

Overview

Institution Name

Bronx Community College - CUNY

Address

2155 University Avenue, Bronx, NY 10453

Year Accredited

1994

Year Reaffirmed

2014

Years Covered by this Report

2016 - 2016

Date Submitted

07/09/2019

Completed By

Clampman, Howard

Phone

718-289-5590

Email

howard.clampman@bcc.cuny.edu

ACBSP Champion

Clampman, Howard

ACBSP Co-Champion

Jajairam, Paul

I - Institutional Information

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

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

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

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

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

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

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

Assigned To

Howard Clampman

Institution Response

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

Accounting AAS

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

Computer Information Systems AAS (with options in Computer Programming and Webpage Development)

Marketing Management AAS

Office Administration and Technology AAS

Medical Office Assistant AAS

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.

Paralegal Student AAS - separately accredited by the American Bar Association (ABA). The Business and Information Systems Department's page on the Bronx Community College website notes which of our programs are accredited ACBSP and by ABA.

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

Bronx Community College has only one campus. It is located at 2155 University Avenue, Bronx, NY 10453.

O 7 Person completing report:

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

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

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

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

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

Sources

There are no sources.

II - Status Report on Conditions and Notes

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

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

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

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:** Not Set

Assigned To

Howard Clampman

Institution Response

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

Sources

There are no sources.

7 - Public Information

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 below. A link to Student Achievement must be on that/those page\(s\).](#)

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: Not Set

Assigned To

Howard Clampman

Institution Response

The Business and Information Systems page on the Bronx Community College website contains the following links:

1. ACBSP website:

<https://www.acbsp.org/>

2. ACBSP 2014 Reaffirmation Letter:

http://www.bcc.cuny.edu/Business-Information-Systems/Documents/ACBSP_2014_Reaffirmation_Letter.pdf

3. Business and Information Systems Department 2014 Accreditation Report:

http://www.bcc.cuny.edu/Business-Information-Systems/Documents/ACBSP_Self_Study_2012_2013.pdf

4. Business and Information Systems Department 2010-2012 QA Report:

http://www.bcc.cuny.edu/Business-Information-Systems/Documents/ACBSP_Quality_Assurance_Report_2010_2012.pdf

5. Business and Information Systems Department 2014-2016 QA Report:

http://www.bcc.cuny.edu/Business-Information-Systems/Documents/ACBSP_Quality_Assurance_Report_2014_2016.pdf

Once the 2016-2018 Quality Assurance Report is completed and approved by the ACBSP Board of Governors, a link to this report will be added to the Department's page.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

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

QA Report

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

Assigned To

Howard Clampman

Institution Response

In July 2015, Dr. Thomas Isekenegbe became BCC's new President, replacing Interim President, Dr. Eduardo Marti.

In August 2018, Dr. Claudia Schrader stepped down as BCC's Provost and Senior Vice President of Academic and Students Success. Dr. Luis Montenegro, who had served as Dean of Academic Affairs, was named Interim Vice President of Academic Affairs and Provost. A nation-wide search will be conducted during the spring 2019 semester to find a permanent replacement.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

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

QA Report

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

Assigned To

Howard Clampman

Institution Response

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

Sources

There are no sources.

3 - Standard 3 Student and Stakeholder Focus

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

QA Report

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

Assigned To
Paul Jajairam

Institution Response

See Table 1- Standard 3 in the evidence folder attached.

Sources

There are no sources.

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

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

AAS

AS

AS Accounting, etc.

- b. **Performance Results.** **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: Not Set

Assigned To

Paul Jajairam

Institution Response

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

1. Accounting, A.A.S.

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

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

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

d. **Demonstrate accounting skills on an intermediate level.**

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

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

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

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

- b. Prepare and analyze financial statements for internal and external decision-making.**
- c. Demonstrate accounting skills on an intermediate level.**
- d. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.**
- e. Demonstrate proficiency in performing statistical calculations required in a business setting.**

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

- a. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.**
- b. Prepare and analyze financial statements for internal and external decision-making.**
- c. Critically analyze and discuss topics including organizational behavior, finance & international business.**
- d. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.**
- e. Demonstrate proficiency in performing statistical calculations required in a business setting.**

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

- a. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.**
- b. Prepare and analyze financial statements for internal and external decision-making.**
- c. Critically analyze and discuss topics including marketing ethics, the four P's of marketing and global/domestic marketing strategies.**
- d. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.**
- e. Demonstrate proficiency in performing statistical calculations required in a business setting.**

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

- a. Demonstrate the ability to discuss business organizations and management functions in written and oral forms.**
- b. Prepare and analyze financial statements for internal and external decision-making.**
- c. Prepare computer programs using current business programming languages.**
- d. Discuss the uses of various computer operating systems.**
- e. Demonstrate proficiency in performing statistical calculations required in a business setting.**

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

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

- b. Prepare and analyze financial statements for internal and external decision-making.**
- c. Prepare computer programs using current business programming languages.**
- d. Discuss the uses of various computer operating systems.**
- e. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and/or group setting.**
- f. Demonstrate proficiency in performing basic mathematical calculations required in a business setting.**

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

- a. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.**
- b. Prepare and analyze financial statements for internal and external decision-making.**
- c. Prepare computer programs using current business programming languages.**
- d. Discuss the uses of various computer operating systems.**
- e. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and/or group setting.**
- f. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.**
- g. Demonstrate proficiency in performing basic mathematical calculations required in a business setting.**

8. Marketing Management, A.A.S.

- a. Discuss general knowledge of topics such as accounting, marketing, business ethics, forms of business entities and global business as they relate to the business environment.**
- b. Prepare and analyze financial statements for internal and external decision-making.**
- c. Demonstrate the ability to successfully engage in business research, information gathering and reporting in an individual and group setting.**
- d. Critically analyze and discuss topics including marketing ethics, the four P's of marketing and global/domestic marketing strategies.**
- e. Utilize and incorporate basic business technology to produce business documents, spreadsheets and databases.**
- f. Demonstrate proficiency in performing basic mathematical calculations required in a business setting.**

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

- a. Demonstrate effective business related written and oral communication skills.**
- b. Demonstrate proficiency in performing the duties required in a medical office setting.**
- c. Utilize and incorporate business technology to produce advanced business documents and**

spreadsheets and databases.

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

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

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

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

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

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

b. Performance Results:

See Table 2 - Standard 4 in the evidence folder attached.

Sources

There are no sources.

5 - Standard 5 Faculty and Staff Focus

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

QA Report

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

Assigned To
Paul Jajairam

Institution Response

- a. **Faculty and Staff Focus:** See Table 3a - Standard 5 in the evidence folder attached.
- b. **Faculty Qualifications:** See Table 3b - Standard 5 in the evidence folder attached.

Sources

There are no sources.

6 - Standard 6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 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:** Not Set

Assigned To

Howard Clampman

Institution Response

Curriculum

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

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.

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.

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.

See Table 5 - Standard 6 in the evidence folder attached.

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.

See Table 7 - Standard 6 in the evidence folder attached.

Sources

There are no sources.

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

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

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

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

Analysis of Results

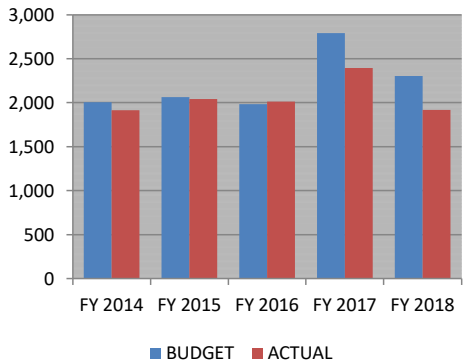
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
<p>1. The Department will be allocated sufficient college funds to carry out its mission and pursue its goals</p>	<p>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.</p>	<p>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.</p>	<p>The Department's budgeted expenditures have remained relatively stable for the five year period. Over the past five years the Department has received financial support to hire seven new full-time faculty. In addition, most semesters we have been able to hire two or three full-time substitute faculty to meet our enrollment.</p>	<p>The department plans to request at least two additional full-time hires over then next three years to maintain a minimum 60/40 full-time to adjunct ratio.</p>	<p style="text-align: center;">Department Expenditures: Budget vs. Actual</p>  <table border="1" style="margin-top: 10px;"> <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 2014</td> <td>2,000</td> <td>1,900</td> </tr> <tr> <td>FY 2015</td> <td>2,100</td> <td>2,000</td> </tr> <tr> <td>FY 2016</td> <td>2,000</td> <td>2,000</td> </tr> <tr> <td>FY 2017</td> <td>2,800</td> <td>2,400</td> </tr> <tr> <td>FY 2018</td> <td>2,300</td> <td>1,900</td> </tr> </tbody> </table>	Fiscal Year	Budget	Actual	FY 2014	2,000	1,900	FY 2015	2,100	2,000	FY 2016	2,000	2,000	FY 2017	2,800	2,400	FY 2018	2,300	1,900
Fiscal Year	Budget	Actual																					
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FY 2018	2,300	1,900																					

