

## Overview

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**Institution Name**

Bronx Community College - CUNY

**Address**

2155 University Avenue, Bronx, NY 10453

**Year Accredited**

1994

**Year Reaffirmed**

2014

**Years Covered by this Report**

2019 - 2019

**Date Submitted**

03/27/2023

**Completed By**

Clampman, Howard

**Phone**

(718) 289-5590 - work; (718) 496-9559 - cell

**Email**

howard.clampman@bcc.cuny.edu

**ACBSP Champion**

Clampman, Howard

**ACBSP Co-Champion**

Jajairam, Paul

## I - Institutional Information

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

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

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

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

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

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

### QA Report

**Status:** Completed | **Due Date:** 7/1/2022

#### Assigned To

Howard Clampman

## Institution Response

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

- **Business Administration AS Degree (options in Accounting, Computer Programming, Management and Marketing Management)**
- **Accounting AAS Degree**
- **Computer Information Systems AAS Degree**
- **Marketing AAS Degree**
- **Medical Office Assistant AAS Degree**
- **Office Administration and Technology AAS Degree**

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

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

- **Paralegal Studies AAS Degree - Approved by American Bar Association**
- **Paralegal Studies Certificate - Approved by American Bar Association**

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

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

7 Person completing report:

Name: **Professor Howard A. Clampman and Professor Paul Jaijairam**

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

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

ACBSP Champion name: **Professor Howard A. Clampman**

ACBSP Co-Champion name: **Professor Paul Jaijairam**

## Sources

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*There are no sources.*

## II - Status Report on Conditions and Notes

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

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

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

**If you need a table that is not in the evidence file for the following report on removing notes or conditions please contact the office.**

Remove Note:

Remove Condition:

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

### QA Report

**Status:** Completed | **Due Date:** 7/1/2022

#### Assigned To

Howard Clampman

### Institution Response

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**As we did not have any notes or conditions in our last report, no response is necessary.**

### Sources

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*There are no sources.*

## 7 - Public Information

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Item III in the QA report applies to Criterion 7.1.a. in the *Unified Standards and Criteria* book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement.

**1. Provide the link to your business program web page in your response below.**

**2. A second link to Student Achievement must be on that/those page(s) such as: [View 2022 Student Performance Data](#)**

Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding a minimum of two (not all) of the following business student achievement measures:

- Attrition
- Retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Directions: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link to your business program web page below. A link to Student Achievement must be on that/those page(s).

### QA Report

**Status:** Completed | **Due Date:** 7/15/2022

#### Assigned To

Howard Clampman

### Institution Response

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The following link to our Department page on the College website delineates 1-year retention and 3-year graduation rates. Job placement rates and successful transfer of credit data is not available. The Department will work with the Office of Institutional Research to have this data available for our next required reporting.

<http://www.bcc.cuny.edu/academics/academic-departments/business-and-information-systems-department/>

<https://www.bcc.cuny.edu/wp-content/uploads/2022/09/bis-department-grad-retention-rates-fall-16-fall-19.pdf>

## **Sources**

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*There are no sources.*

## 1 - Standard 1 Leadership

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### Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

### QA Report

**Status:** Completed | **Due Date:** 7/1/2022

### Assigned To

Howard Clampman

### Institution Response

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In July 2015, Dr. Thomas Isekenegbe became BCC's President and has maintained that position to date.

In February 2020, after a nationwide search, Dr. Lester Sandres Rápalo was named Provost and Vice President of Academic Affairs. Dr. Luis Montenegro, who had served as Interim Vice President of Academic Affairs and Provost, returned to his position as Dean of Academic Affairs. Both are currently still in their respective positions to date.

### Sources

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*There are no sources.*

## 2 - Standard 2 Strategic Planning

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

### QA Report

**Status:** Completed | **Due Date:** 7/1/2022

**Assigned To**  
Howard Clampman

### Institution Response

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As we did not have any notes or conditions in this standard, no response is necessary.

### Sources

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*There are no sources.*



### 3 - Standard 3 Student and Stakeholder Focus

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

#### QA Report

**Status:** Completed | **Due Date:** 8/1/2022

**Assigned To**  
Paul Jaijairam

#### Institution Response

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Please see Table 1 included in the uploaded evidence file.

#### Sources

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*There are no sources.*

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

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

AAS

AS

AS Accounting, etc.

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

1. Provide a **minimum of three examples of assessment data**, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
2. **You must have at least one example of results for each accredited program.**

### QA Report

Status: Completed | Due Date: 8/1/2022

#### Assigned To

Paul Jaijairam

### Institution Response

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Please see Table 2 included in the uploaded evidence file.

### Sources

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*There are no sources.*

## 5 - Standard 5 Faculty and Staff Focus

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- a. **Faculty and Staff Focus** Complete Table 3a Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
- b. **Faculty Qualifications** Complete Table 3b. Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

### QA Report

Status: Completed | Due Date: 7/15/2022

Assigned To  
Howard Clampman

### Institution Response

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Please see Tables 3a and 3b included in the uploaded evidence file.

### Sources

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*There are no sources.*

## 6 - Standard 6 Educational and Business Process Management

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### a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 5 Curriculum Summary found under the Evidence File tab above.
2. List any degree programs that have changed names whether or not there are curriculum changes. This information will be used to update your list of accredited programs on the ACBSP website.
3. List any **new degree programs** that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

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

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

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

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

### QA Report

**Status:** Completed | **Due Date:** 7/15/2022

#### Assigned To

Howard Clampman

### Institution Response

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Please see Tables 5 and 7 included in the uploaded evidence file.

### Sources

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*There are no sources.*

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

- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.
- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

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

- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.
- Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.
- Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to
- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
- For all data reported, show sample size (n = 75).

**Analysis of Results**

<p><b><u>Performance Measure:</u></b>  <b>What is your performance measure?</b>  <b>What is your goal?</b>  <b>(The goal should be measurable.)</b></p>	<p><b>What is your measurement instrument or process?</b>  <b>(indicate length of cycle)</b></p>	<p><b><u>Current Results:</u></b>  <b>What are your current results?</b></p>	<p><b><u>Analysis of Results:</u></b>  <b>What did you learn from your results?</b></p>	<p><b><u>Action Taken or Improvement Made:</u></b>  <b>What did you improve or what is your next step?</b></p>	<p><b>Provide a graph or table of resulting trends</b>  <b>(3-5 data points preferred)</b></p>
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Analysis of Results																							
<u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
1. The Department will be allocated sufficient college funds to carry out its mission and pursue its goals	Annual budget--the amounts of the Department's budgeted and actual expenditures each fiscal year (July 1 - June 30) are reported by the Office of Administration and Finance.	The past five years of budget information indicates that the goal as been met. It is important to note that approximately 98% of the annual expenditures are allocated to personnel costs. These costs include full-time & adjunct faculty and support staff.	The Department's budgeted expenditures have remained relatively stable for the five year period. Over the past five years, a downturn in enrollment (College-wide and Departmental) has affected the College's budget allocation from the University. There was one retirement of a full-time faculty member and several long-term adjuncts left the College during this time period. The Department has replaced the adjuncts as needed. One full-time faculty member, who was formerly a full-time substitute, was hired in spring 2019. No other full-time hiring has been approved.	The Department plans to request at least one or two additional full-time hires over the next three to four years to maintain a minimum 60/40 full-time to adjunct ratio.	<div>Department Expenditures: Budget vs. Actual</div> <table><caption>Department Expenditures: Budget vs. Actual</caption><thead><tr><th>Fiscal Year</th><th>Budget</th><th>Actual</th></tr></thead><tbody><tr><td>FY 2018</td><td>2300</td><td>1900</td></tr><tr><td>FY 2019</td><td>2000</td><td>2350</td></tr><tr><td>FY 2020</td><td>2100</td><td>2200</td></tr><tr><td>FY 2021</td><td>1950</td><td>2100</td></tr><tr><td>FY 2022</td><td>1700</td><td>2250</td></tr></tbody></table>	Fiscal Year	Budget	Actual	FY 2018	2300	1900	FY 2019	2000	2350	FY 2020	2100	2200	FY 2021	1950	2100	FY 2022	1700	2250
Fiscal Year	Budget	Actual																					
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Analysis of Results																				
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2. To track graduates employment and education history upon graduating from the B&IS Department.	Survey of last two years graduates is administered by BCC's Office of Institutional Research, Planning & Assessment.	Due to the COVID 19 pandemic the survey of graduates did not take place. We are carrying over the information from the last Quality Assurance Report for placeholder purposes. The surveys will be reinstituted in AY 2022-2023 and reported on our next report. Over the years 2017-2018, our graduates are: 1) <b>Employed &amp; Continuing Education:</b> 23% 2) <b>Continuing Education Only:</b> 58% 3) <b>Employed Only:</b> 15%, and 4) <b>Seeking Employment:</b> 4%.	The results of the 2017-2018 survey showed that, of all B&IS degrees, majority of graduates are either, employed and/or continuing their education. Over the periods 2017-2018, there were only 5% of the graduates that were unemployed and actively seeking employment.	The results indicated that the B&IS Department needs to provide more employment opportunity for our graduates. As such, as of Fall 2016, the Department has taken ownership of the Internship course, CWE (College Work Study). The goal, in 2 years, is to place all our A. A. S. degree students in internship in their field of study. Recognizing the low number of survey respondents, the Department is in the process of creating LinkedIn and Facebook presences to increase communication with current and former students and to solicit greater feedback on post-graduation activities.	<div><h3>Two-Year Graduate Survey</h3><table><thead><tr><th>Category</th><th>AS Degree (n=19)</th><th>AAS Degree (n=7)</th></tr></thead><tbody><tr><td>Employed &amp; Continuing Education</td><td>26%</td><td>14%</td></tr><tr><td>Continuing Education Only</td><td>53%</td><td>71%</td></tr><tr><td>Employed Only</td><td>16%</td><td>14%</td></tr><tr><td>Unemployed, but actively seeking employment</td><td>5%</td><td>0%</td></tr></tbody></table></div>	Category	AS Degree (n=19)	AAS Degree (n=7)	Employed & Continuing Education	26%	14%	Continuing Education Only	53%	71%	Employed Only	16%	14%	Unemployed, but actively seeking employment	5%	0%
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Employed Only	16%	14%																		
Unemployed, but actively seeking employment	5%	0%																		

