tutoring, research in science and mathematics, field trips and other activities. CSTEP is funded by the New York State Department of Education.

Coordinated Undergraduate Education (CUE)
Assistant Dean of Academic Affairs: Dr. Jason Finkelstein
Bronx Community College participates in strengthening undergraduate education for Associate in Arts (A.A.) and Associate in Science (A.S.) graduates who are well prepared to compete and succeed in senior colleges and for Associate in Applied Science (A.A.S.) graduates and students earning certificates who are well prepared to enter and compete in the workforce. The Coordinated Undergraduate Education (CUE) initiative provides a cohesive vehicle for the continued strengthening of the College's programs and services. CUE integrates the Student Success Program, Academic Support Services, Writing Across the Curriculum and the General Education Initiative to provide a cohesive approach to strengthening undergraduate education across CUNY.

Student Success Program
The Student Success Program offers a series of innovative programs for students who require remedial courses. These innovative programs are the Freshman Initiative Program, Freshman Learning Blocks, Summer Success Program, and January/June Workshops.

Freshman Initiative Program (FIP)
The Freshman Initiative Program is designed for entering freshmen who require at least two of the following remedial courses: English 01, English 02, English 10, Reading 01, Reading 02, Math 01, 03, 05. Students take only one of these subjects at a time for approximately five weeks. By the end of the semester, all participants have taken two to three developmental courses and at least one credit-bearing course. Class size is limited to 20 students. In addition, the program provides in-class tutoring and professional counseling. OCD 01 is required for all participants.

Summer Success Program (SSP)
The Summer Success Program offers free developmental courses in basic skills for entering freshmen and first-year students. Courses are specifically designed to assist students in passing the CUNY ACT Examinations in reading, English, and CUNY Math Compass Exam. This program provides small classes, intensive tutoring, and computerized learning labs.

January/June Intersession Workshops
January/June Workshops are designed to strengthen students' academic skills in the areas of English, math, and ESL as students seek to move out of remedial courses and pass the **CUNY ACT Examinations.** These workshops are basically for students that did not pass their remedial courses during the regular semester. Overall, students are enrolled in one subject at a time in small classes, with an intensive academic format supported by tutoring.