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition				
<p>1. Student Learning Results</p>	<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 Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</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					
<p>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p><u>Current Results:</u> What are your current results?</p>	<p><u>Analysis of Results:</u> What did you learn from your results?</p>	<p><u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>

Analysis of Results																							
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1a.1 SLO #1 - "Students will demonstrate the understanding to apply the accrual basis of accounting by recording various business transactions."; Goal - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). Program Outcomes: 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In ACC 111 (Principles of Accounting I), students scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to analyze, journalize, and post journal entries . This is a direct, internal assessment.	After five semesters of assessing students' performance, the goal was only met in the fall 2016 semester.	Except for fall 2016 semester, 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 tutoring which the Department offers.	<p>SLO: Analyze, Prepare, and Post Journal Entries</p> <table border="1"> <caption>SLO: Analyze, Prepare, and Post Journal Entries</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>78</td> <td>129</td> </tr> <tr> <td>F'16</td> <td>83</td> <td>122</td> </tr> <tr> <td>S'17</td> <td>77</td> <td>135</td> </tr> <tr> <td>F'17</td> <td>69</td> <td>132</td> </tr> <tr> <td>S'18</td> <td>62</td> <td>133</td> </tr> </tbody> </table>	Term	Score	n	S'16	78	129	F'16	83	122	S'17	77	135	F'17	69	132	S'18	62	133
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1a.2 SLO #2 - "Students will demonstrate the understanding to create the accountant's tool - the work sheet."; Goal - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). Program Outcomes: 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In ACC 111 (Principles of Accounting I), students scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to create the accountant's tool - the work sheet . This is a direct, internal assessment.	Over the past five consecutive semesters, student performance was met as compared to the goal for all semesters.	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 assignments will be given to students to continue to maintain the result in this learning outcome.	<p>SLO: Preparing the Work Sheet</p> <table border="1"> <caption>SLO: Preparing the Work Sheet</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>85</td> <td>129</td> </tr> <tr> <td>F'16</td> <td>90</td> <td>122</td> </tr> <tr> <td>S'17</td> <td>91</td> <td>135</td> </tr> <tr> <td>F'17</td> <td>93</td> <td>132</td> </tr> <tr> <td>S'18</td> <td>94</td> <td>133</td> </tr> </tbody> </table>	Term	Score	n	S'16	85	129	F'16	90	122	S'17	91	135	F'17	93	132	S'18	94	133
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1a.3 SLO #3 - "Students will demonstrate the understanding in preparing financial statements."; Goal - 80% of all students completing the required Practice Set will earn a grade of 70% or better (C- or better). Program Outcomes: 1a, 1b, 1f, 2b, 3b, 4b, 5b, 6a, 6b, 6f, 7a, 7b, 7g, 8a, 8b, 8f	In ACC 111 (Principles of Accounting I), students scores are based on a mandatory standardized course project (The Practice Set) that will assess the ability of students to prepare the income statement, statement of owner's equity, and the balance sheet. This is a direct, internal assessment.	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 analyzing financial statements on their own outside of class.	The department 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 tutoring and/or complete additional assignments. Note that there was a marked improvement for this SLO of 12% from Spring 2017 to Spring 2018.	<p style="text-align: center;">SLO: Preparing Financial Statements</p> <table border="1"> <caption>SLO: Preparing Financial Statements - Trend Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>80</td> <td>129</td> </tr> <tr> <td>F'16</td> <td>76</td> <td>122</td> </tr> <tr> <td>S'17</td> <td>78</td> <td>135</td> </tr> <tr> <td>F'17</td> <td>79</td> <td>132</td> </tr> <tr> <td>S'18</td> <td>90</td> <td>133</td> </tr> </tbody> </table>	Term	Score	n	S'16	80	129	F'16	76	122	S'17	78	135	F'17	79	132	S'18	90	133
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2a.1 SLO #1 - "Students will demonstrate the knowledge and ability of accounting for the issuance of long-term liability, Bonds Payable, at a discount and a premium."; Goal - 70% of the students will be able to score an 80 or above (B- or better) on each of the student level outcome. Program Outcomes: 1d, 1f, 2c	In ACC 112 (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to record journal entries relating to debt issuance (Bonds) . This is a direct, internal assessment.	Compared to spring 2016, student performance has increased significantly at an average of 54% over the next four semesters.	Based on previous semesters action plans, instructors have been reviewing more examples in the classroom. The significant 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.	Although there were significant improvement in the results since Spring 2016, this SLO has been met only one out of the past five semesters. As such, results will be shared with all ACC 112 instructors and reviewed with students. Instructors will coordinate to continue to provide students with more hands on practice on preparing entries to record debt issuance. Moreover, students who are having difficulties with this SLO will be identified and recommend to attend the various tutoring sessions.	<p>SLO: Journalize Debt & Equity Transactions</p> <table border="1"> <caption>SLO: Journalize Debt & Equity Transactions</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>8</td> <td>52</td> </tr> <tr> <td>F'16</td> <td>43</td> <td>52</td> </tr> <tr> <td>S'17</td> <td>69</td> <td>54</td> </tr> <tr> <td>F'17</td> <td>75</td> <td>53</td> </tr> <tr> <td>S'18</td> <td>67</td> <td>31</td> </tr> </tbody> </table>	Semester	Score	n	S'16	8	52	F'16	43	52	S'17	69	54	F'17	75	53	S'18	67	31
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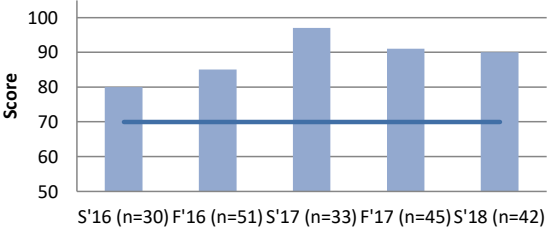
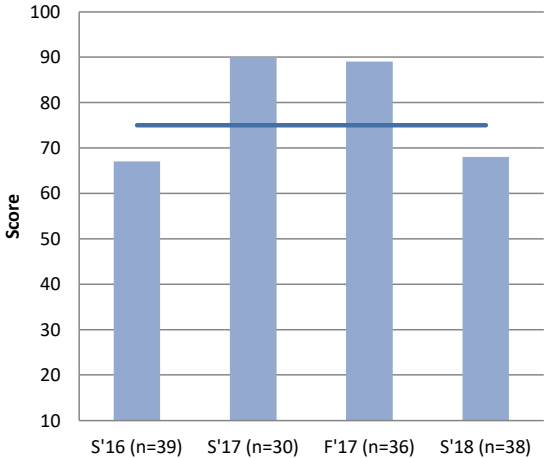
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2a.2 SLO #2 - "Students will demonstrate the knowledge and ability to compute the annual depreciation amount using the straight line, units of activity, and double declining balance depreciation methods."; Goal - 70% of the students will be able to score an 80 or above (B- or better). Program Outcomes: 1d, 1f, 2c	In ACC 112 (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to compute depreciation under the various methods . This is a direct, internal assessment.	Students met the performance measure four of the past five semesters for this SLO.	Based on prior semesters action plans, it appears that students are getting enough practice on computing depreciation under the various methods on their own outside of class. This is evidenced by the results from Fall 2016 through Spring 2018 semesters, where, on average, the results exceeded the performance measure benchmark by 22%.	This SLO was met consistently by at least 16%, over the past 4 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 various tutoring sessions that the Department offers.	<p>SLO: Compute Depreciation</p> <table border="1"> <caption>SLO: Compute Depreciation Data</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>62</td> <td>52</td> </tr> <tr> <td>F'16</td> <td>86</td> <td>52</td> </tr> <tr> <td>S'17</td> <td>98</td> <td>54</td> </tr> <tr> <td>F'17</td> <td>89</td> <td>53</td> </tr> <tr> <td>S'18</td> <td>94</td> <td>31</td> </tr> </tbody> </table>	Semester	Score	n	S'16	62	52	F'16	86	52	S'17	98	54	F'17	89	53	S'18	94	31
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2a.3 SLO #3 - "Students will demonstrate the knowledge and ability to compute the various financial ratios using financial statements to facilitate decision-making. "; Goal - 70% of the students will be able to score an 80 or above (B- or better). Program Outcomes: 1d, 1f, 2c	In ACC 112 (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to compute various financial ratios . This is a direct, internal assessment.	Students consistently met the performance measure over the past four semesters.	Although this is one of the last chapters in the course, 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 17%. It should be noted that if in the fall 2018 semester the results continue to significantly exceed the benchmark, the benchmark will be raised from 70% to 80%.	This SLO is being met. 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 and analysis of financial ratios. Moreover, students who are having difficulties with this SLO will be identified by instructors and recommend to attend various tutoring sessions that the Department offers.	<p>SLO: Compute Various Ratios</p> <table border="1"> <caption>SLO: Compute Various Ratios</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=52)</td> <td>67</td> </tr> <tr> <td>F'16 (n=52)</td> <td>77</td> </tr> <tr> <td>S'17 (n=54)</td> <td>91</td> </tr> <tr> <td>F'17 (n=53)</td> <td>81</td> </tr> </tbody> </table>	Semester	Score	S'16 (n=52)	67	F'16 (n=52)	77	S'17 (n=54)	91	F'17 (n=53)	81
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2a.4 SLO #4 - "Students will demonstrate the knowledge and ability to perform the accounting for the liquidation of the partnership form of a business organization. "; Goal - 70% of the students will be able to score an 80 or above (B- or better). Program Outcomes: 1d, 1f, 2c	In ACC 112 (Principles of Accounting II), students scores are based on a mandatory standardized course project that will assess the ability of students to perform the accounting relating to the liquidation of partnerships . This is a direct, internal assessment.	Students met the performance measure four out of 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 partnership form of a business organization. It should be noted that if in the fall 2018 semester the results continue to significantly exceed the benchmark, the benchmark will be raised from 70% to 80%.	This is the fourth consecutive semesters that this SLO is being met. As always, the Department will share results with all ACC 112 instructors. Instructors will continue to identify students who are having difficulties with the understanding of these entries and recommend them to attend various tutoring sessions that the Department offers.	<p>SLO: Accounting for Partnership Liquidations</p> <table border="1"> <caption>SLO: Accounting for Partnership Liquidations</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>50</td> <td>52</td> </tr> <tr> <td>F'16</td> <td>90</td> <td>52</td> </tr> <tr> <td>S'17</td> <td>95</td> <td>54</td> </tr> <tr> <td>F'17</td> <td>95</td> <td>53</td> </tr> <tr> <td>S'18</td> <td>93</td> <td>31</td> </tr> </tbody> </table>	Semester	Score	n	S'16	50	52	F'16	90	52	S'17	95	54	F'17	95	53	S'18	93	31