**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

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

**Analysis of Results**

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
1a.1 <b>SLO #1</b> - "Students will demonstrate the understanding to apply the accrual basis of accounting by recording various business transactions."; <b>Goal</b> - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). <b>Program Outcomes:</b> 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In <b>ACC 111</b> (Principles of Accounting I), students scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to <b>analyze, journalize, and post journal entries</b> . This is a direct, internal assessment.	After five semesters of assessing students' performance, the goal was not met.	Students appeared to need more learning reinforcement in analyzing and preparing journal entries on their own outside of class.	Going forward, all ACC 111 instructors will provide additional examples in each course section on preparing and posting journal entries. Additional assignments will be given to students to increase the result in this learning outcome. Students who are having difficulties will be identified and referred to online tutoring (Tutor.Com). In addition, all students will be asked to attend the weekend review sessions offered by the department.	<div><b>SLO: Analyze, Prepare, and Post Journal Entries</b></div> <table><thead><tr><th>Semester</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>S'20</td><td>65</td><td>69</td></tr><tr><td>F'20</td><td>67</td><td>139</td></tr><tr><td>S'21</td><td>50</td><td>108</td></tr><tr><td>F'21</td><td>62</td><td>45</td></tr><tr><td>S'22</td><td>71</td><td>75</td></tr></tbody></table>	Semester	Score	n	S'20	65	69	F'20	67	139	S'21	50	108	F'21	62	45	S'22	71	75
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Analysis of Results																							
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
1a.2 <b>SLO #2</b> - "Students will demonstrate the understanding to create the accountant's tool - the work sheet."; <b>Goal</b> - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). <b>Program Outcomes:</b> 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In <b>ACC 111</b> (Principles of Accounting I), students scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to <b>create the accountant's tool - the work sheet</b> . This is a direct, internal assessment.	Student's performance was met four out of the five semesters as compared to the goal.	Students appeared to be getting enough practice preparing the work sheet in and on their own outside of class.	Continue to monitor successful achievement of this SLO. As a reinforcement to learning, additional examples will be given to students in the classroom to continue to maintain the result in this learning outcome.	<b>SLO: Prepare the Work Sheet</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>90</td><td>69</td></tr><tr><td>F'20</td><td>90</td><td>139</td></tr><tr><td>S'21</td><td>88</td><td>108</td></tr><tr><td>F'21</td><td>75</td><td>45</td></tr><tr><td>S'22</td><td>85</td><td>75</td></tr></table>	Semester	Score	n	S'20	90	69	F'20	90	139	S'21	88	108	F'21	75	45	S'22	85	75
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F'21	75	45																					
S'22	85	75																					
1a.3 <b>SLO #3</b> - "Students will demonstrate the understanding in preparing financial statements."; <b>Goal</b> - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). <b>Program Outcomes:</b> 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In <b>ACC 111</b> (Principles of Accounting I), students scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to <b>prepare the income statement, statement of owner's equity, and the balance sheet</b> . This is a direct, internal assessment.	Students met the performance measure only two of the five semesters for this SLO on financial statement preparation.	Although instructors review various examples in class, it appears that students were not getting enough practice preparing financial statements on their own outside of class.	Instructors will continue to monitor successful achievement of this SLO. Furthermore, students who are having difficulties with preparing financial statements, during the course of the semester, will be identified by instructors and recommend to attend online tutoring (Tutor.com) and/or complete additional assignments.	<b>SLO: Prepare Financial Statements</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>73</td><td>69</td></tr><tr><td>F'20</td><td>82</td><td>139</td></tr><tr><td>S'21</td><td>80</td><td>108</td></tr><tr><td>F'21</td><td>67</td><td>45</td></tr><tr><td>S'22</td><td>65</td><td>75</td></tr></table>	Semester	Score	n	S'20	73	69	F'20	82	139	S'21	80	108	F'21	67	45	S'22	65	75
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F'21	67	45																					
S'22	65	75																					
2a.1 <b>SLO #1</b> - "Students will demonstrate the knowledge and ability of accounting for the issuance of long-term liability, Bonds Payable, at a discount and a premium." <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better) on each of the student level outcome. <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 112</b> (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>record journal entries relating to debt issuance (Bonds)</b> . This is a direct, internal assessment.	Compared to spring 2021, student performance has increased significantly at an average of 20% over the subsequent two semesters.	Based on previous semesters action plans, instructors have been reviewing more examples in the classroom. Expect for spring 2021, the increase in results demonstrates that students are getting adequate practice on preparing the journal entries relating to debt issuance on their own (outside of class).	This SLO has been met four out of the past five semesters. Instructors will continue to reinforce students' learning with more hands on practice in preparing entries to record debt issuance. Moreover, students who are having difficulties with this SLO will be identified and recommend to attend online tutoring.	<b>SLO: Journalize Debt &amp; Equity Transactions</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>75</td><td>37</td></tr><tr><td>F'20</td><td>78</td><td>34</td></tr><tr><td>S'21</td><td>65</td><td>39</td></tr><tr><td>F'21</td><td>80</td><td>29</td></tr><tr><td>S'22</td><td>80</td><td>16</td></tr></table>	Semester	Score	n	S'20	75	37	F'20	78	34	S'21	65	39	F'21	80	29	S'22	80	16
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Analysis of Results																							
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2a.2 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to compute the annual depreciation amount using the straight line, units of activity, and double declining balance depreciation methods."; <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better). <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 112</b> (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>compute depreciation under the various methods</b> . This is a direct, internal assessment.	Students met the performance measure four of the past five semesters for this SLO.	It appears that students are getting enough practice on computing depreciation under the various methods in four out the five past semesters. This is evidenced by the results from Spring 2020 through Spring 2022 semesters, excluding Spring 2021, where, on average, the results exceeded the performance measure benchmark by 19%.	This SLO was met consistently by four out the five semesters. The Department will continue to share results all ACC 112 instructors. Instructors will review results with their class. In addition, students who are having difficulties with this SLO will be identified by instructors and recommend to attend online tutoring.	<b>SLO: Compute Depreciation</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>81</td><td>37</td></tr><tr><td>F'20</td><td>90</td><td>34</td></tr><tr><td>S'21</td><td>67</td><td>39</td></tr><tr><td>F'21</td><td>86</td><td>29</td></tr><tr><td>S'22</td><td>75</td><td>16</td></tr></table>	Semester	Score	n	S'20	81	37	F'20	90	34	S'21	67	39	F'21	86	29	S'22	75	16
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2a.3 <b>SLO #3</b> - "Students will demonstrate the knowledge and ability to compute the various financial ratios using financial statements to facilitate decision-making."; <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better). <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 112</b> (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>compute various financial ratios</b> . This is a direct, internal assessment.	Students consistently met the performance measure 4 out of 5 past five semesters.	Although this is one of the last chapters in the course, it appears that instructors are allocating the appropriate amount of time to it as evidenced by the results. The most recent semester showed that this SLO was higher than our goal by 30%. It should be noted that if in the fall 2022/Spring 2023 semesters the results continue to significantly exceed the benchmark, the department will reassessed if there is a need to increase the benchmark from 70% to 80%.	This SLO is being met four out of five past semesters. The Department will continue to share results with all ACC 112 instructors. Instructors will continue to provide students with more in class examples to reinforce the computation ratios and analysis of financial statements. Moreover, students who are having difficulties with this SLO will be identified by instructors and recommend to attend Online tutoring.	<b>SLO: Compute Various Ratios</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>83</td><td>37</td></tr><tr><td>F'20</td><td>87</td><td>34</td></tr><tr><td>S'21</td><td>50</td><td>39</td></tr><tr><td>F'21</td><td>89</td><td>29</td></tr><tr><td>S'22</td><td>100</td><td>16</td></tr></table>	Semester	Score	n	S'20	83	37	F'20	87	34	S'21	50	39	F'21	89	29	S'22	100	16
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2a.4 <b>SLO #4</b> - "Students will demonstrate the knowledge and ability to perform the accounting for the liquidation of the partnership form of a business organization. "; <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better). <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 112</b> (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to perform <b>the accounting relating to the liquidation of partnerships</b> . This is a direct, internal assessment.	Students have consistently met the performance measure over the past five semesters for this SLO.	Given prior semesters action plans, it appears that students are getting enough practice on preparing the journal entries relating to the liquidation of the partnership form of a business organization. It should be noted that if at the end of the fall 2022 and spring 2023 semesters the results continue to significantly exceed the benchmark, the department will consider raising the benchmark from 70% to 80%.	This is the fifth consecutive semester that this SLO is being met. As always, the Department will share results with its ACC 112 instructors. Instructors will continue to identify students who are having difficulties with the understanding of journal entries relating to the liquidation of partnerships and recommend them to attend Online tutoring.	<b>SLO: Accounting for Partnership Liquidations</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>97</td><td>37</td></tr><tr><td>F'20</td><td>89</td><td>34</td></tr><tr><td>S'21</td><td>87</td><td>39</td></tr><tr><td>F'21</td><td>86</td><td>29</td></tr><tr><td>S'22</td><td>80</td><td>16</td></tr></table>	Semester	Score	n	S'20	97	37	F'20	89	34	S'21	87	39	F'21	86	29	S'22	80	16
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3a.1 <b>SLO #1</b> - "Students will demonstrate the knowledge and ability to compute inventory cost based upon the periodic and perpetual systems of cost flow assumptions."; <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better). <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 113</b> (Intermediate Accounting), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>compute the inventory cost under the periodic and perpetual inventory system</b> . This is a direct, internal assessment.	Students met the performance measure in four of the past five semesters for this SLO.	It appears the action plans over the past semesters were effective in enhancing students learning for this SLO. To continue this progression, instructors will continue to review examples in the classroom. It appears that students are getting adequate practice on inventory cost flow in and outside of class.	As this SLO has been met in four of the past five semesters, no changes are warranted at this point. The Department will continue to share results with all ACC 113 instructors. Instructors will continue to provide students with more in class examples to reinforce the computation of inventory cost under the periodic and perpetual inventory systems. Moreover, students who are having difficulties with this SLO will be identified by instructors and recommend to attend Online tutoring.	<b>SLO: Compute Inventory Cost - FIFO &amp; LIFO</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>90</td><td>33</td></tr><tr><td>F'20</td><td>82</td><td>33</td></tr><tr><td>S'21</td><td>63</td><td>27</td></tr><tr><td>F'21</td><td>70</td><td>22</td></tr><tr><td>S'22</td><td>88</td><td>24</td></tr></table>	Semester	Score	n	S'20	90	33	F'20	82	33	S'21	63	27	F'21	70	22	S'22	88	24
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3a.2 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to prepare the statement of cash flows."; <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better). <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 113</b> (Intermediate Accounting), students scores are based on mandatory standardized course project that will assess the ability of students to <b>prepare the statement of cash flows</b> . This is a direct, internal assessment.	Students met the performance measure in the past five semesters for this SLO.	Given the results, it appears that students are gaining enough understanding and practice in the preparation of the statement of cash flows.	Even though this SLO has been met over the past five semesters, the Department will continue to provide students with the following to reinforce and maintain this learning outcome: 1. Adequate exposure on this topic by providing more classroom examples. 2. Recommend Online tutoring to students who are having difficulties which the College offers.	<b>SLO: Prepare the Statement of Cash Flows</b> <table><thead><tr><th>Semester</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>S'20</td><td>95</td><td>33</td></tr><tr><td>F'20</td><td>88</td><td>33</td></tr><tr><td>S'21</td><td>95</td><td>27</td></tr><tr><td>F'21</td><td>82</td><td>22</td></tr><tr><td>S'22</td><td>92</td><td>24</td></tr></tbody></table>	Semester	Score	n	S'20	95	33	F'20	88	33	S'21	95	27	F'21	82	22	S'22	92	24
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3a.3 <b>SLO #3</b> - "Students will demonstrate the knowledge and ability to understand the retail inventory method."; <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better). <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 113</b> (Intermediate Accounting), students scores are based on a mandatory standardized course project that will assess the ability to <b>perform the ending inventory calculation under the retail inventory method</b> . This is a direct, internal assessment.	Students met the performance measure for the past five semesters for this SLO.	Students appeared to be getting enough practice in the calculation of the ending inventory under the retail inventory method in and, on their own, outside of the classroom.	The Department will continue to monitor achievement of this SLO. In order to maintain positive results for this SLO, instructors will provide additional assignments to students.	<b>SLO: Calculate Inventory Cost under Retail Inventory Method</b> <table><thead><tr><th>Semester</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>S'20</td><td>95</td><td>33</td></tr><tr><td>F'20</td><td>95</td><td>33</td></tr><tr><td>S'21</td><td>90</td><td>27</td></tr><tr><td>F'21</td><td>92</td><td>22</td></tr><tr><td>S'22</td><td>95</td><td>24</td></tr></tbody></table>	Semester	Score	n	S'20	95	33	F'20	95	33	S'21	90	27	F'21	92	22	S'22	95	24
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3a.4 <b>SLO #4</b> - "Students will demonstrate the knowledge and ability to develop an understanding of the steps required to record the acquisition of a business."; <b>Goal</b> - 70% of the students will be able to score an 80 or above (B- or better). <b>Program Outcomes:</b> 1d, 1f, 2c	In <b>ACC 113</b> (Intermediate Accounting), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>develop/demonstrate the steps required to acquire a business</b> . This is a direct, internal assessment.	Students met the performance measure for the past five semesters for this SLO.	Students appear to be getting sufficient instruction and practice in performing the steps required to acquire a business in and on their own outside of the classroom.	The Department and instructors will continue to monitor successful achievement of this SLO. Instructors will provide additional assignments to students to continue to maintain the result for this learning outcome.	<b>SLO: Steps in a Business Acquisition</b> <table><thead><tr><th>Semester</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>S'20</td><td>92</td><td>33</td></tr><tr><td>F'20</td><td>78</td><td>33</td></tr><tr><td>S'21</td><td>75</td><td>27</td></tr><tr><td>F'21</td><td>82</td><td>22</td></tr><tr><td>S'22</td><td>92</td><td>24</td></tr></tbody></table>	Semester	Score	n	S'20	92	33	F'20	78	33	S'21	75	27	F'21	82	22	S'22	92	24
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4a.1 <b>SLO #1</b> - "Students will demonstrate the knowledge and ability to describe the purposes of an accounting information system (AIS), its relationship to other information systems within an organization, and recognize the importance of information technology and the effects of information technology on the AIS."; <b>Goal</b> - 75% of students will be able to score 80 or greater. <b>Program Outcomes:</b> 1d, 2a, 2c	In <b>ACC 115</b> (AIS - Accounting Information Systems), students scores are based on final exam questions that will assess the ability of students to <b>recognize the relationship and importance of information technology in an Accounting Information System</b> . This is a direct, internal assessment.	Students met the measurement goal two out of the five semesters for this SLO.	These basic concepts and definitions are taught at beginning of the semester. The content is very detailed and not repeated in a similar context in topic areas covered in the latter part of semester. Therefore, instructors will need to continue to provide some type of reinforcement during the course of the semester.	Given that the result of three out of the five semesters dropped below the desired goal, instructors will continue to reinforce this SLO at end of the semester.  Instructors will provide more in-depth review for questions that relates to this SLO on the final exam.  Students who are having difficulties will be identified by instructors and referred to Online tutoring which the College offers.  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<b>SLO: Understand an Accounting Information Systems</b> <table><thead><tr><th>Term</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>F'17</td><td>88</td><td>36</td></tr><tr><td>S'18</td><td>68</td><td>38</td></tr><tr><td>F'18</td><td>50</td><td>37</td></tr><tr><td>S'19</td><td>75</td><td>32</td></tr><tr><td>F'19</td><td>63</td><td>38</td></tr></tbody></table>	Term	Score	n	F'17	88	36	S'18	68	38	F'18	50	37	S'19	75	32	F'19	63	38
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4a.2 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to define the objectives of the internal control structure and identify the components of the internal control structure."; <b>Goal</b> - 75% of students will be able to score 80 or greater. <b>Program Outcomes:</b> 1d, 2a, 2c	In <b>ACC 115</b> (AIS - Accounting Information Systems), students scores are based on standardized QuickBooks project and final exam questions that will assess the ability of students to <b>define and identify the objectives and components of an internal control structure</b> . This is a direct, internal assessment.	Students met the measurement goal two out of the five semesters for this SLO.	Instructors reviewed several internal control scenarios in the classroom. Except for the fall 2017 and Spring 2018 semester, it appears that students were not obtaining the required knowledge to grasp the objectives and components of an internal control structure.	This SLO is being met in only two of the five past semesters. Instructors will provide students with additional lecture material, including various scenarios, regarding a company's internal control structure.  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<b>SLO: Identify the Objectives &amp; Components of an Internal Control Structure</b> <table><thead><tr><th>Term</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>F'17</td><td>90</td><td>36</td></tr><tr><td>S'18</td><td>90</td><td>38</td></tr><tr><td>F'18</td><td>53</td><td>37</td></tr><tr><td>S'19</td><td>65</td><td>32</td></tr><tr><td>F'19</td><td>70</td><td>38</td></tr></tbody></table>	Term	Score	n	F'17	90	36	S'18	90	38	F'18	53	37	S'19	65	32	F'19	70	38
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4a.2 <b>SLO #3</b> - "Students will demonstrate the knowledge and ability to describe the purposes and elements of a financial statement audit."; <b>Goal</b> - 75% of students will be able to score 80 or greater. <b>Program Outcomes:</b> 1d, 2a, 2c	In <b>ACC 115</b> (AIS - Accounting Information Systems), students scores are based on a standardized QuickBooks project and final exam questions that will assess the ability of students to <b>describe the purposes and elements of a financial statement audit</b> . This is a direct, internal assessment.	Students met the measurement goal one out of the five semesters for this SLO.	Instructors reviewed several internal control scenarios in the classroom. Except for the fall 2017 semester, it appears that students were not obtaining the required knowledge to grasp the purposes and elements of a financial statement audit.	As this SLO is being met for only one of the five past semesters, instructors will provide students with additional lecture material, including various scenarios, regarding a company's financial statement audit.  There will be an increase emphasis on student's understanding of the purposes and elements of a financial statement audit  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<div><b>SLO: Describe the Purposes and Elements of a Financial Statement Audit</b></div> <table><caption>SLO #3 Scores (Estimated)</caption><thead><tr><th>Semester</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>F'17</td><td>92</td><td>36</td></tr><tr><td>S'18</td><td>73</td><td>38</td></tr><tr><td>F'18</td><td>55</td><td>37</td></tr><tr><td>S'19</td><td>53</td><td>32</td></tr></tbody></table>	Semester	Score	n	F'17	92	36	S'18	73	38	F'18	55	37	S'19	53	32