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3a.1 SLO #1 - "Students will demonstrate the knowledge and ability to compute inventory cost based upon the periodic and perpetual systems of cost flow assumptions."; Goal - 70% of the students will be able to score an 80 or above (B- or better). Program Outcomes: 1d, 1f, 2c	In ACC 113 (Intermediate Accounting), students scores are based on a mandatory standardized course project that will assess the ability of students to compute the inventory cost under the periodic and perpetual inventory system . This is a direct, internal assessment.	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 on their own 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 various tutoring sessions that the Department offers.	<p>SLO: Compute Inventory Cost - FIFO & LIFO</p> <table border="1"> <caption>SLO: Compute Inventory Cost - FIFO & LIFO</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>70</td> <td>30</td> </tr> <tr> <td>F'16</td> <td>86</td> <td>51</td> </tr> <tr> <td>S'17</td> <td>59</td> <td>33</td> </tr> <tr> <td>F'17</td> <td>82</td> <td>45</td> </tr> <tr> <td>S'18</td> <td>86</td> <td>42</td> </tr> </tbody> </table>	Semester	Score	n	S'16	70	30	F'16	86	51	S'17	59	33	F'17	82	45	S'18	86	42
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3a.2 SLO #2 - "Students will demonstrate the knowledge and ability to prepare the statement of cash flows."; Goal - 70% of the students will be able to score an 80 or above (B- or better). Program Outcomes: 1d, 1f, 2c	In ACC 113 (Intermediate Accounting), students scores are based on mandatory standardized course project that will assess the ability of students to prepare the statement of cash flows . This is a direct, internal assessment.	Students met the performance measure four out of the past five semesters for this SLO.	When this performance measure fell below the acceptable goal in the Spring 2016 semester, instructors were asked to review several cash flows examples in the classroom. 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 four 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 tutoring to students who are having difficulties which the Department offers.	<p>SLO: Preparing the Statement of Cash Flows</p> <table border="1"> <caption>SLO: Preparing the Statement of Cash Flows</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=30)</td> <td>58</td> </tr> <tr> <td>F'16 (n=51)</td> <td>98</td> </tr> <tr> <td>S'17 (n=33)</td> <td>100</td> </tr> <tr> <td>F'17 (n=45)</td> <td>92</td> </tr> <tr> <td>S'18 (n=42)</td> <td>91</td> </tr> </tbody> </table>	Semester	Score	S'16 (n=30)	58	F'16 (n=51)	98	S'17 (n=33)	100	F'17 (n=45)	92	S'18 (n=42)	91
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3a.3 SLO #3 - "Students will demonstrate the knowledge and ability to understand the retail inventory method."; Goal - 70% of the students will be able to score an 80 or above (B- or better). Program Outcomes: 1d, 1f, 2c	In ACC 113 (Intermediate Accounting), students scores are based on a mandatory standardized course project that will assess the ability to perform the ending inventory calculation under the retail inventory method . 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 class.	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.	<p>SLO: Inventory Cost under Retail Inventory Method</p> <table border="1"> <caption>SLO: Inventory Cost under Retail Inventory Method</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=30)</td> <td>78</td> </tr> <tr> <td>F'16 (n=51)</td> <td>98</td> </tr> <tr> <td>S'17 (n=33)</td> <td>97</td> </tr> <tr> <td>F'17 (n=45)</td> <td>93</td> </tr> <tr> <td>S'18 (n=42)</td> <td>98</td> </tr> </tbody> </table>	Semester	Score	S'16 (n=30)	78	F'16 (n=51)	98	S'17 (n=33)	97	F'17 (n=45)	93	S'18 (n=42)	98
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3a.4 SLO #4 - "Students will demonstrate the knowledge and ability to develop an understanding of the steps required to record the acquisition of a business."; Goal - 70% of the students will be able to score an 80 or above (B- or better). Program Outcomes: 1d, 1f, 2c	In ACC 113 (Intermediate Accounting), students scores are based on a mandatory standardized course project that will assess the ability of students to develop/demonstrate the steps required to acquire a business . 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 class.	The Department 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.	<p>SLO: Business Acquisition</p>  <table border="1"> <caption>SLO: Business Acquisition</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>80</td> <td>30</td> </tr> <tr> <td>F'16</td> <td>85</td> <td>51</td> </tr> <tr> <td>S'17</td> <td>95</td> <td>33</td> </tr> <tr> <td>F'17</td> <td>90</td> <td>45</td> </tr> <tr> <td>S'18</td> <td>90</td> <td>42</td> </tr> </tbody> </table>	Semester	Score	n	S'16	80	30	F'16	85	51	S'17	95	33	F'17	90	45	S'18	90	42
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4a.1 SLO #1 - "Students will demonstrate the knowledge and ability to describe the purposes of an accounting information system (AIS), its relationship to other information systems within an organization, and recognize the importance of information technology and the effects of information technology on the AIS."; Goal - 75% of students will be able to score 80 or greater. Program Outcomes: 1d, 2a, 2c	In ACC 115 (AIS - Accounting Information Systems), students scores are based on a standardized project question that will assess the ability of students to recognize the relationship and importance of information technology in an Accounting Information System . This is a direct, internal assessment.	Students met the measurement goal two out of the four semesters for this SLO.	This SLO represents basic concepts and definitions taught at beginning of the semester. The content is very detailed and not repeated in a similar context in topic areas covered in 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 the spring semester dropped below the desired goal compared to the prior two semesters, instructors will continue to reinforce this SLO at end of the semester. Students who are having difficulties will be identified by instructors and referred to tutoring which the Department offers. <i>It should be noted that the assessment was not done in fall 2016 as instructors used a Learning Management System (Blackboard) to assess this SLO in which students had some technological issues.</i>	<p>SLO: Understanding an Accounting Information Systems</p>  <table border="1"> <caption>SLO: Understanding an Accounting Information Systems</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>67</td> <td>39</td> </tr> <tr> <td>S'17</td> <td>90</td> <td>30</td> </tr> <tr> <td>F'17</td> <td>89</td> <td>36</td> </tr> <tr> <td>S'18</td> <td>68</td> <td>38</td> </tr> </tbody> </table>	Semester	Score	n	S'16	67	39	S'17	90	30	F'17	89	36	S'18	68	38			
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4a.2 SLO #2 - "Students will demonstrate the knowledge and ability to define the objectives of the internal control structure and identify the components of the internal control structure."; Goal - 75% of students will be able to score 80 or greater. Program Outcomes: 1d, 2a, 2c	In ACC 115 (AIS - Accounting Information Systems), students scores are based on standardized final exam questions that will assess the ability of students to define and identify the objectives and components of an internal control structure. This is a direct, internal assessment.	Student results met the measurement goal for the past five semesters for this SLO.	Instructors reviewed several internal control scenarios in the classroom. Except for the fall 2016 semester, it appears that students were obtaining the required knowledge to grasp the objectives and components of an internal control structure.	This SLO is being met for the four past semesters. To continue this momentum, instructors will provide students with additional lecture material, including various scenarios, regarding a company's internal control structure. <i>It should be noted that the assessment was not performed in fall 2016 as instructors used a Learning Management System (Blackboard) to assess this SLO in which students had some technological issues.</i>	<p>SLO: Identify the Objectives & Components of an Internal Control Structure</p> <table border="1"> <caption>SLO: Identify the Objectives & Components of an Internal Control Structure</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=39)</td> <td>78</td> </tr> <tr> <td>S'17 (n=30)</td> <td>80</td> </tr> <tr> <td>F'17 (n=36)</td> <td>92</td> </tr> <tr> <td>S'18 (n=38)</td> <td>90</td> </tr> </tbody> </table>	Semester	Score	S'16 (n=39)	78	S'17 (n=30)	80	F'17 (n=36)	92	S'18 (n=38)	90
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4a.3 SLO #3 - "Students will demonstrate the knowledge and ability to define and describe the nature of business ethics and the elements of fraud.; Goal - 75% of students will be able to score 80 or greater. Program Outcomes: 1d, 2a, 2c	In ACC 115 (AIS - Accounting Information Systems), students scores are based on standardized final exam questions that will assess the ability of students to define and describe the nature of business ethics and the elements of fraud. This is a direct, internal assessment.	Student performance met the measurement goal two out of the past four semesters for this SLO.	This area is not representative of the traditional accounting topics our students are familiar with from, prior accounting courses. Therefore, more exposure to these topics need to be provided.	This SLO represents ethics and fraud concepts that requires greater emphasis during semester. Therefore, instructors will provide more examples relating to the nature of business ethics and fraud. For students who are having issues, they will identified and referred to tutoring which the Department offers. <i>It should be noted that the assessment was not performed in fall 2016 as instructors used a Learning Management System (Blackboard) to assess this SLO in which students had some technological issues.</i>	<p>SLO: Describe the Nature of Ethics and Fraud</p> <table border="1"> <caption>SLO: Describe the Nature of Ethics and Fraud</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>72</td> <td>39</td> </tr> <tr> <td>S'17</td> <td>76</td> <td>30</td> </tr> <tr> <td>F'17</td> <td>92</td> <td>36</td> </tr> <tr> <td>S'18</td> <td>63</td> <td>38</td> </tr> </tbody> </table>	Year	Score	n	S'16	72	39	S'17	76	30	F'17	92	36	S'18	63	38
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<p>5a.1 SLO #1 - "Students will demonstrate the knowledge and ability to convert mathematical formulas, equations and math word problems by using Microsoft Excel logic.";</p> <p>Goal - 80% of the students will be able to score a 70 or above (C or better).</p> <p>Program Outcomes: 1e, 1f, 2d, 3d, 4d, 7f, 7g, 8e, 8f, 9c, 10d</p>	<p>In DAT 10 (Micro Computer Fundamentals and Applications), students scores are based on a standardized Microsoft Excel Project that will assess the ability of students to convert mathematical formulas, equations and math word problems by using Microsoft Excel logic. This is a direct, internal assessment.</p>	<p>Students met the performance measure for the past five semesters for this SLO.</p>	<p>Students appear to be acquiring enough practice in converting mathematical formulas, equations, word problems using Microsoft Excel logic in and on their own outside of class.</p>	<p>The department will continue to monitor successful achievement of this SLO. Instructors will continue to reinforce the conversion of Mathematical Formulas, Equations and Math word problems by using Microsoft Excel logic. Additional hands-on assignments will be given to students to continue to maintain and increase the result in this learning outcome.</p>	<p>SLO: To Use Excel Functions to Perform Various Conversion</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=194)</td> <td>85</td> </tr> <tr> <td>F'16 (n=205)</td> <td>81</td> </tr> <tr> <td>S'17 (n=217)</td> <td>82</td> </tr> <tr> <td>F'17 (n=182)</td> <td>84</td> </tr> <tr> <td>S'18 (n=208)</td> <td>90</td> </tr> </tbody> </table>	Term	Score	S'16 (n=194)	85	F'16 (n=205)	81	S'17 (n=217)	82	F'17 (n=182)	84	S'18 (n=208)	90
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<p>5a.2 SLO #2 - "Students will demonstrate the knowledge and ability to accurately interpret scientific notations using a variety of Graphs or Charts in Excel.";</p> <p>Goal - 80% of the students will be able to score a 70 or above (C or better).</p> <p>Program Outcomes: 1e, 1f, 2d, 3d, 4d, 7f, 7g, 8e, 8f, 9c, 10d</p>	<p>In DAT 10 (Micro Computer Fundamentals and Applications), students scores are based on a standardized Microsoft Excel Project that will assess the ability of students to accurately interpret scientific notations using a variety of Graphs or Charts in Microsoft Excel. This is a direct, internal assessment.</p>	<p>Students met the performance measure one of the past five semesters for this SLO.</p>	<p>Although instructors are reviewing various examples in class, it appears that students were not getting adequate practice in interpreting scientific notations using the graph functions in Microsoft Excel on their own outside of the classroom. It should be noted that the goal was marginally not met (1%-2%) for the four periods that this measurement was not achieved verses the benchmark.</p>	<p>Faculty will reinforce instructions relating to this SLO. As such, instructors will:</p> <ol style="list-style-type: none"> 1) Emphasize the interpretation of scientific notations using a variety of Graphs or Charts in Excel. 2) Identify and provide assistance to those students who are having difficulties. 	<p>SLO: To Interpret Scientific Notations in Excel</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=194)</td> <td>78</td> </tr> <tr> <td>F'16 (n=205)</td> <td>83</td> </tr> <tr> <td>S'17 (n=217)</td> <td>79</td> </tr> <tr> <td>F'17 (n=182)</td> <td>79</td> </tr> <tr> <td>S'18 (n=208)</td> <td>79</td> </tr> </tbody> </table>	Term	Score	S'16 (n=194)	78	F'16 (n=205)	83	S'17 (n=217)	79	F'17 (n=182)	79	S'18 (n=208)	79
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6a.1 SLO #1 - "Students will demonstrate the knowledge and ability to develop language art skills to compose correctly written sentences. "; Goal - 70% of the students will be able to score a 70 or above (C or better) on each of the student level outcome. Program Outcomes: 9a, 10c	In COM 31 (Business Communications), students scores are based on standardized final exam questions that will assess the ability of students to utilize language art skills to compose correctly written sentences . This is a direct, internal assessment.	Students did not meet the performance measure over the past five semesters for this SLO.	Even though instructors reviewed numerous lessons on sentence structures in the classroom, it appears that students were not getting the required knowledge-base to compose correctly written sentences and/or the assessment tool used (multiple-choice questions) to assess this learning outcome needs to be amended/changed.	In order to increase student's success for this SLO, the Department will continue to: <ul style="list-style-type: none"> • Introduce pretest and post-test Language Arts exercises/skills throughout the semester. • Monitor improvement or lack of improvement so additional reinforcement can be used as required. • Perform constant review of language art skills (grammar, punctuation, word usage, etc.). In addition to the above initiatives, starting in the fall 2018 semester, the course assessment tool will be adjusted to assess students based on short-answers questions rather on multiple choice questions.	<p>SLO: Ability to Compose Correctly Written Sentences</p> <table border="1"> <caption>SLO: Ability to Compose Correctly Written Sentences - Trend Data</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>S'16</td> <td>65</td> <td>17</td> </tr> <tr> <td>F'16</td> <td>50</td> <td>16</td> </tr> <tr> <td>S'17</td> <td>46</td> <td>15</td> </tr> <tr> <td>F'17</td> <td>59</td> <td>22</td> </tr> <tr> <td>S'18</td> <td>58</td> <td>24</td> </tr> </tbody> </table>	Semester	Score	n	S'16	65	17	F'16	50	16	S'17	46	15	F'17	59	22	S'18	58	24
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6a.2 SLO #2 - "Students will demonstrate the knowledge and ability to compose one well-written mandatory document." Goal - 70% of the students will be able to score a 70 or above (C or better). Program Outcomes: 9a, 9c, 10c	In COM 31 (Business Communications), students scores are based on standardized final exam questions that will assess the ability of students to compose one well-written mandatory document . This is a direct, internal assessment.	With the exception of the spring 2018 semester, students met the performance measure over the prior four semesters.	Overall, students appeared to be getting enough practice in composing at least one well-written document in and on their own outside of class.	The Department will continue to monitor successful achievement of this SLO. Additional assignments will be given to students to continue to increase the result in this learning outcome.	<p>SLO: Ability to Compose one Well-Written Document</p> <table border="1"> <caption>SLO: Ability to Compose one Well-Written Document</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=17)</td> <td>82</td> </tr> <tr> <td>F'16 (n=16)</td> <td>80</td> </tr> <tr> <td>S'17 (n=15)</td> <td>72</td> </tr> <tr> <td>F'17 (n=22)</td> <td>82</td> </tr> <tr> <td>S'18 (n=24)</td> <td>58</td> </tr> </tbody> </table>	Term	Score	S'16 (n=17)	82	F'16 (n=16)	80	S'17 (n=15)	72	F'17 (n=22)	82	S'18 (n=24)	58
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7a.1 SLO #1 - "Students will demonstrate the knowledge and ability to review a real world factual scenario and identify the basic legal principles of contract formation, which arise from those facts. "; Goal - 70% of the students will be able to score a 70 or above (C or better). Program Outcomes: 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a	In LAW 41 (Business Law), students scores are based on standardized final exam questions that will assess the ability of students to identify the basic legal principles of contract formation . This is a direct, internal assessment.	Students met the performance measure for the past five semesters.	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.	<p>SLO: Identify Basic Legal Principles in Contract Formation</p> <table border="1"> <caption>SLO: Identify Basic Legal Principles in Contract Formation</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=92)</td> <td>71</td> </tr> <tr> <td>F'16 (n=80)</td> <td>92</td> </tr> <tr> <td>S'17 (n=76)</td> <td>86</td> </tr> <tr> <td>F'17 (n=63)</td> <td>74</td> </tr> <tr> <td>S'18 (n=98)</td> <td>78</td> </tr> </tbody> </table>	Term	Score	S'16 (n=92)	71	F'16 (n=80)	92	S'17 (n=76)	86	F'17 (n=63)	74	S'18 (n=98)	78
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<p>7a.2 SLO #2 - "Students will demonstrate the knowledge and ability to review a real world factual scenario and identify advanced legal principles (exceptions to the general rules of contract formation) which arise from those facts. "; Goal - 70% of the students will be able to score a 70 or above (C or better). . Program Outcomes: 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a</p>	<p>In LAW 41 (Business Law), students scores are based on standardized final exam questions that will assess the ability of students to identify advanced legal principles (exceptions to the general rules of contract formation). This is a direct, internal assessment.</p>	<p>Students met the performance measure for two of the past five semesters for this SLO.</p>	<p>Even though, instructors reviewed numerous lessons on advanced legal principles, students did not appear to have enough practice in identifying advanced legal principles of contract formation through homework and assignments.</p>	<p>The Department/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.</p>	<p>SLO: Identify Advanced Legal Principles in Contract Formation</p> <table border="1"> <caption>SLO: Identify Advanced Legal Principles in Contract Formation</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=92)</td> <td>59</td> </tr> <tr> <td>F'16 (n=80)</td> <td>73</td> </tr> <tr> <td>S'17 (n=76)</td> <td>78</td> </tr> <tr> <td>F'17 (n=63)</td> <td>58</td> </tr> <tr> <td>S'18 (n=98)</td> <td>62</td> </tr> </tbody> </table>	Semester	Score	S'16 (n=92)	59	F'16 (n=80)	73	S'17 (n=76)	78	F'17 (n=63)	58	S'18 (n=98)	62