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4a.3 <b>SLO #4</b> - "Students will demonstrate the knowledge and ability to use a computerized accounting software to record business transactions and generate reports.; <b>Goal</b> - 75% of students will be able to score 80 or greater. <b>Program Outcomes:</b> 1d, 2a, 2c	In <b>ACC 115</b> (AIS - Accounting Information Systems), students scores are based on a standardized QuickBooks project and final exam questions that will assess the ability of students to <b>use a computerized accounting software to record business transactions and generate reports</b> . This is a direct, internal assessment.	Students met the measurement goal four out of the five semesters for this SLO.	Students appeared to be getting enough practice in the use of a computerized accounting software to record business transactions and generate reports in and, on their own, outside of the classroom.	<p>This SLO is being met four out of the five past semesters. The Department will continue to share results with all ACC 115 instructors. Instructors will continue to provide students with more in class examples to reinforce the use of computerized accounting software to record business transactions and generate reports. Moreover, students who are having difficulties with this SLO will be identified by instructors and recommend to attend Online tutoring.</p> <p><i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i></p>	<p><b>SLO: Use a Computerized Accounting Software to Record Business Transactions</b></p> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>F'17</td><td>92</td><td>36</td></tr><tr><td>S'18</td><td>79</td><td>38</td></tr><tr><td>F'18</td><td>68</td><td>37</td></tr><tr><td>S'19</td><td>75</td><td>32</td></tr><tr><td>F'19</td><td>87</td><td>38</td></tr></table>	Semester	Score	n	F'17	92	36	S'18	79	38	F'18	68	37	S'19	75	32	F'19	87	38
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5a.1 <b>SLO #1</b> - "Students will be able to understand and explain the main components of a computer, hardware, software, input, output, storage, its functions and uses."; <b>Goal</b> - 80% of the students will be able to score a 70 or above (C or better). <b>Program Outcomes:</b> 1e, 1f, 2d, 3d, 4d, 7f, 7g, 8e, 8f, 9c, 10d	In <b>DAT 10</b> (Micro Computer Fundamentals and Applications), students scores are based on specific Final Exam questions that will assess the ability of students to <b>understand and explain the main components of a computer, hardware, software, input, output, storage, its functions and uses</b> . This is a direct, internal assessment.	Students did not meet the performance measure for the past five semesters for this SLO.	Students are not acquiring the required knowledge in understanding and explaining the main components of a computer, hardware, software, input, output, storage, its functions and uses in and on their own outside of class.	The department will continue to monitor the struggles students are having in successful achievement of this SLO. Instructors will need to explain in ore detail the main components of a computer, hardware, software, input, output, storage, its functions. Additional reading assignments will be given to students to increase their understanding which should flow in an increase in the result of this learning outcome.  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<b>SLO: Understand and Explain the Main Components of a Computer</b> <table><tr><th>Term</th><th>Score</th><th>n</th></tr><tr><td>F'17</td><td>68</td><td>182</td></tr><tr><td>S'18</td><td>65</td><td>208</td></tr><tr><td>F'18</td><td>70</td><td>197</td></tr><tr><td>S'19</td><td>65</td><td>146</td></tr><tr><td>F'19</td><td>70</td><td>159</td></tr></table>	Term	Score	n	F'17	68	182	S'18	65	208	F'18	70	197	S'19	65	146	F'19	70	159
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5a.1 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to discuss the types of software and its purpose."; <b>Goal</b> - 80% of the students will be able to score a 70 or above (C or better). <b>Program Outcomes:</b> 1e, 1f, 2d, 3d, 4d, 7f, 7g, 8e, 8f, 9c, 10d	In <b>DAT 10</b> (Micro Computer Fundamentals and Applications), students scores are based on specific Final Exam questions that will assess the ability of students to <b>discuss the types of software and its purpose</b> . This is a direct, internal assessment.	Students did not meet the performance measure for the past five semesters for this SLO.	It appears that students are not acquiring the required knowledge of the types of software and its purpose in and on their own outside of class.	Given the past results, the department will continue to monitor the achievement of this SLO.  Instructors will assign additional readings and short answer response questions on the workings of the Internet.  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<b>SLO: Discuss the Types of Software and Its Purpose</b> <table><tr><th>Term</th><th>Score</th><th>n</th></tr><tr><td>F'17</td><td>68</td><td>182</td></tr><tr><td>S'18</td><td>65</td><td>208</td></tr><tr><td>F'18</td><td>70</td><td>197</td></tr><tr><td>S'19</td><td>65</td><td>146</td></tr><tr><td>F'19</td><td>70</td><td>159</td></tr></table>	Term	Score	n	F'17	68	182	S'18	65	208	F'18	70	197	S'19	65	146	F'19	70	159
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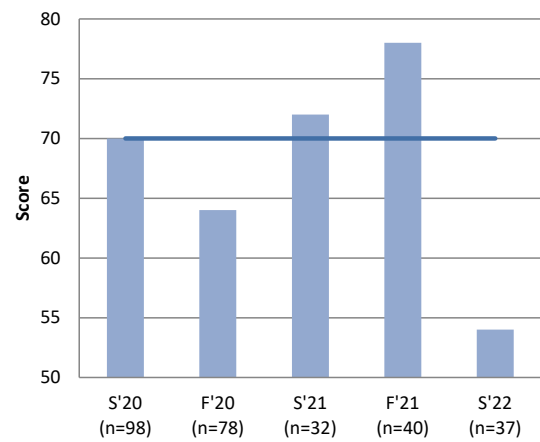
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Analysis of Results																							
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
5a.1 <b>SLO #3</b> - "Students will demonstrate the knowledge and ability to understand how the Internet works."; <b>Goal</b> - 80% of the students will be able to score a 70 or above (C or better). <b>Program Outcomes:</b> 1e, 1f, 2d, 3d, 4d, 7f, 7g, 8e, 8f, 9c, 10d	In <b>DAT 10</b> (Micro Computer Fundamentals and Applications), students scores are based on specific Final Exam questions that will assess the ability of students to <b>understand how the Internet works</b> . This is a direct, internal assessment.	Students did not meet the performance measure for the past five semesters for this SLO.	It appears that students are not gaining the required skills from the class lectures, readings, and assignments to fully understand how the Internet works.	Since this SLO was not met over the past five semesters, the Department will continue to monitor the results.  Instructors will assign additional readings and assignments to reinforce student's understanding as to how the Internet works.  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<b>SLO: Understand How the Internet Works</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>F'17</td><td>68</td><td>182</td></tr><tr><td>S'18</td><td>65</td><td>208</td></tr><tr><td>F'18</td><td>70</td><td>197</td></tr><tr><td>S'19</td><td>65</td><td>146</td></tr><tr><td>F'19</td><td>70</td><td>159</td></tr></table>	Semester	Score	n	F'17	68	182	S'18	65	208	F'18	70	197	S'19	65	146	F'19	70	159
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F'19	70	159																					
5a.1 <b>SLO #4</b> - "Students will demonstrate the knowledge and ability to understand how networks work."; <b>Goal</b> - 80% of the students will be able to score a 70 or above (C or better). <b>Program Outcomes:</b> 1e, 1f, 2d, 3d, 4d, 7f, 7g, 8e, 8f, 9c, 10d	In <b>DAT 10</b> (Micro Computer Fundamentals and Applications), students scores are based on specific Final Exam questions that will assess the ability of students to <b>understand how networks work</b> . This is a direct, internal assessment.	Students did not meet the performance measure for the past five semesters for this SLO.	It appears that students are not gaining the required skills from the class lectures, readings, and assignments to fully understand how the various networks work. in and on their own outside of class.	The department will continue to monitor the achievement of this SLO. Instructors will continue to reinforce in their classroom lectures as how network operates. The plan is to incorporate YouTube videos as an additional learning tool. Additional reading assignments will be given to students to increase the result for this learning outcome.  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<b>SLO: Understand How Networks Work</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>F'17</td><td>68</td><td>182</td></tr><tr><td>S'18</td><td>65</td><td>208</td></tr><tr><td>F'18</td><td>70</td><td>197</td></tr><tr><td>S'19</td><td>65</td><td>146</td></tr><tr><td>F'19</td><td>70</td><td>159</td></tr></table>	Semester	Score	n	F'17	68	182	S'18	65	208	F'18	70	197	S'19	65	146	F'19	70	159
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5a.2 <b>SLO #5</b> - "Students will demonstrate the ability to create and work with Excel worksheets, create tables, edit and format tables and formula, use basic mathematical, logical and financial functions."; <b>Goal</b> - 80% of the students will be able to score a 70 or above (C or better). <b>Program Outcomes:</b> 1e, 1f, 2d, 3d, 4d, 7f, 7g, 8e, 8f, 9c, 10d	In <b>DAT 10</b> (Micro Computer Fundamentals and Applications), students scores are based on a standardized Microsoft Excel Project that will assess the ability of students to <b>create and work with Excel worksheets, create tables, edit and format tables and formula, use basic mathematical, logical and financial functions.</b> This is a direct, internal assessment.	Students met the performance measure in four of the five semesters for this SLO.	Students appeared to be getting enough practice in creating and working with Excel worksheets, tables, edit and format tables and formula, and the use of basic mathematical, logical and financial functions.	Faculty will reinforce instructions relating to this SLO. As such, instructors will continue to: 1) Emphasize the various Excel functions and the creation and editing of data tables. 2) Identify and provide assistance to those students who are having difficulties.  <i>Please note this course was not assessed from spring 2020 to spring 2022 during the pandemic period and it will be assessed effective fall 2022.</i>	<b>SLO: Create Various Outputs Using Excel</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>F'17</td><td>70</td><td>182</td></tr><tr><td>S'18</td><td>75</td><td>208</td></tr><tr><td>F'18</td><td>77</td><td>197</td></tr><tr><td>S'19</td><td>76</td><td>146</td></tr><tr><td>F'19</td><td>78</td><td>159</td></tr></table>	Semester	Score	n	F'17	70	182	S'18	75	208	F'18	77	197	S'19	76	146	F'19	78	159
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6a.1 <b>SLO #1</b> - "Students will demonstrate the knowledge and ability to develop language art skills to compose correctly written sentences."; <b>Goal</b> - 70% of the students will be able to score a 70 or above (C or better) on each of the student level outcome. <b>Program Outcomes:</b> 9a, 10c	In <b>COM 31</b> (Business Communications), students scores are based on standardized final exam questions that will assess the ability of students to <b>utilize language art skills to compose correctly written sentences.</b> This is a direct, internal assessment.	Students have met the performance measure four out of the five past semesters for this SLO.	The instructor reviewed numerous lessons on sentence structures in the classroom. Given that, it appears that students are obtaining the required knowledge-base to compose correctly written sentences.	In order to continue student's success for this SLO, the Department/instructor will continue to: • Introduce pretest and post-test Language Arts exercises/skills throughout the semester. • Perform constant review of language art skills (grammar, punctuation, word usage, etc.).	<b>SLO: Ability to Compose Correctly Written Sentences</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>F'19</td><td>100</td><td>9</td></tr><tr><td>S'20</td><td>68</td><td>12</td></tr><tr><td>F'20</td><td>80</td><td>15</td></tr><tr><td>F'21</td><td>78</td><td>19</td></tr><tr><td>S'22</td><td>88</td><td>8</td></tr></table>	Semester	Score	n	F'19	100	9	S'20	68	12	F'20	80	15	F'21	78	19	S'22	88	8
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6a.2 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to compose one well-written mandatory document."; <b>Goal</b> - 70% of the students will be able to score a 70 or above (C or better). <b>Program Outcomes:</b> 9a, 9c, 10c	In <b>COM 31</b> (Business Communications), students scores are based on standardized final exam questions that will assess the ability of students to <b>compose one well-written mandatory document</b> . This is a direct, internal assessment.	With the exception of the spring 2020 and the spring 2022 semesters, students met the performance measure in three semesters.	Students still need to receive additional practice in composing well-written document in and on their own outside of class.	The Department will continue to monitor successful achievement of this SLO.  The instructor will use 'open-book' quizzes, since the emphasis is on learning as opposed to memorizing.  Additional assignments will be given to students to increase the result in this learning outcome.	<div><b>SLO: Ability to Compose one Well-Written Document</b></div> <table><tr><th>Term</th><th>Score</th><th>n</th></tr><tr><td>F'19</td><td>78</td><td>9</td></tr><tr><td>S'20</td><td>68</td><td>12</td></tr><tr><td>F'20</td><td>80</td><td>15</td></tr><tr><td>F'21</td><td>78</td><td>19</td></tr><tr><td>S'22</td><td>62</td><td>8</td></tr></table>	Term	Score	n	F'19	78	9	S'20	68	12	F'20	80	15	F'21	78	19	S'22	62	8
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7a.1 <b>SLO #1</b> - "Students will demonstrate the knowledge and ability to review a real world factual scenario and identify the basic legal principles of contract formation, which arise from those facts."; <b>Goal</b> - 70% of the students will be able to score a 70 or above (C or better). <b>Program Outcomes:</b> 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a	In <b>LAW 41</b> (Business Law), students scores are based on standardized final exam questions that will assess the ability of students to <b>identify the basic legal principles of contract formation</b> . This is a direct, internal assessment.	Students met the performance measure in four out of the past five semesters.	Except for the spring 2022 semester, students appear to be getting enough practice in identifying the basic legal principles of contract formation in class and through homework and assignments.	The Department will continue to monitor successful achievement of this SLO. Additional assignments will be given to students to identify the basic legal principles of contract formation to maintain and increase students proficiency.  <i>Please note that due to the pandemic, from spring 2021 through spring 2022, not all sections for this course were assessed. Hence, the sample size have decreased.</i>	<div><b>SLO: Identify Basic Legal Principles in Contract Formation</b></div> <table><tr><th>Term</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>70</td><td>98</td></tr><tr><td>F'20</td><td>77</td><td>78</td></tr><tr><td>S'21</td><td>72</td><td>32</td></tr><tr><td>F'21</td><td>78</td><td>40</td></tr><tr><td>S'22</td><td>54</td><td>37</td></tr></table>	Term	Score	n	S'20	70	98	F'20	77	78	S'21	72	32	F'21	78	40	S'22	54	37
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7a.2 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to review a real world factual scenario and identify advanced legal principles (exceptions to the general rules of contract formation) which arise from those facts. "; <b>Goal</b> - 70% of the students will be able to score a 70 or above (C or better). . <b>Program Outcomes:</b> 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a	In <b>LAW 41</b> (Business Law), students scores are based on standardized final exam questions that will assess the ability of students to <b>identify advanced legal principles (exceptions to the general rules of contract formation)</b> . This is a direct, internal assessment.	Students met the performance measure for three of the past five semesters for this SLO.	During this time period, instructors have reviewed numerous lessons on advanced legal principles. It appears, given the results, students did not have enough practice in identifying advanced legal principles of contract formation through homework and assignments.	Instructors will continue to provide students with more exposure to advanced legal principles.  There will be more examples demonstrated in the classroom and additional homework/handout will be given to reinforce the student's learning.  <i>Please note that due to the pandemic, from spring 2021 through spring 2022, not all sections for this course were assessed. Hence, the sample size have decreased.</i>	<div><b>SLO: Identify Advanced Legal Principles in Contract Formation</b></div>  <table><thead><tr><th>Semester</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>S'20</td><td>70</td><td>98</td></tr><tr><td>F'20</td><td>64</td><td>78</td></tr><tr><td>S'21</td><td>72</td><td>32</td></tr><tr><td>F'21</td><td>78</td><td>40</td></tr><tr><td>S'22</td><td>54</td><td>37</td></tr></tbody></table>	Semester	Score	n	S'20	70	98	F'20	64	78	S'21	72	32	F'21	78	40	S'22	54	37
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7a.3 <b>SLO #3</b> - "Students will demonstrate the knowledge and ability to create logical arguments by identifying and applying legal principles to a real world factual scenario. "; <b>Goal</b> - 55% of the students will score an 80 or above (B- or better). . <b>Program Outcomes:</b> 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a	In <b>LAW 41</b> (Business Law), students scores are based on standardized final exam questions that will assess the ability of students to <b>create logical arguments by identifying and applying legal principles to a real world factual scenario</b> . This is a direct, internal assessment.	Students met the performance measure three out of the past five semesters for this SLO.	Given feedback from instructors, it should be noted that they reviewed numerous lessons on applying legal principles to logical arguments.  However, given the results, students did not appear to have enough practice or the needed instruction to solidify their understanding of this SLO.	Given that this SLO has been met three of the past five semesters, students will be given more opportunities to draft logical arguments in both low and high-stake settings and the review of real world factual scenario to identify advanced legal principles. Therefore, faculty teaching LAW 41, will be engaged to better address these concerns and students will be given additional assignments to strengthen the required skills.  <i>Please note that due to the pandemic, from spring 2021 through spring 2022, not all sections for this course were assessed. Hence, the sample size have decreased.</i>	<div><b>SLO: Create Logical Arguments by Applying Legal Principles</b></div> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>55</td><td>98</td></tr><tr><td>F'20</td><td>46</td><td>78</td></tr><tr><td>S'21</td><td>72</td><td>32</td></tr><tr><td>F'21</td><td>78</td><td>40</td></tr><tr><td>S'22</td><td>54</td><td>37</td></tr></table>	Semester	Score	n	S'20	55	98	F'20	46	78	S'21	72	32	F'21	78	40	S'22	54	37
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8a.1 <b>SLO #1</b> - "Students will demonstrate the knowledge and ability to recognize and discuss global, social, political, ethical, and economic systems in the context of business. "; <b>Goal</b> - 70% of the students will be able to score 75% or above. <b>Program Outcomes:</b> 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 10a, 10b	In <b>BUS 110</b> (Introduction to Business Fundamentals), students scores are based on standardized in-class exam questions that will assess the ability of students to <b>recognize and discuss global, social, political, ethical, and economic systems in the context of business</b> . This is a direct, internal assessment.	Except for spring 2020, students met the measurement goal for four consecutive semesters for this SLO.	Instructors have illustrated specific examples in the classroom.  It appears that students are adequately understanding the topics related to a global, social, political, ethical, and economic systems in the context of business.	As this SLO is being consistently met over the past four semesters, there is no need to adjust the mechanism in place to assess this learning objective. At the same time, instructors will continue to reinforce student's understanding by providing robust discussions in the classroom relating to the global, social, political, ethical, and economic systems in a business setting.  Please note that the SLO result of 23% (47% below the performance measurement) in spring 2020 may be attributed to the shift in modality in mid-semester as all classes were move Online due to the pandemic.	<b>SLO: Recognize Diverse Global, Social, Political, &amp; Economic Systems</b> <table><thead><tr><th>Semester</th><th>n</th><th>Score</th></tr></thead><tbody><tr><td>S'20</td><td>13</td><td>23</td></tr><tr><td>F'20</td><td>23</td><td>94</td></tr><tr><td>S'21</td><td>25</td><td>96</td></tr><tr><td>F'21</td><td>30</td><td>73</td></tr><tr><td>S'22</td><td>41</td><td>73</td></tr></tbody></table>	Semester	n	Score	S'20	13	23	F'20	23	94	S'21	25	96	F'21	30	73	S'22	41	73
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8a.2 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to analyze the process of starting and owning a business. "; <b>Goal</b> - 70% of the students will be able to score 75% or above. <b>Program Outcomes:</b> 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 10a, 10b	In <b>BUS 110</b> (Introduction to Business Fundamentals), students scores are based on standardized final project that will assess the ability of students to <b>analyze the process of starting and owning a business</b> . This is a direct, internal assessment.	Students have met the performance measure three out of past five semesters for this SLO.	Given the results, it will benefit students to receive more practice in analyzing the process of starting and owning a business in class and on homework assignments.	The Department and instructors will continue to monitor the continued successful achievement of this SLO.  Additional questions will be given to students to continue to enhance and maintain the level of understanding for this learning outcome.	<b>SLO: Analyze the Process of Owning a Business</b> <table><thead><tr><th>Semester</th><th>n</th><th>Score</th></tr></thead><tbody><tr><td>S'20</td><td>13</td><td>65</td></tr><tr><td>F'20</td><td>23</td><td>91</td></tr><tr><td>S'21</td><td>25</td><td>94</td></tr><tr><td>F'21</td><td>30</td><td>65</td></tr><tr><td>S'22</td><td>41</td><td>73</td></tr></tbody></table>	Semester	n	Score	S'20	13	65	F'20	23	91	S'21	25	94	F'21	30	65	S'22	41	73
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## Analysis of Results