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<p>7a.3 SLO #3 - "Students will demonstrate the knowledge and ability to create logical arguments by identifying and applying legal principles to a real world factual scenario. "; Goal - 55% of the students will score an 80 or above (B- or better). . Program Outcomes: 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a</p>	<p>In LAW 41 (Business Law), students scores are based on standardized final exam questions that will assess the ability of students to create logical arguments by identifying and applying legal principles to a real world factual scenario. This is a direct, internal assessment.</p>	<p>Students met the performance measure only once over the past five semesters for this SLO.</p>	<p>Even though instructors reviewed numerous lessons on applying legal principles to logical arguments, students did not appear to have enough practice to solidify their understanding of this SLO.</p>	<p>Given that this SLO has been met only once over the past five semesters, the fall 2017 and spring 2018 semesters results are a marked departure from the prior trend. 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.</p>	<p>SLO: Create Logical Arguments by Applying Legal Principles</p> <table border="1"> <caption>SLO: Create Logical Arguments by Applying Legal Principles</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=92)</td> <td>46</td> </tr> <tr> <td>F'16 (n=80)</td> <td>52</td> </tr> <tr> <td>S'17 (n=76)</td> <td>60</td> </tr> <tr> <td>F'17 (n=63)</td> <td>44</td> </tr> <tr> <td>S'18 (n=98)</td> <td>39</td> </tr> </tbody> </table>	Semester	Score	S'16 (n=92)	46	F'16 (n=80)	52	S'17 (n=76)	60	F'17 (n=63)	44	S'18 (n=98)	39
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8a.1 SLO #1 - "Students will demonstrate the knowledge and ability to understand business in the context of a diverse, global, social and political and economic systems. "; Goal - 70% of the students will be able to score 75% or above. Program Outcomes: 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 10a, 10b	In BUS 10 (Introduction to Business), students scores are based on standardized in-class exam questions that will assess the ability of students to understand business in the context of diverse, global, social and political and economic systems . This is a direct, internal assessment.	Students did not meet the measurement goal over the past five semesters for this SLO.	Even though instructors illustrated specific examples in the classroom, it appeared that students were not adequately understanding the topics related to a diverse, global, social and political and economic systems	All BUS 10 instructors will provide additional reinforcement by providing online or in-class quizzes and case-study writing assignments. 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 more cognizant to focus more on these learning areas that needs improvement. In addition, the Department met in the fall 2018 semester with faculty members that teaches this course to address the low achievement of the performance goal. It was agreed that the assessment tool will be tweaked for the fall 2018 semester (analysis pending).	<p>SLO: Understand Diverse Global, Social, Political, & Economic Systems</p> <table border="1"> <caption>SLO: Understand Diverse Global, Social, Political, & Economic Systems</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=88)</td> <td>42</td> </tr> <tr> <td>F'16 (n=51)</td> <td>42</td> </tr> <tr> <td>S'17 (n=64)</td> <td>27</td> </tr> <tr> <td>F'17 (n=70)</td> <td>36</td> </tr> <tr> <td>S'18 (n=68)</td> <td>46</td> </tr> </tbody> </table>	Term	Score	S'16 (n=88)	42	F'16 (n=51)	42	S'17 (n=64)	27	F'17 (n=70)	36	S'18 (n=68)	46
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8a.2 SLO #2 - "Students will demonstrate the knowledge and ability to understand the marketing process and the development of marketing strategies. "; Goal - 70% of the students will be able to score 75% or above. Program Outcomes: 1a, 1c, 6a, 6e, 7a, 7e, 8a, 8c, 10a, 10b	In BUS 10 (Introduction to Business), students scores are based on standardized final project that will assess the ability of students to understand the marketing process and the development of marketing strategies . This is a direct, internal assessment.	Students met the performance measure over the past five semesters for this SLO.	Students appeared to be getting enough practice in understanding the marketing process and the development of marketing strategies in class and on homework assignments.	The Department will continue to monitor 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.	<p>SLO: Understand the Marketing Strategies</p> <table border="1"> <caption>SLO: Understand the Marketing Strategies</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=88)</td> <td>70</td> </tr> <tr> <td>F'16 (n=51)</td> <td>78</td> </tr> <tr> <td>S'17 (n=64)</td> <td>88</td> </tr> <tr> <td>F'17 (n=70)</td> <td>88</td> </tr> <tr> <td>S'18 (n=68)</td> <td>85</td> </tr> </tbody> </table>	Term	Score	S'16 (n=88)	70	F'16 (n=51)	78	S'17 (n=64)	88	F'17 (n=70)	88	S'18 (n=68)	85
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<p>9a.1 SLO #1 - "Students will demonstrate the knowledge and ability to understand financial statements and ratio analysis.";</p> <p>Goal - 70% of the students will be able to score 75 or above.</p> <p>Program Outcomes: 3b, 3c, 8a, 8f</p>	<p>In FIN 31 (Principles of Finance), students scores are based on exam #1 questions that will assess the ability of students to demonstrate a basic understanding of financial statement and ratio analysis. This is a direct, internal assessment.</p>	<p>Students did not meet this performance measure over the past five semesters for this SLO.</p>	<p>Even though, instructors gave numerous lessons with examples, students did not appear to demonstrate an understanding of financial statements and calculation of ratios.</p>	<p>To increase student's preparation for this SLO, ACC 111 (Principles of Accounting I) has been made a prerequisite as of the fall 2016. At a minimum, this will provide exposure to students on the basic understanding of financial statements. It appears that ACC 111 as a prerequisite is having a positive impact as the result increased, at an average, of 11% per semester.</p> <p>Instructors will provide students with more exposure to the understanding of financial statement and ratio analysis by assigning additional online and in class assignments. In addition, instructors will use various active learning techniques such as flipping the classroom, so that students can practice important skills, such as collaboration, through pair and group work.</p>	<p>SLO: Demonstrate the Understanding of Financial Statement & Ratio Analysis</p> <table border="1"> <caption>SLO: Demonstrate the Understanding of Financial Statement & Ratio Analysis</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=55)</td> <td>44</td> </tr> <tr> <td>F'16 (n=57)</td> <td>50</td> </tr> <tr> <td>S'17 (n=42)</td> <td>62</td> </tr> <tr> <td>F'17 (n=36)</td> <td>61</td> </tr> <tr> <td>S'18 (n=42)</td> <td>62</td> </tr> </tbody> </table>	Term	Score	S'16 (n=55)	44	F'16 (n=57)	50	S'17 (n=42)	62	F'17 (n=36)	61	S'18 (n=42)	62
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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)												
<p>9a.2 SLO #2 - "Students will demonstrate the knowledge and ability to use the time value of money methods to calculate future cash flow."; Goal - 70% of the students will be able to score 75 or above. Program Outcomes: 3a, 3c, 8a, 8f</p>	<p>In FIN 31 (Principles of Finance), students scores are based on exam #2 questions that will assess the ability of students to use the time value of money methods to calculate future cash flow. This is a direct, internal assessment.</p>	<p>Students results did not meet the performance measure over the past five semesters for this SLO.</p>	<p>Although, instructors gave numerous lessons with examples, students did not appear to demonstrate an understanding in calculating future cash flows by applying the time value of money concept.</p>	<p>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 this learning area that needs improvement.</p>	<p>SLO: Calculate Future Cash Flows</p> <table border="1"> <caption>SLO: Calculate Future Cash Flows</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=55)</td> <td>55</td> </tr> <tr> <td>F'16 (n=57)</td> <td>42</td> </tr> <tr> <td>S'17 (n=42)</td> <td>68</td> </tr> <tr> <td>F'17 (n=36)</td> <td>65</td> </tr> <tr> <td>S'18 (n=42)</td> <td>68</td> </tr> </tbody> </table>	Year	Score	S'16 (n=55)	55	F'16 (n=57)	42	S'17 (n=42)	68	F'17 (n=36)	65	S'18 (n=42)	68
Year	Score																
S'16 (n=55)	55																
F'16 (n=57)	42																
S'17 (n=42)	68																
F'17 (n=36)	65																
S'18 (n=42)	68																
<p>9a.3 SLO #3 - "Students will demonstrate the knowledge and ability to compute and describe the valuation of bond and stock investments, cost of capital and how these items are needed to determine risk and return on investments."; Goal - 70% of the students will be able to score 75 or above. Program Outcomes: 3a, 3c, 8a, 8f</p>	<p>In FIN 31 (Principles of Finance), students scores are based on exam #3 questions that will assess the ability of students to compute and describe the valuation of bond and stock investments, cost of capital and how these items are needed to determine risk and return on investments. This is a direct, internal assessment.</p>	<p>Student performance was met for two out of the past five semesters for this SLO.</p>	<p>Although, instructors gave numerous lessons with examples, students did not appear to demonstrate an understanding in the valuation of bond and stock investments, the cost of capital, and risk and return on investments.</p>	<p>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.</p>	<p>SLO: Compute the Valuation of Bonds & Stocks</p> <table border="1"> <caption>SLO: Compute the Valuation of Bonds & Stocks</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>S'16 (n=55)</td> <td>50</td> </tr> <tr> <td>F'16 (n=57)</td> <td>75</td> </tr> <tr> <td>S'17 (n=42)</td> <td>40</td> </tr> <tr> <td>F'17 (n=36)</td> <td>80</td> </tr> <tr> <td>S'18 (n=42)</td> <td>40</td> </tr> </tbody> </table>	Year	Score	S'16 (n=55)	50	F'16 (n=57)	75	S'17 (n=42)	40	F'17 (n=36)	80	S'18 (n=42)	40
Year	Score																
S'16 (n=55)	50																
F'16 (n=57)	75																
S'17 (n=42)	40																
F'17 (n=36)	80																
S'18 (n=42)	40																

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

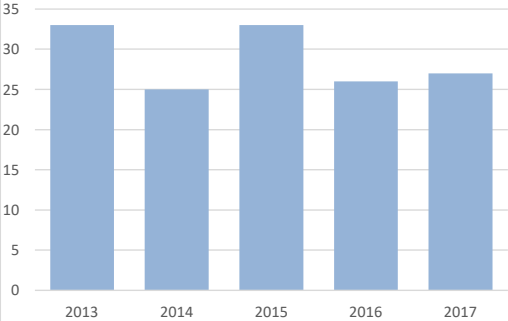
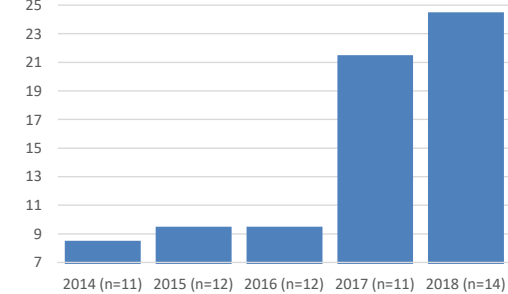
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <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>
	- 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

<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)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
1. Faculty will receive an overall rating of 3 (out of 4) on the item "Overall Impression of Instruction" in student evaluations in Business courses.	Student evaluations are administered in the fall term for all courses and reported by BCC's Office of Institutional Research, Planning & Assessment.	Overall impression of instruction by students are as follows: 1) 3.5% - Fall 2013 2) 3.5% - Fall 2014 3) 3.5% - Fall 2015 4) 3.6% - Fall 2016 4) 3.6% - Fall 2017	The Department exceeded its goal by 20% over its targeted benchmark. Over the past five years, there has been no significant change in students' overall impression of instruction. With an overall average rating of 3.54 out of 4 over the past 5 years, 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.	<p style="text-align: center;">Overall Impression of Instruction</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Overall Impression of Instruction Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Overall Impression</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>1,385</td> <td>3.5</td> </tr> <tr> <td>Fall 2014</td> <td>1,471</td> <td>3.5</td> </tr> <tr> <td>Fall 2015</td> <td>1,228</td> <td>3.5</td> </tr> <tr> <td>Fall 2016</td> <td>1,244</td> <td>3.6</td> </tr> <tr> <td>Fall 2017</td> <td>1,270</td> <td>3.6</td> </tr> </tbody> </table>	Year	Sample Size (n)	Overall Impression	Fall 2013	1,385	3.5	Fall 2014	1,471	3.5	Fall 2015	1,228	3.5	Fall 2016	1,244	3.6	Fall 2017	1,270	3.6
Year	Sample Size (n)	Overall Impression																					
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Analysis of Results