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8a.2 <b>SLO #3</b> - "Students will demonstrate the knowledge and ability to explain the primary functions of management. "; <b>Goal</b> - 70% of the students will be able to score 75% or above. <b>Program Outcomes:</b> 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 10a, 10b	In <b>BUS 110</b> (Introduction to Business Fundamentals), students scores are based on standardized final project that will assess the ability of students to <b>explain the primary functions of management</b> . This is a direct, internal assessment.	Students met the performance measure in four of the last five semesters for this SLO.	Students appeared to be getting enough practice in the explanation of the primary functions of management in class and on homework assignments.	The Department will continue to monitor successful achievement of this SLO.  Instructors will continue to give students additional explanation regarding the primary functions of management to maintain the desired result level on this learning outcome.	<b>SLO: Explain the Primary Management Functions</b> <table><caption>SLO #3 Data</caption><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>85</td><td>13</td></tr><tr><td>F'20</td><td>100</td><td>23</td></tr><tr><td>S'21</td><td>100</td><td>25</td></tr><tr><td>F'21</td><td>68</td><td>30</td></tr><tr><td>S'22</td><td>85</td><td>41</td></tr></table>	Semester	Score	n	S'20	85	13	F'20	100	23	S'21	100	25	F'21	68	30	S'22	85	41
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F'21	68	30																					
S'22	85	41																					
8a.2 <b>SLO #4</b> - "Students will demonstrate the knowledge and ability to demonstrate basic communication skills, both oral and written, by organizing and communicating the results of business analysis in an effective, concise manner. "; <b>Goal</b> - 70% of the students will be able to score 75% or above. <b>Program Outcomes:</b> 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 10a, 10b	In <b>BUS 110</b> (Introduction to Business Fundamentals), students scores are based on standardized final project that will assess the ability of students to <b>demonstrate basic communication skills, both oral and written, by organizing and communicating the results of business analysis in an effective, concise manner</b> . This is a direct, internal assessment.	Students met the performance measure over the past five semesters for this SLO.	Students appeared to be getting enough practice in understanding and demonstrating the basic communication skills, both oral and written, by organizing and communicating the results of business analysis in an effective, concise manner.	The Department will continue to monitor successful achievement of this SLO. Additional questions will be given to students to continue to reinforce and maintain the level of understanding for this learning outcome.	<b>SLO: Communication of Business Results</b> <table><caption>SLO #4 Data</caption><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>92</td><td>13</td></tr><tr><td>F'20</td><td>100</td><td>23</td></tr><tr><td>S'21</td><td>90</td><td>25</td></tr><tr><td>F'21</td><td>92</td><td>30</td></tr><tr><td>S'22</td><td>88</td><td>41</td></tr></table>	Semester	Score	n	S'20	92	13	F'20	100	23	S'21	90	25	F'21	92	30	S'22	88	41
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S'20	92	13																					
F'20	100	23																					
S'21	90	25																					
F'21	92	30																					
S'22	88	41																					
8a.2 <b>SLO #5</b> - "Students will demonstrate the knowledge and ability to apply quantitative skills to problem solving using spreadsheets. "; <b>Goal</b> - 70% of the students will be able to score 75% or above. <b>Program Outcomes:</b> 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 10a, 10b	In <b>BUS 110</b> (Introduction to Business Fundamentals), students scores are based on standardized final project that will assess the ability of students to <b>apply quantitative skills to problem solving using spreadsheets</b> . This is a direct, internal assessment.	Students met the performance measure in four of the last five semesters for this SLO.	The performance measure was not met in spring 2022 over the past five semesters.  Given the action plan, students will be receiving enough practice and guidance in applying quantitative skills to problem solving using spreadsheets in class and on homework assignments.	The students will be given specific excel assignments along with step-by-step clear instructions on how to complete the assignments. This will help improve performance in excel component of the assessment.	<b>SLO: Apply Qualitative Skills using Spreadsheets</b> <table><caption>SLO #5 Data</caption><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>85</td><td>13</td></tr><tr><td>F'20</td><td>75</td><td>23</td></tr><tr><td>S'21</td><td>95</td><td>25</td></tr><tr><td>F'21</td><td>100</td><td>30</td></tr><tr><td>S'22</td><td>62</td><td>41</td></tr></table>	Semester	Score	n	S'20	85	13	F'20	75	23	S'21	95	25	F'21	100	30	S'22	62	41
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S'21	95	25																					
F'21	100	30																					
S'22	62	41																					