<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>												
<p>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.</p>	<p>Security, Crime and Statistics Reports compiling federally mandated crime statistics generated annually by the Department of Public Safety.</p>	<p>Overall report of incidents are as follows: 33 incidents in 2013, 25 incidents in 2014, 33 incidents in 2015, 26 incidents in 2016, and 27 incidents in 2017.</p>	<p>Although the data indicates that there was spike in incidents in 2 out of 5 years, there was a decrease of 18% in incidents from 2013 to 2017.</p>	<p>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.</p>	<p align="center">Number of Crime Incidents</p>  <table border="1"> <caption>Number of Crime Incidents</caption> <thead> <tr> <th>Year</th> <th>Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>33</td> </tr> <tr> <td>2014</td> <td>25</td> </tr> <tr> <td>2015</td> <td>33</td> </tr> <tr> <td>2016</td> <td>26</td> </tr> <tr> <td>2017</td> <td>27</td> </tr> </tbody> </table>	Year	Number of Incidents	2013	33	2014	25	2015	33	2016	26	2017	27
Year	Number of Incidents																
2013	33																
2014	25																
2015	33																
2016	26																
2017	27																
<p>3. B&IS faculty have participated in professional, scholarly and college activities.</p>	<p>This is demonstrated by articles published, conferences attended, and involvement on college committees</p>	<p>B&IS faculty have published several scholarly articles, attended numerous conferences, and have fourteen active memberships on thirteen College-Wide committees. There was a 200% increase in the overall participation level from 2014 to 2018.</p>	<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.</p>	<p>The Department will continue to provide faculty with information regarding service and scholarly activities across the discipline and encourage them to participate.</p>	<p align="center">Faculty Professional, Scholarly, and College Activities</p>  <table border="1"> <caption>Faculty Professional, Scholarly, and College Activities</caption> <thead> <tr> <th>Year</th> <th>Number of Activities</th> </tr> </thead> <tbody> <tr> <td>2014 (n=11)</td> <td>9</td> </tr> <tr> <td>2015 (n=12)</td> <td>10</td> </tr> <tr> <td>2016 (n=12)</td> <td>10</td> </tr> <tr> <td>2017 (n=11)</td> <td>21</td> </tr> <tr> <td>2018 (n=14)</td> <td>24</td> </tr> </tbody> </table>	Year	Number of Activities	2014 (n=11)	9	2015 (n=12)	10	2016 (n=12)	10	2017 (n=11)	21	2018 (n=14)	24
Year	Number of Activities																
2014 (n=11)	9																
2015 (n=12)	10																
2016 (n=12)	10																
2017 (n=11)	21																
2018 (n=14)	24																

Analysis of Results

<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>															
<p>4. Faculty job satisfaction will exceed 80%</p>	<p>Annual College-Wide faculty & staff job satisfaction survey administered by the Committee on Instruction and Professional Development and the Office of Institutional Research.</p>	<p>The results of the survey indicate that the goal was met consistently over the past 4 years, and the increase in satisfaction from 2015 (82%) to 2018 (89%) is a very encouraging sign. The results being reported are College-Wide only. The Office of Institutional Research did not maintain survey results by department. Historically (as indicated in prior QA & Self-Study Reports), the B&IS Department has reported a level of satisfaction at or above College-Wide levels.</p>	<p>After several changes in Executive Administration over the past five years, overall faculty & staff satisfaction has increased.</p>	<p>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.</p>	<p align="center">Faculty & Staff Satisfaction</p> <table border="1"> <caption>Faculty & Staff Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Faculty Satisfaction (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 2015 (n=364)</td> <td>82</td> <td>80</td> </tr> <tr> <td>Sp 2016 (n=460)</td> <td>82</td> <td>80</td> </tr> <tr> <td>Sp 2017 (n=351)</td> <td>86</td> <td>80</td> </tr> <tr> <td>Sp 2018 (n=460)</td> <td>89</td> <td>80</td> </tr> </tbody> </table>	Year	Faculty Satisfaction (%)	Goal (%)	Sp 2015 (n=364)	82	80	Sp 2016 (n=460)	82	80	Sp 2017 (n=351)	86	80	Sp 2018 (n=460)	89	80
Year	Faculty Satisfaction (%)	Goal (%)																		
Sp 2015 (n=364)	82	80																		
Sp 2016 (n=460)	82	80																		
Sp 2017 (n=351)	86	80																		
Sp 2018 (n=460)	89	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

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)
Albarouhi, Nasar	ACC 111-Principles of Accounting I (12 hours)	MS-Accounting; MBA-Risk Management; BS-Accounting	Certified Public Accountant	Masters Qualified in Accounting
Allen, Robert	BUS 10-Introduction to Business (12 hours)	DBA-Marketing Management; MSM-Human Resource Management; BS-Organizational & Business Management; AAS-Electronic Technology		Doctorate Qualified in Business
	MKT 11-Principles of Marketing (3 hours)	DBA-Marketing Management; MSM-Human Resource Management; BS-Organizational & Business Management; AAS-Electronic Technology		Doctorate Qualified in Marketing
Benbammou, Ennaji	BUS 51-Principles of Management (3 hours)	MS-Business Management; BS-Business Administration		Masters Qualified in Management
Bolarwina, Taiwo	ACC 111-Principles of Accounting I (4 hours)	MS Accounting; BS Accounting; AS-Accounting	Certified Public Accountant	Masters Qualified in Accounting
Diaz, Rigoberto	ACC 111-Principles of Accounting I (4 hours)	DPS-Computing; Executive MBA-Management		Masters Qualified in Accounting
Graham, Patricia	DAT 10-Computer Fundamental and Applications (24 hours)	MS-Education; MS-Instructional Technology; BS-Education		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)
Hemmings, Clement	BUS 111-Applications of Mathematics for Business (3 hours)	MSED-Higher Education Administration; BA-Mathematics and Accounting	1. Extensive non-teaching work experience; 2. Additional coursework	Professionally Qualified in Business Mathematics
Hwang, Neil	ACC 111-Principles of Accounting I (16 hours);	MS-Accounting; MBA; MPA; BA-Mathematics, Economics, Computer Science	Certified Public Accountant	Masters Qualified in Accounting
	ACC 112-Principles of Accounting II (4 hours)	MS-Accounting; MBA; MPA; BA-Mathematics, Economics, Computer Science	Certified Public Accountant	Masters Qualified in Accounting
	ACC 113-Principles of Intermediate Accounting (8 hours)	MS-Accounting; MBA; MPA; BA-Mathematics, Economics, Computer Science	Certified Public Accountant	Masters Qualified in Accounting
	BUS 111-Applications of Mathematics for Business (6 hours)	MS-Accounting; MBA; MPA; BA-Mathematics, Economics, Computer Science	Certified Public Accountant	Masters Qualified in Business Mathematics
	DAT 10-Computer Fundamental and Applications (4 hours)	MS-Accounting; MBA; MPA; BA-Mathematics, Economics, Computer Science	Certified Public Accountant	Masters Qualified in Computer Information Systems
Ilyasova, Marianna	ACC 111-Principles of Accounting I (12 hours)	Ph.D-Business Administration (Accounting/Finance); MBA-Accounting; BBA-Business Management		Doctorate Qualified in Accounting
	ACC 112-Principles of Accounting II (4 hours)	Ph.D-Business Administration (Accounting/Finance); MBA-Accounting; BBA-Business Management		Doctorate Qualified in Accounting
Irby, Derek	BUS 10-Introduction to Business (12 hours)	MBA-Business Management and Entrepreneurship; BA-American Government and Foreign Affairs		Masters Qualified in Business

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

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA: 1. Two Years Work Experience (other than teaching); 2. Teaching Excellence Awards; 3. Professional Certifications; 4. Research and/or Publication; 5. Additional Coursework	ACBSP QUALIFICATION: 1. Masters; 2. Doctorate; 3. Professional; 4. Exception (Choose one)
Lazarus, Daniel	BUS 10-Introduction to Business (3 hours)	Ph.D-Management; MBA-Marketing and Information Systems; MS-Theology; Bcom-Advertising and Marketing		Doctorate Qualified in Business
	BUS 51-Principles of Management (9 hours)	MS-Theology; Ph.D-Management; MBA-Marketing and Information Systems; Bcom-		Doctorate Qualified in Management
	BUS 53-International Management (3 hours)	MS-Theology; Ph.D-Management; MBA-Marketing and Information Systems; Bcom-Advertising and Marketing		Doctorate Qualified in Management
	BUS 111-Applications of Mathematics for Business (3 hours)	MS-Theology; Ph.D-Management; MBA-Marketing and Information Systems; Bcom-Advertising and Marketing		Doctorate Qualified in Business
	MKT 11-Principles of Marketing (9 hours)	MS-Theology; Ph.D-Management; MBA-Marketing and Information Systems; Bcom-Advertising and Marketing		Masters Qualified in Marketing
	MKT 43-Principles of Advertising (6 hours)	MS-Theology; Ph.D-Management; MBA-Marketing and Information Systems; Bcom-Advertising and Marketing		Masters Qualified in Marketing
Perkins, Miriam	ACC 111-Principles of Accounting I (4 hours)	MS-Accounting; BA-Accounting/Sociology		Masters Qualified in Accounting
Simpson, Delroy	ACC 111-Principles of Accounting I (4 hours)	MS-Accounting; BA-Accounting		Masters Qualified in Accounting
Tubilleja, Jose	DAT 10-Computer Fundamental and Applications (4 hours)	MPH-Information Systems Management; BA-Behavioral Sciences		Masters Qualified in Computer Information Systems
Venedikian, George	DAT 10-Computer Fundamental and Applications (4 hours)	MS-Information Systems; BS-Information Systems		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)
Wai, Eleanor	DAT 38-Microcomputer Database Applications (4 hours)	MS-Web Strategy and Design; BS-Computer Science; AS-Computer Science		Masters Qualified in Computer Information Systems