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Analysis of Results																							
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
9a.1 <b>SLO #1</b> - "Students will demonstrate a basic understanding of financial statements and ratio analysis."; <b>Goal</b> - 70% of the students will be able to score 75 or above. <b>Program Outcomes:</b> 3b, 3c, 8a, 8f	In <b>FIN 31</b> (Principles of Finance), students scores are based on exam #1 questions that will assess the ability of students to <b>demonstrate a basic understanding of financial statements and ratio analysis</b> . This is a direct, internal assessment.	Students met this performance measure two out of the past five semesters for this SLO.	Although, instructors gave numerous lessons with examples, students did not appear to demonstrate an understanding of financial statements and calculation of ratios.	For the Fall 2022 semester, the Department will do the following: 1. Reinforce the concepts with more homework and practice. 2. Review of accounting concepts with the help of Online Tutoring which the College offers.  In addition, instructors will use various active learning techniques such as flipping the classroom, so that students can practice important skills, such as collaboration, through pair and group work.	<b>SLO: Demonstrate the Understanding of Financial Statement &amp; Ratio Analysis</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>43</td><td>36</td></tr><tr><td>F'20</td><td>88</td><td>35</td></tr><tr><td>S'21</td><td>57</td><td>54</td></tr><tr><td>F'21</td><td>85</td><td>38</td></tr><tr><td>S'22</td><td>29</td><td>54</td></tr></table>	Semester	Score	n	S'20	43	36	F'20	88	35	S'21	57	54	F'21	85	38	S'22	29	54
Semester	Score	n																					
S'20	43	36																					
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S'21	57	54																					
F'21	85	38																					
S'22	29	54																					
9a.2 <b>SLO #2</b> - "Students will demonstrate the knowledge and ability to use the time value of money methods to calculate future cash flow."; <b>Goal</b> - 70% of the students will be able to score 75 or above. <b>Program Outcomes:</b> 3a, 3c, 8a, 8f	In <b>FIN 31</b> (Principles of Finance), students scores are based on exam #2 questions that will assess the ability of students to <b>use the time value of money methods to calculate future cash flow</b> . This is a direct, internal assessment.	Students met the performance measure four out of the past five semesters for this SLO.	Except for Spring 2022, it appears that the class lessons and examples instructors gave are having a positive impact on students ability to understand the usage of the time value of money methods to calculate future cash flow.	To address the spring 2022 result, FIN 31 instructors will provide additional reinforcement by providing Online or in-class quizzes and case-study/writing assignments on the calculation of future cash flows. In addition, the assessment results will be shared not only with each instructor, but with students as well. In doing so, the Department believes that students will be cognizant to focus more on this learning area that needs improvement.	<b>SLO: Calculate Future Cash Flows</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>75</td><td>36</td></tr><tr><td>F'20</td><td>76</td><td>35</td></tr><tr><td>S'21</td><td>88</td><td>54</td></tr><tr><td>F'21</td><td>75</td><td>38</td></tr><tr><td>S'22</td><td>60</td><td>54</td></tr></table>	Semester	Score	n	S'20	75	36	F'20	76	35	S'21	88	54	F'21	75	38	S'22	60	54
Semester	Score	n																					
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Analysis of Results																							
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9a.3 <b>SLO #3</b> - "Students will demonstrate the knowledge and ability to determine free cash flow and demonstrate how it is used in capital budgeting."; <b>Goal</b> - 70% of the students will be able to score 75 or above. <b>Program Outcomes:</b> 3a, 3c, 8a, 8f	In <b>FIN 31</b> (Principles of Finance), students scores are based on exam #3 questions that will assess the ability of students to <b>determine free cash flow and demonstrate how it is used in capital budgeting</b> . This is a direct, internal assessment.	Student performance was met for two out of the past five semesters for this SLO.	Even though this SLO was met two of the five semesters, it still appears that the class lessons and examples instructors gave are having a positive impact on students ability to determine free cash flow and demonstrate how it is used in capital budgeting.  It should be noted that two out (spring 2020 and fall 2021) of the three semesters was not met by 1% as compared to the goal.	All FIN 31 instructors will provide additional reinforcement by providing Online or in-class quizzes and case-study/writing assignments.  In addition, the assessment results will be shared not only with each instructor but with students as well. In doing so, the Department believes that students will be cognizant to focus more on these learning areas that needs improvement.	<b>SLO: Calculate Free Cash Flows &amp; Capital Budgeting</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>68</td><td>36</td></tr><tr><td>F'20</td><td>95</td><td>35</td></tr><tr><td>S'21</td><td>95</td><td>54</td></tr><tr><td>F'21</td><td>68</td><td>38</td></tr><tr><td>S'22</td><td>30</td><td>54</td></tr></table>	Semester	Score	n	S'20	68	36	F'20	95	35	S'21	95	54	F'21	68	38	S'22	30	54
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F'21	68	38																					
S'22	30	54																					
9a.3 <b>SLO #4</b> - "Students will demonstrate the knowledge and ability to4.Compute and describe the valuation of bond and stock investments, cost of capital and how these items are needed to determine risk and return on investments."; <b>Goal</b> - 70% of the students will be able to score 75 or above. <b>Program Outcomes:</b> 3a, 3c, 8a, 8f	In <b>FIN 31</b> (Principles of Finance), students scores are based on exam #3 questions that will assess the ability of students to <b>compute and describe the valuation of bond and stock investments, cost of capital and how these items are needed to determine risk and return on investments</b> . This is a direct, internal assessment.	Student performance was met for four out of the past five semesters for this SLO.	Students appeared to be getting enough practice in explanation on how to compute and describe the valuation of bond and stock investments, cost of capital and how these items are needed to determine risk and return on investments in class and on homework assignments.	All FIN 31 instructors will reinforce the concepts of valuation of bonds and stocks, cost of capital and the determination of risk and return with more homework assignments and in class practice.  In addition, the assessment results will be shared not only with each instructor but with students as well. In doing so, the Department believes that students will be cognizant to focus more on these learning areas that needs improvement.	<b>SLO: Compute the Valuation of Bonds &amp; Stocks</b> <table><tr><th>Semester</th><th>Score</th><th>n</th></tr><tr><td>S'20</td><td>80</td><td>36</td></tr><tr><td>F'20</td><td>78</td><td>35</td></tr><tr><td>S'21</td><td>40</td><td>54</td></tr><tr><td>F'21</td><td>85</td><td>38</td></tr><tr><td>S'22</td><td>70</td><td>54</td></tr></table>	Semester	Score	n	S'20	80	36	F'20	78	35	S'21	40	54	F'21	85	38	S'22	70	54
Semester	Score	n																					
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Analysis of Results																							
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
10a.1 <b>SLO #1</b> - "Students will demonstrate an understanding of writing succinct explanations of a mission statement by defining the website's purpose and target audiences."; <b>Goal</b> - 70% of the students will be able to score a 7.5 or above (C or better grade). <b>Program Outcomes:</b> 6c, 6d, 7c, 7d, 10d	In <b>BIS 13</b> (Intro to the Internet and Web Development), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>demonstrate an understanding of writing succinct explanations of a mission statement by defining the website's purpose and target audience.</b> This is a direct, internal assessment.	Students met the performance measure over the past five semesters for this SLO.	The instructions given in the classroom appears to have a very positive impact on students understanding of writing succinct explanations of a mission statement by defining the website's purpose and target audience.	Although this SLO was consistently met, the Department intend to continue the following to maintain student's performance in the upcoming semester: 1) Modeling - Continue to provide students with sample projects from the previous term so that they can have a better idea of how the project should be developed. 2) Meet with students on an individual basis to discuss the project progress during the semester and advise them accordingly. 5) Create a discussion forum on the Blackboard for students to discuss the project.	<div><b>SLO: Demonstrate the Understanding in Writing Website Mission Statements</b></div> <table><thead><tr><th>Semester</th><th>Score</th><th>n</th></tr></thead><tbody><tr><td>S'20</td><td>92</td><td>13</td></tr><tr><td>F'20</td><td>79</td><td>19</td></tr><tr><td>S'21</td><td>88</td><td>16</td></tr><tr><td>F'21</td><td>94</td><td>17</td></tr><tr><td>S'22</td><td>73</td><td>20</td></tr></tbody></table>	Semester	Score	n	S'20	92	13	F'20	79	19	S'21	88	16	F'21	94	17	S'22	73	20
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Analysis of Results																	
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
10a.2 <b>SLO #2</b> - "Students will demonstrate an understanding of what content to include on the Web page and how to organize that information."; <b>Goal</b> - 70% of the students will be able to score a 7.5 or above (C or better grade). <b>Program Outcomes:</b> 6c, 6d, 7c, 7d, 10d	In <b>BIS 13</b> (Intro to the Internet and Web Development), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>demonstrate an understanding of what content to include on the Web page and how to organize that information.</b> This is a direct, internal assessment.	Students met the performance measure over the past five semesters for this SLO.	The instructions given in the classroom appears to have a very positive impact on students understanding of what content to include on the Web page and how to organize that information.	Even though this SLO was met, the Department intend to continue the following to maintain student's performance in the upcoming semester:  1) Make the Project question available to the students at the start of the term. 2) Meet with students on an individual basis to discuss the project progress during the semester and advise them accordingly. 3) Create a discussion forum on the Blackboard for students to discuss the project.	<b>SLO: Understand What to Include as Web Page Content</b> <table><tr><th>Semester</th><th>Score</th></tr><tr><td>S'20 (n=13)</td><td>92</td></tr><tr><td>F'20 (n=19)</td><td>84</td></tr><tr><td>S'21 (n=16)</td><td>100</td></tr><tr><td>F'21 (n=17)</td><td>88</td></tr><tr><td>S'22 (n=20)</td><td>97</td></tr></table>	Semester	Score	S'20 (n=13)	92	F'20 (n=19)	84	S'21 (n=16)	100	F'21 (n=17)	88	S'22 (n=20)	97
Semester	Score																
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S'22 (n=20)	97																
10a.3 <b>SLO #3</b> - "Students will develop an understanding of designing a Website by identifying how to format various elements of the Web page writing HTML code as well as an HTML editor."; <b>Goal</b> - 70% of the students will be able to score a 7.5 or above (C or better grade). <b>Program Outcomes:</b> 6c, 6d, 7c, 7d, 10d	In <b>BIS 13</b> (Intro to the Internet and Web Development), students scores are based on a mandatory standardized course project that will assess the ability of students to <b>develop an understanding of designing a Website by identifying how to format various elements of the Web page writing HTML code as well as an HTML editor.</b> This is a direct, internal assessment.	Students met the performance measure over the past five semesters for this SLO.	The instructions given in the classroom appears to have a very positive impact on students understanding of designing a Website by identifying how to format various elements of the Web page writing HTML code as well as an HTML editor.	Even though this SLO was met, the Department intend to continue the following to maintain student's performance in the upcoming semester:  1) Meet with students on an individual basis to discuss the project progress during the semester and advise them accordingly. 2) Create a discussion forum on the Blackboard for students to discuss the project.	<b>SLO: Understand How to Design a Website</b> <table><tr><th>Semester</th><th>Score</th></tr><tr><td>S'20 (n=13)</td><td>92</td></tr><tr><td>F'20 (n=19)</td><td>89</td></tr><tr><td>S'21 (n=16)</td><td>100</td></tr><tr><td>F'21 (n=17)</td><td>94</td></tr><tr><td>S'22 (n=20)</td><td>100</td></tr></table>	Semester	Score	S'20 (n=13)	92	F'20 (n=19)	89	S'21 (n=16)	100	F'21 (n=17)	94	S'22 (n=20)	100
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11a.1 <b>SLO #1</b> - "Students will demonstrate an understanding to apply the following basic language skills necessary to produce accurate machine transcripts: punctuation, vocabulary, grammar usage, spelling, capitalization, and proofreading."; <b>Goal</b> - 70% of the students will be able to score a 70 or above (C- or better grade). <b>Program Outcomes:</b> 9b, 9c, 10d	In <b>WPR 11</b> (Transcription for Business), students scores are based on mandatory standardized final exam questions that will assess the ability of students to <b>apply the following basic language skills necessary to produce accurate machine transcripts: punctuation, vocabulary, grammar usage, spelling, capitalization, and proofreading.</b> This is a direct, internal assessment.	Student met the performance measure four out of the past five semesters for this SLO.	The instructions given in the classroom appears to have a very positive impact on students' understanding on how to apply the basic language skills necessary to produce accurate machine transcripts which includes punctuation, vocabulary, grammar usage, spelling, capitalization, and proofreading.	Although this SLO was met four out of the five last semesters, instructors will continue to reinforce grammar skills in transcribing documentations and composition of documents from the onset of the semester in order to maintain students' performance for this SLO in the upcoming semester:	<b>SLO: Apply Language Skills for Accurate Machine Transcriptions</b> <table><tr><th>Semester</th><th>Score</th></tr><tr><td>F'20 (n=15)</td><td>87</td></tr><tr><td>S'20 (n=11)</td><td>73</td></tr><tr><td>S'21 (n=12)</td><td>68</td></tr><tr><td>F'21 (n=11)</td><td>73</td></tr><tr><td>S'22 (n=12)</td><td>77</td></tr></table>	Semester	Score	F'20 (n=15)	87	S'20 (n=11)	73	S'21 (n=12)	68	F'21 (n=11)	73	S'22 (n=12)	77
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S'21 (n=12)	68																
F'21 (n=11)	73																
S'22 (n=12)	77																
11a.2 <b>SLO #2</b> - "Students will develop an understanding to develop proficiency as transcribers to produce, under timed conditions, error-free documents."; <b>Goal</b> - Goal - 70% of the students will be able to score a 70 or above (C- or better grade). <b>Program Outcomes:</b> 9b, 9c, 10d	In <b>WPR 11</b> (Transcription for Business), students scores are based on mandatory standardized final exam questions that will assess the ability of students to <b>develop proficiency as transcribers to produce, under timed conditions, error-free documents.</b> This is a direct, internal assessment.	Students met the performance measure two out of the past five semesters for this SLO.	Given the results over the past five semesters, students are having difficulties in understanding how to develop proficiency as transcribers to produce, under timed conditions, error-free documents.	As this measurement fell short of the expected goal in thee of the past five semesters, the Department intends to continue the following to increase performance in the upcoming semester: 1) Emphasize areas to develop proficiency to transcribe error-free documents. 2) Identify and assist students that are having difficulties.	<b>SLO: Develop Proficiency as Transcribers</b> <table><tr><th>Semester</th><th>Score</th></tr><tr><td>F'20 (n=15)</td><td>80</td></tr><tr><td>S'20 (n=11)</td><td>64</td></tr><tr><td>S'21 (n=12)</td><td>50</td></tr><tr><td>F'21 (n=11)</td><td>73</td></tr><tr><td>S'22 (n=12)</td><td>50</td></tr></table>	Semester	Score	F'20 (n=15)	80	S'20 (n=11)	64	S'21 (n=12)	50	F'21 (n=11)	73	S'22 (n=12)	50
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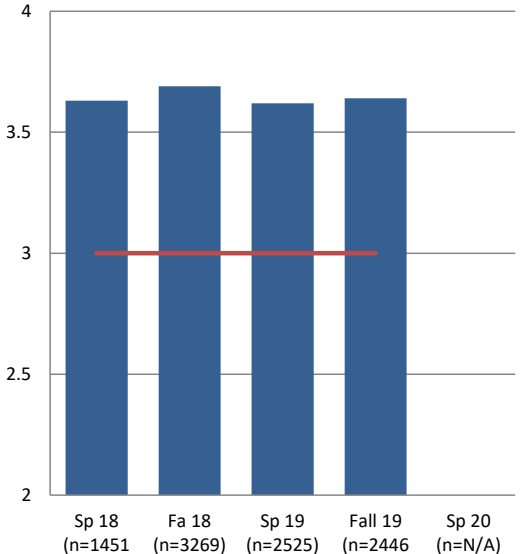
**TABLE 3a: Faculty and Staff Focus Results (Standard 5)**

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data.

**It is not necessary to provide results for every process.**

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

<u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
1. Faculty will receive an overall rating of 3 (out of 4) on the item "Overall Impression of Instruction" in student evaluations in Business courses.	Student evaluations are administered in the fall term for all courses and reported by BCC's Office of Institutional Research, Planning & Assessment.	Overall impression of instruction by students are as follows: 1) 3.5 - Spring 2018 2) 3.5 - Fall 2018 3) 3.5 - Spring 2019 4) 3.6 - Fall 2019 5) N/A - Spring 2020 It is important to note that student evaluations were not administered in spring 2020, fall 2020 or spring 2021 due to difficulties encountered from the COVID-19 pandemic. A new student evaluation tool (based upon a 1-5 scale) has been distributed beginning in fall 2021.	For all of the semesters evaluated, the Department exceeded its goal by 20% over its targeted benchmark. Over the four semesters Sp 18 through Fa 19, there has been no significant change in students' overall impression of instruction. With an overall average rating of 3.64 out of 4 over the four semesters, students appear to be very satisfied with instructions they are receiving.	Overall, department faculty continue to impart high quality instruction in the classroom which is recognized by our student body. Faculty evaluations are distributed to individual faculty for their review. The detailed analysis of questions regarding instruction as well as student comments provide definitive information to instructors for their consideration and further pedagogical development.	<div><h3>Overall Impression of Instruction</h3><table><thead><tr><th>Semester</th><th>n</th><th>Rating</th></tr></thead><tbody><tr><td>Sp 18</td><td>1451</td><td>3.6</td></tr><tr><td>Fa 18</td><td>3269</td><td>3.7</td></tr><tr><td>Sp 19</td><td>2525</td><td>3.6</td></tr><tr><td>Fall 19</td><td>2446</td><td>3.65</td></tr><tr><td>Sp 20</td><td>N/A</td><td>N/A</td></tr></tbody></table></div>	Semester	n	Rating	Sp 18	1451	3.6	Fa 18	3269	3.7	Sp 19	2525	3.6	Fall 19	2446	3.65	Sp 20	N/A	N/A
Semester	n	Rating																					
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Fa 18	3269	3.7																					
Sp 19	2525	3.6																					
Fall 19	2446	3.65																					
Sp 20	N/A	N/A																					

Analysis of Results																														
<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>																									
2. The Business & Information Systems Department will operate in a safe and secure campus environment under the authority and protection of the BCC's Department of Public Safety.	Security, Crime and Statistics Reports compiling federally mandated crime statistics generated annually by the Department of Public Safety.	Overall report of incidents are as follows: 7 incidents in 2021, 12 incidents in 2020, 34 incidents in 2019, 34 incidents in 2018, and 44 incidents in 2017.	Although the data indicates that there was dramatic drop in incidents from 2019 to 2021, this reduction is likely due to a greater number of online courses offered College-wide.	For security purposes this information is not in our purview.  Furthermore, faculty and staff are directed to read Security/Safety measures and reporting procedures which are available to the College Community on the College website.	<div><b>Number of Crime Incidents</b></div> <table border="1"><thead><tr><th>Year</th><th>Number of Crime Incidents</th></tr></thead><tbody><tr><td>2017</td><td>44</td></tr><tr><td>2018</td><td>34</td></tr><tr><td>2019</td><td>34</td></tr><tr><td>2020</td><td>12</td></tr><tr><td>2021</td><td>7</td></tr></tbody></table>	Year	Number of Crime Incidents	2017	44	2018	34	2019	34	2020	12	2021	7													
Year	Number of Crime Incidents																													
2017	44																													
2018	34																													
2019	34																													
2020	12																													
2021	7																													
3. B&IS faculty have participated in professional, scholarly and college activities.	This is demonstrated by articles published, conferences attended, and involvement on college committees	<p>Over past four years, B&amp;IS faculty have published several scholarly articles, attended numerous conferences, and have many active memberships on College-Wide and Adhoc committees .</p> <p>They have forty-three active memberships on twenty-five College-Wide and Adhoc committees. There was a 79% increase in the overall membership participation level from 2018 (24 memberships) to 2022 (43 memberships).</p>	Faculty articles are shared to give the Department new insight on teaching. Discussion on various conferences attended are given during the Department's staff meetings and benefits it provided. Reports by faculty serving on each committee are presented at monthly Department meetings.	The Department will continue to provide faculty with information regarding service and scholarly activities across the discipline and encourage them to participate.	<div><b>Faculty Professional, Scholarly, and College Activities</b></div> <table border="1"><thead><tr><th>Year</th><th>Scholarly Publications</th><th>Conference Attended</th><th>University-wide Committee Membership</th><th>College-wide Committee Membership</th></tr></thead><tbody><tr><td>2019 (n=18)</td><td>2</td><td>19</td><td>2</td><td>26</td></tr><tr><td>2020 (n=18)</td><td>2</td><td>19</td><td>2</td><td>32</td></tr><tr><td>2021 (n=17)</td><td>3</td><td>21</td><td>3</td><td>36</td></tr><tr><td>2022 (n=16)</td><td>1</td><td>21</td><td>7</td><td>36</td></tr></tbody></table> <div><div>Scholarly Publications</div><div>Conference Attended</div><div>University-wide Committee Membership</div><div>College-wide Committee Membership</div></div>	Year	Scholarly Publications	Conference Attended	University-wide Committee Membership	College-wide Committee Membership	2019 (n=18)	2	19	2	26	2020 (n=18)	2	19	2	32	2021 (n=17)	3	21	3	36	2022 (n=16)	1	21	7	36
Year	Scholarly Publications	Conference Attended	University-wide Committee Membership	College-wide Committee Membership																										
2019 (n=18)	2	19	2	26																										
2020 (n=18)	2	19	2	32																										
2021 (n=17)	3	21	3	36																										
2022 (n=16)	1	21	7	36																										

Analysis of Results																				
<u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)															
4. Faculty job satisfaction will exceed 80%	Annual College-Wide faculty & staff job satisfaction survey administered by the Committee on Instruction and Professional Development and the Office of Institutional Research.	The results of the survey indicate that the goal was not met consistently over the 3 surveyed years. The overall results were as follows:. 1) 2019: 77% 2) 2020: N/A 3) 2021: 76% 4) 2022: 78% It is important to note that the survey was not distributed in 2020 due limitations caused by the COVID 19 pandemic. Survey results are not maintained on a Departmental level. Historically (as indicated in prior QA & Self-Study Reports), the B&IS Department has reported a level of satisfaction at or above College-Wide levels.	After several years of overall faculty satisfaction, the reported years show an overall decrease. The Executive Administration is aware of this trend and is taking steps to rectify this downturn.	While the College-Wide faculty & staff satisfaction is important, the Department is desirous of confirming our internal level of satisfaction. Moving forward, a request to the Office of Institutional Research will be made to isolate B&IS Department results in future surveys.	<div><h3>Faculty &amp; Staff Satisfaction</h3><table><thead><tr><th>Year</th><th>Faculty Satisfaction</th><th>Goal</th></tr></thead><tbody><tr><td>Sp 2019 (n=419)</td><td>77%</td><td>80%</td></tr><tr><td>Sp 2020 (n=N/A)</td><td>N/A</td><td>80%</td></tr><tr><td>Sp 2021 (n=252)</td><td>76%</td><td>80%</td></tr><tr><td>Sp 2022 (n=250)</td><td>78%</td><td>80%</td></tr></tbody></table></div>	Year	Faculty Satisfaction	Goal	Sp 2019 (n=419)	77%	80%	Sp 2020 (n=N/A)	N/A	80%	Sp 2021 (n=252)	76%	80%	Sp 2022 (n=250)	78%	80%
Year	Faculty Satisfaction	Goal																		
Sp 2019 (n=419)	77%	80%																		
Sp 2020 (n=N/A)	N/A	80%																		
Sp 2021 (n=252)	76%	80%																		
Sp 2022 (n=250)	78%	80%																		

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

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

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

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

<b>FACULTY MEMBER NAME (alphabetically by Last Name)</b>	<b>COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)</b>	<b>LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)</b>	<b>DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework</b>	<b>ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)</b>
<b>Akinmoladun, Andrew</b>	BUS 53 (International Management) (3 hours)	B.Eng.Tech., Electro-Mechanical Engineering  M.A.Ed., Technology Education  M.B.A., Business Management  D.B.A., Business Entrepreneurship and Marketing		Doctorate Qualified in Business Management
<b>Akinmoladun, Andrew</b>	DAT 10 (Computer Fundamental and Applications) (12 hours)	B. End. Tech., Electro-Mechanical Engineering  M.A.Ed. Technology Education  M.B.A., Business Management  D.B.A., Business Entrepreneurship and Marketing		Masters Qualified in Computer Information Systems



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

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Akinmoladun, Andrew	DAT 30 (Introduction to Computer Fundamentals and Programming) (8 hours)	B. End. Tech., Electro-Mechanical Engineering  M.A.Ed. Technology Education  M.B.A., Business Management  D.B.A., Business Entrepreneurship and Marketing		Masters Qualified in Computer Information Systems
Akinmoladun, Andrew	DAT 33 (Microcomputer Applications) (3 hours)	B. End. Tech., Electro-Mechanical Engineering  M.A.Ed. Technology Education  M.B.A., Business Management  D.B.A., Business Entrepreneurship and Marketing		Masters Qualified in Computer Information Systems
Akazi, Kelechi	ACC 111 (Principles of Accounting I) (20 hours)	B.S., Business Administration (Finance)  M.B.A., Accounting		Masters Qualified in Accounting
Akazi, Kelechi	BUS 111 (Applications of Mathematics for Business) (3 hours)	B.S., Business Administration (Finance)  M.B.A., Accounting		Masters Qualified in Business Mathematics

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

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Eshra, Ahmed		B.A., Commerce  M.B.A., General  Ph.D. Business Administration (Financial Management Concentration)		Doctorate Qualified in Business Management
Giles, Raymond	DAT 36 (Microcomputer Spreadsheet Applications) (4 hours)	B.A., Communications  M.S., Information Systems Engineering		Masters Qualified in Computer Information Systems
Goldstein, Doug	BUS 53 (International Management) (3 hours)	B.A., Psychology  M.B.A., Strategic Management		Masters Qualified in Business Management
Jawula, Sulemana	ACC 111 (Principles of Accounting I) (4 hours)	B.A., Accounting  M.S., Accounting  D.B.A., Energy Management		Masters Qualified in Accounting
Jayaweera, Darshani	DAT 10 (Computer Fundamental and Applications) (4 hours)	B.S., Computer Information Science  M.S., Computer Information Science		Masters Qualified in Computer Information Systems

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

<b>FACULTY MEMBER NAME (alphabetically by Last Name)</b>	<b>COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)</b>	<b>LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)</b>	<b>DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework</b>	<b>ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)</b>
<b>Jayaweera, Darshani</b>	WPR 21 (Word Processing Applications) (3 hours)	B.S., Computer Information Science  M.S., Computer Information Science		Masters Qualified in Computer Information Systems
<b>Pyle, Paulette</b>	DAT 10 (Computer Fundamental and Applications) (16 hours)	B.S., Computer Science/Mathematics  M.S., Computer Science		Masters Qualified in Computer Information Systems
<b>Pyle, Paulette</b>	DAT 38 (Microcomputer Database Applications) (4 hours)	B.S., Computer Science/Mathematics  M.S., Computer Science		Masters Qualified in Computer Information Systems
<b>Reed-Sanchez, Edwin</b>	DAT 10 (Computer Fundamental and Applications) (4 hours)	B.F.A., Film and TV Production  M.P.S., Interactive Telecommunications	Two+ years professional work experience; Publications	Professionally Qualified in Computer Information Systems
<b>Rogers, Ricaute</b>	DAT 10 (Computer Fundamental and Applications) (8 hours)	B.S., Engineering Science (Electrical Engineering Concentration)  M.S., Management (Technology Management Concentration)		Masters Qualified in Computer Information Systems
<b>Rogers, Ricaute</b>	DAT 30 (Introduction to Computer Fundamentals and Programming) (4 hours)	B.S., Engineering Science (Electrical Engineering Concentration)  M.S., Management (Technology Management Concentration)	Two+ years professional work experience; Additional coursework	Professionally Qualified in Computer Information Systems

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

<b>FACULTY MEMBER NAME (alphabetically by Last Name)</b>	<b>COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)</b>	<b>LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)</b>	<b>DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework</b>	<b>ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)</b>
<b>Woods, Nason</b>	BUS 52 (Organizational Behavior) (3 hours)	B.B.A., Business Administration (Marketing Concentration)  M.B.A., General Management (International Management Concentration)		Masters Qualified in Business Management
<b>Woods, Nason</b>	MKT 11 (Principles of Marketing) (9 hours)	B.B.A., Business Administration (Marketing Concentration)  M.B.A., General Management (International Management Concentration)	Two+ years professional work experience; Additional coursework	Professionally Qualified in Marketing
<b>Woods, Nason</b>	MKT 18 (Consumer Behavior) (3 hours)	B.B.A., Business Administration (Marketing Concentration)  M.B.A., General Management (International Management Concentration)	Two+ years professional work experience; Additional coursework	Professionally Qualified in Marketing

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**

Accounting AAS Degree

**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
ACC 111	Principles of Accounting I	A	4
BUS 110	Introduction To Business Fundamentals	E	3
BUS 111	Applications of Mathematics for Business	C	3
DAT 10	Computer Fundamentals & Applications	B	3
ECO 11 or ECO 12	Microeconomics or Macroeconomics	D	3
KEY 10	Keyboarding for Computers	B	1
LAW 41	Business Law	E	3
FIN 31	Principles of Finance	H	3
Total Credit Hours			23
Percent of Total Hours			38%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability and Statistics	6	3
ENG 110 or ENG 111	English Composition I: Fundamentals of Writing and Rhetoric or English Composition I: Writing and Rhetoric	1	3
ENG 112 or ENG 114 or ENG 115 or ENG 116	English Composition II: Writing and Rhetoric or English Composition II: Writing about Fiction or English Composition II: Writing about Drama or English Composition II: Writing about Poetry	1	3
FYS 11	First Year Seminar	10	1
SCIENCE	AST, BIO, CHM, ENV, ESE, PHY OR PHY	6	4
	Flexible Core Elective		3
Total Credit Hours			20
Percent of Total Hours			33%

**Business Major Component**

Course Num	Course Title	Credit Hours
ACC 112	Principles of Accounting II	4
ACC 113	Principles of Intermediate Accounting	4
ACC 115	Accounting Information Systems	3
COMM 12	Voice & Diction: Business and Professional Speech	2
CWE 31	Cooperative Work Experience	2
DAT 36	Microcomputer Spreadsheet Applications	3
Total Credit Hours		18
Percent of Total Hours		30%

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**

CIS AAS Degree

**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
ACC 111	Principles of Accounting I	A	4
BUS 110	Introduction To Business Fundamentals	E	3
BUS 111	Applications of Mathematics for Business	C	3
DAT 30	Introduction to Computer Fundamentals & Programming	B	3
ECO 11 or ECO 12	Microeconomics or Macroeconomics	D	3
KEY 10	Keyboarding for Computers	B	1
Total Credit Hours			17
Percent of Total Hours			28%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability and Statistics	6	3
ENG 110 or ENG 111	English Composition I: Fundamentals of Writing and Rhetoric or English Composition I: Writing and Rhetoric	1	3
ENG 112 or ENG 114 or ENG 115 or ENG 116	English Composition II: Writing and Rhetoric or English Composition II: Writing about Fiction or English Composition II: Writing about Drama or English Composition II: Writing about Poetry	1	3
FYS 11	First Year Seminar	10	1
SCIENCE	AST, BIO, CHM, ENV, ESE, PHY OR PHY	6	4
	Flexible Core Elective		3
Total Credit Hours			20
Percent of Total Hours			33%

**Business Major Component**

Course Num	Course Title		Credit Hours
BIS 13	Web Development		3
BIS 23	Client-Side Programming		3
BIS 31	Server-Side Programming		3
COMM 12	Voice & Diction: Business and Professional Speech		2
CWE 31	Cooperative Work Experience		2
DAT 33	Microcomputer Applications		2
DAT 47	Java Programming		3
DAT 49	Linux Operating System		3
DAT 51	Web Programming with Python		3
Total Credit Hours			24
Percent of Total Hours			39%

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**

Marketing AAS Degree

**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
ACC 111	Principles of Accounting I	A	4
BUS 110	Introduction To Business Fundamentals	E	3
BUS 111	Applications of Mathematics for Business	C	3
DAT 10	Computer Fundamentals & Applications	B	3
ECO 11 or ECO 12	Microeconomics or Macroeconomics	D	3
LAW 41	Business Law	E	3
FIN 31	Principles of Finance	H	3
Total Credit Hours			22
Percent of Total Hours			36%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability and Statistics	6	3
ENG 110 or ENG 111	English Composition I: Fundamentals of Writing and Rhetoric or English Composition I: Writing and Rhetoric	1	3
ENG 112 or ENG 114 or ENG 115 of ENG 116	English Composition II: Writing and Rhetoric or English Composition II: Writing about Fiction or English Composition II: Writing about Drama or English Composition II: Writing about Poetry	1	3
FYS 11	First Year Seminar	10	1
SCIENCE	AST, BIO, CHM, ENV, ESE, PHY OR PHY	6	4
	Flexible Core Elective		3
Total Credit Hours			20
Percent of Total Hours			33%

**Business Major Component**

Course Num	Course Title		Credit Hours
COMM 12	Voice & Diction: Business and Professional Speech		2
CWE 31	Cooperative Work Experience		2
DAT 36	Microcomputer Spreadsheet Applications		3
MKT 11	Principles of Marketing		3
MKT 18 or MKT 47	Consumer Behavior or Marketing	E-	3
MKT 43	Principles of Advertising		3
MKT 48	Marketing Management		3
Total Credit Hours			19
Percent of Total Hours			31%

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**

Medical Office Assistant AAS Degree

**Total Number of Credit Hours in Degree**

60

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
BUS 111	Applications of Mathematics for Business	C	3
DAT 33	Microcomputer Applications	B	2
KEY 10	Keyboarding for Computers	B	1
KEY 11	Document Formatting and Speed Development	B	2
LAW 45	Medical Law	E	3
SEC 35	Medical Office Procedures and Management	I	2
WPR 11	Transcription for Business	B	3
WPR 21	Word Processing Applications	B	3
Total Credit Hours			19
Percent of Total Hours			32%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
BIO 21	The Human Body	6	4
COMM 11	Fundamentals of Interpersonal Communication	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
MTH 21 or MTH 23	Survey of Mathematics I or Probability and Statistics	6	3
ENG 110 or ENG 111	English Composition I: Fundamentals of Writing and Rhetoric or English Composition I: Writing and Rhetoric	1	3
FYS 11	First Year Seminar	10	1
	Flexible Core Elective		6
Total Credit Hours			23
Percent of Total Hours			38%

**Business Major Component**

Course Num	Course Title		Credit Hours
BIO 22	Medical Terminology		2
BIO 46	Clinical Techniques I		2
BIO 47	Clinical Techniques II		2
COM 31	Business Communications		3
DAT 36	Microcomputer Spreadsheet Applications		3
HLT 91	Critical Issues in Health		2
NMT 78	EKG-Interpretations and Techniques		2
NMT 79	Phlebotomy		2
Total Credit Hours			18
Percent of Total Hours			30%



**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**

Office Administration and Technology

AAS Degree

**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
BUS 110	Introduction To Business Fundamentals	E	3
BUS 111	Applications of Mathematics for Business	C	3
DAT 10	Computer Fundamentals & Applications	B	3
KEY 10	Keyboarding for Computers	B	1
KEY 11	Document Formatting and Speed Development	B	2
WPR 11	Transcription for Business	B	3
WPR 21	Word Processing Applications	B	3
Total Credit Hours			18
Percent of Total Hours			30%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
COMM 11	Fundamentals of Interpersonal Communication	1	3
HIS 10 or HIS 11	History of the Modern World or Introduction to the Modern World	2	3
ENG 110 or ENG 111	English Composition I: Fundamentals of Writing and Rhetoric or Composition I: Writing and Rhetoric	1	3
FYS 11	First Year Seminar	10	1
MTH 21 or MTH 23	Survey of Mathematics I or Probability and Statistics	6	3
SCIENCE	AST, BIO, CHM, ENV, ESE, PHY OR PHY	6	4
	Free Elective		1
	Flexible Core Elective		6
Total Credit Hours			24
Percent of Total Hours			39%

**Business Major Component**

Course Num	Course Title		Credit Hours
BIS 13	Web Development		3
BUS 51	Principles of Management		3
COM 31	Business Communications		3
CWE 31	Cooperative Work Experience		2
DAT 36	Microcomputer Spreadsheet Applications		3
SEC 35	Medical Office Procedures and Management		2
WPR 24	Presentation for Business		3
Total Credit Hours			19
Percent of Total Hours			31%

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**Business Administration AS Degree -  
Accounting Option**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Principles of Management	I	3
DAT 10	Computer Fundamentals & Applications	B	3
MATH	Pathways Required Core B (Mathematical and Quantative Reasoning) MTH 30: Pre-Calculus Mathematics or MTH 31: Analytical Geometry and Calculus I	C	4
LAW 41	Business Law	E	3
Total Credit Hours			16
Percent of Total Hours			26%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
ENGLISH	Pathways Required Core A (English Composition)	1	6
SCIENCE	Pathways Required Core C (Life & Physical Sciences)	6	4
	Pathways Flexible Core A (World Cultures and Global Issues)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in its Diversity)	1 or 2 or 5	3
	Pathways Flexible Core C (Creative Expression)	1 or 9	3
	Pathways Flexible Core D (Individual and Society)	2 or 4 or 5 or 8 or 10	3
	Pathways Flexible Core E (Scientific World)	6 or 7	3
FYS 11	First Year Seminar	10	1
	Flexible Core Elective (A through E)		3
Total Credit Hours			29
Percent of Total Hours			48%

**Business Major Component**

Course Num	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 115	Accounting Information Systems	3
KEY 10	Keyboarding for Computers	1
Total Credit Hours		16
Percent of Total Hours		26%

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**Business Administration AS Degree -  
Computer Programming Option**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Principles of Management	I	3
DAT 30	Introduction to Computer Applications and Programming	B	3
MATH	Pathways Required Core B (Mathematical and Quantative Reasoning) MTH 30: Pre-Calculus Mathematics or MTH 31: Analytical Geometry and Calculus I	C	4
LAW 41	Business Law	E	3
Total Credit Hours			16
Percent of Total Hours			26%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
ENGLISH	Pathways Required Core A (English Composition)	1	6
SCIENCE	Pathways Required Core C (Life & Physical Sciences)	6	4
	Pathways Flexible Core A (World Cultures and Global Issues)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in its Diversity)	1 or 2 or 5	3
	Pathways Flexible Core C (Creative Expression)	1 or 9	3
	Pathways Flexible Core D (Individual and Society)	2 or 4 or 5 or 8 or 10	3
	Pathways Flexible Core E (Scientific World)	6 or 7	3
FYS 11	First Year Seminar	10	1
	Flexible Core Elective (A through E)		3
Total Credit Hours			29
Percent of Total Hours			48%

**Business Major Component**

Course Num	Course Title		Credit Hours
ACC 111	Principles of Accounting I		4
BIS 13	Website Development		3
DAT 47	Java Programming		3
DAT 49	Linux Operating System		3
DAT 51	Web Programming with Python		3
Total Credit Hours			16
Percent of Total Hours			26%

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**Business Administration AS Degree -  
Management Option**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Principles of Management	I	3
DAT 10	Computer Fundamentals & Applications	B	3
MATH	Pathways Required Core B (Mathematical and Quantative Reasoning) MTH 30: Pre-Calculus Mathematics or MTH 31: Analytical Geometry and Calculus I	C	4
LAW 41	Business Law	E	3
Total Credit Hours			16
Percent of Total Hours			26%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
ENGLISH	Pathways Required Core A (English Composition)	1	6
SCIENCE	Pathways Required Core C (Life & Physical Sciences)	6	4
	Pathways Flexible Core A (World Cultures and Global Issues)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in its Diversity)	1 or 2 or 5	3
	Pathways Flexible Core C (Creative Expression)	1 or 9	3
	Pathways Flexible Core D (Individual and Society)	2 or 4 or 5 or 8 or 10	3
	Pathways Flexible Core E (Scientific World)	6 or 7	3
FYS 11	First Year Seminar	10	1
	Flexible Core Elective (A through E)		3
Total Credit Hours			29
Percent of Total Hours			48%

**Business Major Component**

Course Num	Course Title		Credit Hours
ACC 111	Principles of Accounting I		4
BUS 52 or BUS 53 or BUS 54	Choose 2 of 3: Organizational Behavior or International Management or Entrepreneurship		6
FIN 31	Principles of Finance		3
MKT 11	Principles of Marketing		3
Total Credit Hours			16
Percent of Total Hours			26%

**TABLE 5: Curriculum Summary (Standard 6)****Name of Major/Program:**Business Administration AS Degree -  
Marketing Option**Total Number of Credit Hours in Degree**

61

List courses appropriate for each area in the chart below

**Professional Component**

Course Num	Course Title	Area of Study	Credit Hours
BUS 41	Business Statistics	C	3
BUS 51	Principles of Management	I	3
DAT 10	Computer Fundamentals & Applications	B	3
MATH	Pathways Required Core B (Mathematical and Quantative Reasoning) MTH 30: Pre-Calculus Mathematics or MTH 31: Analytical Geometry and Calculus I	C	4
LAW 41	Business Law	E	3
Total Credit Hours			16
Percent of Total Hours			26%

**General Education Component**

Course Num	Course Title	Educational Goal Area	Credit Hours
ENGLISH	Pathways Required Core A (English Composition)	1	6
SCIENCE	Pathways Required Core C (Life & Physical Sciences)	6	4
	Pathways Flexible Core A (World Cultures and Global Issues)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in its Diversity)	1 or 2 or 5	3
	Pathways Flexible Core C (Creative Expression)	1 or 9	3
	Pathways Flexible Core D (Individual and Society)	2 or 4 or 5 or 8 or 10	3
	Pathways Flexible Core E (Scientific World)	6 or 7	3
FYS 11	First Year Seminar	10	1
	Flexible Core Elective (A through E)		3
Total Credit Hours			29
Percent of Total Hours			48%

**Business Major Component**

Course Num	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 Marketing	E-	3
MKT 43	Principles of Advertising		3
MKT 48	Marketing Management		3
Total Credit Hours			16
Percent of Total Hours			26%

**TABLE 7: Business Unit Performance Results (Standard 6)**

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

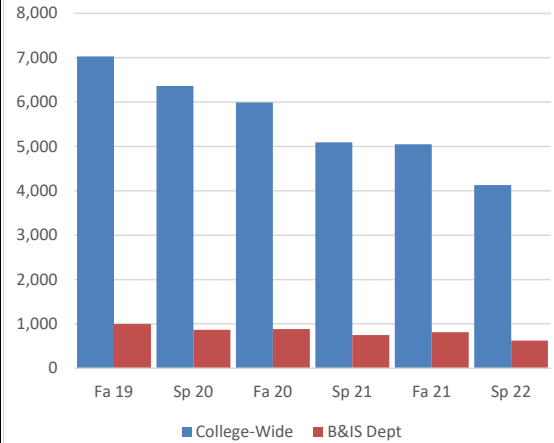
<b>Organizational Effectiveness Results</b>	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.  - <b>Please note that data reported in this table should be business unit data and not institution-wide data.</b>  - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.  - For all data reported, show sample size (n=75).																																		
<b>Analysis of Results</b>																																			
<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>																														
1. To increase B&IS Department's A. S. Degrees one-year fall-to-fall retention rate by 5% to an average rate of 58%.	1-Year retention rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a yearly cycle.	B&IS Department's A.S. Degree retention rates are as follows: 1) 60% - Fall 2015 2) 50% - Fall 2016 3) 41% - Fall 2017 4) 46% - Fall 2018 5) 42% - Fall 2019	The B&IS Department 1-year average retention rates, over a 5-year period is 48%, ten points lower than the College's one-year average (58%), for the same period. The overall downturn in number of enrolled students, while concerning, is not too inconsistent with the overall down turn in enrollment seen through the United States..	The Department will continue work with the Office of Academic Affairs and the Office of Student Success to seek out activities to increase student retention. The Department continues to encourage students to participate in extra-curricular activities, including three student organizations (Business Club, Entrepreneurship Club, and National Association for Black Accountants (NABA)) as a way to provide a social and economic venue to peek our students interest, thus, retaining them.  We will continue to coordinate meetings every year with business students and administration regarding implementation strategies for our student's retention. In an effort to increase the lines of communication, the Department is creating a LinkedIn and Facebook presence to former, current and future students.	<div><h3>1-Year A.S. Degree Retention Rates</h3><table><thead><tr><th>Year</th><th>B&amp;IS (%)</th><th>BCC (%)</th><th>B&amp;IS (n)</th><th>BCC (n)</th></tr></thead><tbody><tr><td>Fall 2015</td><td>60%</td><td>58%</td><td>141</td><td>353</td></tr><tr><td>Fall 2016</td><td>50%</td><td>55%</td><td>170</td><td>413</td></tr><tr><td>Fall 2017</td><td>41%</td><td>50%</td><td>161</td><td>431</td></tr><tr><td>Fall 2018</td><td>46%</td><td>55%</td><td>203</td><td>430</td></tr><tr><td>Fall 2019</td><td>42%</td><td>58%</td><td>183</td><td>471</td></tr></tbody></table></div>	Year	B&IS (%)	BCC (%)	B&IS (n)	BCC (n)	Fall 2015	60%	58%	141	353	Fall 2016	50%	55%	170	413	Fall 2017	41%	50%	161	431	Fall 2018	46%	55%	203	430	Fall 2019	42%	58%	183	471
Year	B&IS (%)	BCC (%)	B&IS (n)	BCC (n)																															
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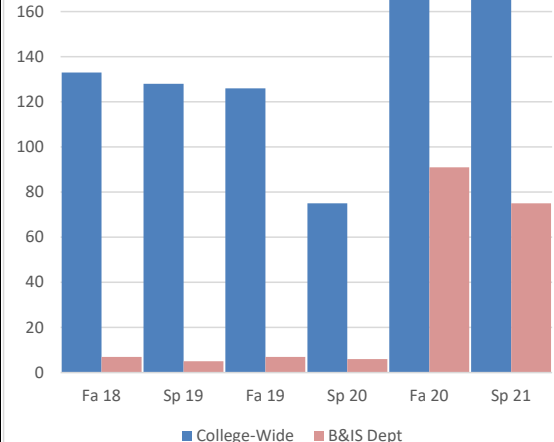
Analysis of Results																																			
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2. To increase B&IS Department's A. A. S. Degrees retention rate by 7% to an average rate of 57%.	1-Year retention rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a yearly cycle.	B&IS Department's A.A.S. Degree retention rates are as follows: 1) 42% - Fall 2015 2) 51% - Fall 2016 3) 62% - Fall 2017 4) 60% - Fall 2018 5) 58% - Fall 2019	The B&IS Department 1-year average retention rates, over a 5-year period, of 54% is down by an average of 3% compared to 57%, the college's 1-year average, for the same periods. The overall downturn in number of students, while concerning, is not too inconsistent with the overall down turn in enrollment seen through the United States.	The Department will continue work with the Office of Academic Affairs and the Office of Student Success to seek out activities to increase student retention. The Department continues to encourage students to participate in extra-curricular activities, including three student organizations (Business Club, Entrepreneurship Club, and National Association for Black Accountants (NABA)) as a way to provide a social and economic venue to peek our students interest, thus, retaining them. We will continue to coordinate meetings every year with business students and administration regarding implementation strategies for our student's retention. In an effort to increase the lines of communication, the Department is creating a LinkedIn and Facebook presence to former, current and future students.	<div><h3>1-Year A.A.S. Degree Retention Rates</h3><table><thead><tr><th>Semester</th><th>B&amp;IS (%)</th><th>B&amp;IS (n)</th><th>BCC (%)</th><th>BCC (n)</th></tr></thead><tbody><tr><td>Fall 2015</td><td>42</td><td>117</td><td>55</td><td>410</td></tr><tr><td>Fall 2016</td><td>51</td><td>82</td><td>58</td><td>427</td></tr><tr><td>Fall 2017</td><td>62</td><td>99</td><td>60</td><td>557</td></tr><tr><td>Fall 2018</td><td>60</td><td>92</td><td>55</td><td>474</td></tr><tr><td>Fall 2019</td><td>58</td><td>76</td><td>58</td><td>469</td></tr></tbody></table></div>	Semester	B&IS (%)	B&IS (n)	BCC (%)	BCC (n)	Fall 2015	42	117	55	410	Fall 2016	51	82	58	427	Fall 2017	62	99	60	557	Fall 2018	60	92	55	474	Fall 2019	58	76	58	469
Semester	B&IS (%)	B&IS (n)	BCC (%)	BCC (n)																															
Fall 2015	42	117	55	410																															
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3. The B&IS Department will maintain its average of 18% in the A. S. Degrees graduation rate.	Graduation rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a 3-year forward rolling cycle.	B&IS Department's A.S. Degree graduation rates are as follows: 1) 18% - Fall 2014 2) 20% - Fall 2015 3) 17% - Fall 2016 4) 21% - Fall 2017 5) 17% - Fall 2018	The B&IS Department 3-year average graduation rates, in its A.S. programs over a five-year period, is 19%. This is, on average, 1% higher than the overall college's average graduation rate of 18%.	The Department will continue to "actively" support student success through workshops, lab assignments, "targeted" advisement, etc. in the upcoming semesters in order to maintain and graduate more than the 17%, on average, of its A. S. Degree College's graduates.  In addition, the Department's faculty will continue to facilitate students' academic progress by providing instructional support, academic advisement assistance, and comprehensive schedule of course offerings to permit senior students to meet graduation requirements.	<b>3-Year A.S. Degrees Graduation Rates</b> <table><thead><tr><th>Semester</th><th>B&amp;IS (%)</th><th>BCC (%)</th><th>B&amp;IS n</th><th>BCC n</th></tr></thead><tbody><tr><td>Fall 2014</td><td>18%</td><td>14%</td><td>128</td><td>331</td></tr><tr><td>Fall 2015</td><td>20%</td><td>18%</td><td>141</td><td>353</td></tr><tr><td>Fall 2016</td><td>17%</td><td>16%</td><td>158</td><td>413</td></tr><tr><td>Fall 2017</td><td>21%</td><td>17%</td><td>154</td><td>431</td></tr><tr><td>Fall 2018</td><td>17%</td><td>18%</td><td>184</td><td>430</td></tr></tbody></table>	Semester	B&IS (%)	BCC (%)	B&IS n	BCC n	Fall 2014	18%	14%	128	331	Fall 2015	20%	18%	141	353	Fall 2016	17%	16%	158	413	Fall 2017	21%	17%	154	431	Fall 2018	17%	18%	184	430
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4. The B&IS Department will maintain its average of a 14% graduation rate for the A.A.S. program.	Graduation rates as reported by BCC's Office of Institutional Research, Planning & Assessment for each of the fall semesters, on a 3-year forward rolling cycle.	B&IS Department's A. S. Degree graduation rates are as follows: 1) 8% - Fall 2014 2) 12% - Fall 2015 3) 18% - Fall 2016 4) 14% - Fall 2017 5) 20% - Fall 2018	The B&IS Department's 3-year average graduation rates, in it's a.m.'s. programs over a five-year period, is 17%. This is, on average, 3% higher than the overall college's average graduation rate of 14%.	The Department will continue to "actively" support student success through workshops, lab assignments, "targeted" advisement, etc. in the upcoming semesters in order to maintain a graduation rate of 11% for A.A.S students. In addition, the Department's faculty will continue to facilitate students' academic progress by providing instructional support, academic advisement assistance, and comprehensive schedule of course offerings to permit senior students to meet graduation requirements.	<b>3-Year A.A.S. Degrees Graduation Rates</b> <table><thead><tr><th>Semester</th><th>B&amp;IS (%)</th><th>BCC (%)</th><th>B&amp;IS n</th><th>BCC n</th></tr></thead><tbody><tr><td>Fall 2014</td><td>8%</td><td>7%</td><td>97</td><td>114</td></tr><tr><td>Fall 2015</td><td>12%</td><td>11%</td><td>141</td><td>560</td></tr><tr><td>Fall 2016</td><td>18%</td><td>17%</td><td>82</td><td>427</td></tr><tr><td>Fall 2017</td><td>14%</td><td>17%</td><td>99</td><td>557</td></tr><tr><td>Fall 2018</td><td>20%</td><td>18%</td><td>92</td><td>474</td></tr></tbody></table>	Semester	B&IS (%)	BCC (%)	B&IS n	BCC n	Fall 2014	8%	7%	97	114	Fall 2015	12%	11%	141	560	Fall 2016	18%	17%	82	427	Fall 2017	14%	17%	99	557	Fall 2018	20%	18%	92	474
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5. Student Technology Fee (STF): To provide students with support service in technology areas, CUNY has implemented a technology fee for full-time and part-time students. Revenues generated must be used for student technology services. Revenues are based upon enrollment	Technology fee usage is reviewed and supervised by the Student Technology Fee Oversight Committee (STFOC). Reports are generated by the Office of Information Technology and the Office of Administration and Finance.	Since the inception of the Technology Fee in 2004, the planned expenditures have been used to directly upgrade, maintain and create new computer facilities for classroom instruction and student computer laboratories. While this table demonstrates the fiscal commitment College-Wide, it provides a Departmental benefit. Whereas, B&IS students avail themselves of computer labs and technological resources at various facilities campus-wide, we are extrapolating that the use of STF is benefiting our students as much, if not more (due to our offering of three technology based majors), as BCC students College-Wide.	The allocation of Technology Fee funds has continued to be consistent with College-Wide and Departmental needs. It is important to note that the steady increase in STF planned expenditures, over the five-year period, may not be able to continue considering the downturn in College-wide enrollment.	The B&IS Department continues to have involvement in the allocation of the Student Tech Fee at BCC. This participation helps to insure that the needs of Business & Information students, faculty and staff are voiced.	<div>Student Technology Fee Planned Expenditures</div> <table><thead><tr><th>Year</th><th>Expenditure (\$)</th></tr></thead><tbody><tr><td>2017-2018</td><td>2150000</td></tr><tr><td>2018-2019</td><td>2250000</td></tr><tr><td>2019-2020</td><td>2350000</td></tr><tr><td>2020-2021</td><td>2500000</td></tr><tr><td>2021-2022</td><td>2750000</td></tr></tbody></table>	Year	Expenditure (\$)	2017-2018	2150000	2018-2019	2250000	2019-2020	2350000	2020-2021	2500000	2021-2022	2750000
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2017-2018	2150000																
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6. Full-time equivalents (FTEs) offered: The Department will seek to maintain or increase it FTEs in relation to overall College-Wide offerings	The Office of Institutional Research reports College-Wide and Departmental headcounts each semester. The B&IS Department has converted this data into FTEs for comparison purposes.	For the past six semesters the Department's FTEs have remained stable and proportionate to College-Wide offerings.	While overall FTEs have decreased over the six semesters, due to the overall downturn in enrollment, the B&IS Department continues to offer to approximately 14%-16% of College-wide FTEs.	Continue to utilize the same guidelines in allocating Departmental hours for course scheduling and faculty programming	<div><h3>FTEs College-Wide Verses Departmental</h3><table><caption>FTEs College-Wide Verses Departmental</caption><thead><tr><th>Semester</th><th>College-Wide</th><th>B&amp;IS Dept</th></tr></thead><tbody><tr><td>Fa 19</td><td>7,000</td><td>1,000</td></tr><tr><td>Sp 20</td><td>6,300</td><td>900</td></tr><tr><td>Fa 20</td><td>6,000</td><td>900</td></tr><tr><td>Sp 21</td><td>5,100</td><td>800</td></tr><tr><td>Fa 21</td><td>5,000</td><td>800</td></tr><tr><td>Sp 22</td><td>4,100</td><td>700</td></tr></tbody></table></div>	Semester	College-Wide	B&IS Dept	Fa 19	7,000	1,000	Sp 20	6,300	900	Fa 20	6,000	900	Sp 21	5,100	800	Fa 21	5,000	800	Sp 22	4,100	700
Semester	College-Wide	B&IS Dept																								
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7. Alternative deliver of courses: Offer online courses to accommodate time/work schedules of diverse student body. The Department's goal, is to offer at least 10 online courses each academic year.	The Office of Institutional Research's analysis of alternate delivery course offerings.	The Department, due to the lack of student demand, did not meet the goal of 10 alternate delivery courses in the first four semester. Beginning in fall 2020 and continuing to current day, safety measures due to the COVID-19 pandemic have drastically increased the number of alternate delivery courses. Moving forward the Department will work to maintain a greater online course delivery presence, in response to student demand.	The College has appointed a Director of Online Learning and has invested a significant amount of fiscal resources to train faculty in online course delivery. In spring 2022, the Department successfully proposed several of its programs for online delivery following NY State Education guidelines.	The Department will work to increase the number of courses offered through alternate delivery and utilize the services of the Director of Online Learning to continually train faculty in online course delivery.	<div><h3>Alternate Delivery of Courses: College-Wide Verses Departmental</h3><table><thead><tr><th>Semester</th><th>College-Wide</th><th>B&amp;IS Dept</th></tr></thead><tbody><tr><td>Fa 18</td><td>135</td><td>10</td></tr><tr><td>Sp 19</td><td>130</td><td>10</td></tr><tr><td>Fa 19</td><td>125</td><td>10</td></tr><tr><td>Sp 20</td><td>75</td><td>10</td></tr><tr><td>Fa 20</td><td>170</td><td>90</td></tr><tr><td>Sp 21</td><td>170</td><td>75</td></tr></tbody></table></div>	Semester	College-Wide	B&IS Dept	Fa 18	135	10	Sp 19	130	10	Fa 19	125	10	Sp 20	75	10	Fa 20	170	90	Sp 21	170	75
Semester	College-Wide	B&IS Dept																								
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