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program:

Accounting AAS Degree

Total Number of Credit Hours in Degree

61

← Enter total #

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 10	Introduction To Business	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
MKT 11	Principles of Marketing	F	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 10 or ENG 11	Fundamentals of Composition & Rhetoric or Composition and Rhetoric I	1	3
ENG 12 or ENG 14 or ENG 15 or ENG 16	Composition and Rhetoric II or Written Composition & Prose Fiction or Written Composition & Drama or Written Composition & 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 or DAT 38	Microcomputer Spreadsheet Applic or Microcomputer Database Applications	3
Total Credit Hours		18
Percent of Total Hours		30%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: CIS AAS Degree-Computer Programming option
Total Number of Credit Hours in Degree 61 ← Enter total #

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 10	Introduction To Business	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 10 or ENG 11	Fundamentals of Composition & Rhetoric or Composition and Rhetoric I	1	3
ENG 12 or ENG 14 or ENG 15 or ENG 16	Composition and Rhetoric II or Written Composition & Prose Fiction or Written Composition & Drama or Written Composition & 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	Introduction to Internet & Web Design	3
COMM 12	Voice & Diction: Business and Professional Speech	2
CWE 31	Cooperative Work Experience	2
DAT 33	Microcomputer Applications	2
DAT 35	BASIC Language Programming	3
DAT 38	Database Management Applications	3
DAT 47	JAVA Programming	3
DAT 48	Advanced JAVA Programming	3
DAT 49	UNIX Fundamentals	3
Total Credit Hours		24
Percent of Total Hours		39%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: CIS AAS Degree-Webpage Development option
Total Number of Credit Hours in Degree ← Enter total #

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 10	Introduction To Business	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 10 or ENG 11	Fundamentals of Composition & Rhetoric or Composition and Rhetoric I	1	3
ENG 12 or ENG 14 or ENG 15 or ENG 16	Composition and Rhetoric II or Written Composition & Prose Fiction or Written Composition & Drama or Written Composition & 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 12	Multimedia Theory & Applic. For Business	3
BIS 13	Introduction to Internet & Web Design	3
BIS 23	Advanced Web Page Design & Development	3
BIS 31	E-Commerce	3
COMM 12	Voice & Diction: Business and Professional Speech	2
CWE 31	Cooperative Work Experience	2
DAT 33	Microcomputer Applications	2
DAT 35	BASIC Language Programming	3
DAT 38	Database Management Applications	3
Total Credit Hours		24
Percent of Total Hours		39%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program:

Marketing Management AAS Degree

Total Number of Credit Hours in Degree

61

← Enter total #

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 10	Introduction To Business	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
PEA or HLT	Physical Education or Health Education		2
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 10 or ENG 11	Fundamentals of Composition & Rhetoric or Composition and Rhetoric I	1	3
ENG 12 or ENG 14 or ENG 15 of ENG 16	Composition and Rhetoric II or Written Composition & Prose Fiction or Written Composition & Drama or Written Composition & 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
MKT 11	Principles of Marketing		3
MKT 18 or MKT 47	Consumer Behavior or Marketing	E-	3
MKT 47 or FIN 31	Management of Retail Enterprises or Principles of Finance		3
MKT 43	Principles of Advertising		3
MKT 48	Advanced JAVA Programming		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

← Enter total #

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 10 or ENG 11	Fundamentals of Composition & Rhetoric or Composition and Rhetoric I	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 ← Enter total #

List courses appropriate for each area in the chart below

Professional Component

Course Num	Course Title	Area of Study	Credit Hours
BUS 10	Introduction to Business	E	3
BUS 51	Principles of Management	I	3
DAT 10	Computer Fundamentals & Applications	B	3
KEY 10	Keyboarding for Computers	B	1
KEY 11	Document Formatting and Speed Development	B	2
MTH 21 or MTH 23	Survey of Mathematics I or Probability and Statistics	C	3
WPR 11	Transcription for Business	B	3
WPR 21	Word Processing Applications	B	3
Total Credit Hours			21
Percent of Total Hours			34%

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 10 or ENG 11	Fundamentals of Composition & Rhetoric or Composition and Rhetoric I	1	3
FYS 11	First Year Seminar	10	1
SCIENCE	AST, BIO, CHM, ENV, ESE, PHY OR PHY	6	4
	Free Elective		1
	Flexible Core Elective		6
Total Credit Hours			21
Percent of Total Hours			34%

Business Major Component

Course Num	Course Title	Credit Hours
BIS 13	Introduction to Internet and Web Development	3
COM 31	Business Communications	3
CWE 31	Cooperative Work Experience	2
DAT 36	Microcomputer Spreadsheet Applications	3
DAT 38	Microcomputer Database Applications	3
KEY 12	Advanced Document Production	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 ← Enter total #

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 30: Analytical Geometry and Calculus	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)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in 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 ← Enter total #

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 30: Analytical Geometry and Calculus	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)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in 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
DAT 35	BASIC Language Programming	3
DAT 47	JAVA Programming	3
DAT 48	Advanced JAVA Programming	3
DAT 49	UNIX Fundamentals	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 ← Enter total #

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 30: Analytical Geometry and Calculus	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)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in 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 Management Option

Total Number of Credit Hours in Degree

61

← Enter total #

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 30: Analytical Geometry and Calculus	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)	1 or 2 or 8 or 10	3
	Pathways Flexible Core B (US Experience in 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 41 or MKT 43	Management of Retail Operations or 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.

Analysis of Results																							
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
1. To increase B&IS Department's A. S. Degrees retention rate by 5% 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.S. Degree retention rates are as follows: 1) 50% - Fall 2013 2) 55% - Fall 2014 3) 60% - Fall 2015 4) 54% - Fall 2016 5) 41% - Fall 2017	The B&IS Department 1-year average retention rates, over a 5-year period, of 52% is down by, an average, of 5% compared to 57%, the college's 1-year average, for the same periods.	The Department will continue to make FYS (First-Year Seminar), a student retention rate strategy, a required course in our business programs. We also have embedded academic advisors assigned to our students. The goal is for these dedicated academic advisors to implement an early intervention process by identifying students that appear to need guidance/assistance. In addition, the Department has set-up, with the assistance of students, three student organizations (The Business Club, The Entrepreneurship Club , and The National Association for Black Accountants (NABA) as a way to provide a social and economic venue to peek our students interest, thus, retaining them. We will continue to coordinate meetings every year with business students and administration regarding implementation strategies for our 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.	<p style="text-align: center;">1-Year A.S. Degree Retention Rates</p> <table border="1"> <caption>1-Year A.S. Degree Retention Rates Data</caption> <thead> <tr> <th>Year</th> <th>B&IS (%)</th> <th>BCC (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>50%</td> <td>58%</td> </tr> <tr> <td>Fall 2014</td> <td>55%</td> <td>62%</td> </tr> <tr> <td>Fall 2015</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Fall 2016</td> <td>54%</td> <td>58%</td> </tr> <tr> <td>Fall 2017</td> <td>41%</td> <td>48%</td> </tr> </tbody> </table>	Year	B&IS (%)	BCC (%)	Fall 2013	50%	58%	Fall 2014	55%	62%	Fall 2015	60%	60%	Fall 2016	54%	58%	Fall 2017	41%	48%
Year	B&IS (%)	BCC (%)																					
Fall 2013	50%	58%																					
Fall 2014	55%	62%																					
Fall 2015	60%	60%																					
Fall 2016	54%	58%																					
Fall 2017	41%	48%																					

Analysis of Results																							
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
2. To increase B&IS Department's A. A. S. Degrees retention rate by 7% 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.A.S. Degree retention rates are as follows: 1) 60% - Fall 2013 2) 48% - Fall 2014 3) 42% - Fall 2015 4) 46% - Fall 2016 5) 58% - Fall 2017	The B&IS Department 1-year average retention rates, over a 5-year period, of 51% is down by, an average, of 7% compared to 58%, the college's 1-year average, for the same periods.	The Department will continue to make FYS (First-Year Seminar), a student retention rate strategy, a required course in our business programs. We also have embedded academic advisors assigned to our students. The goal is for these dedicated academic advisors to implement an early intervention process by identifying students that appear to need guidance/assistance. In addition, the Department has set-up, with the assistance of students, three student organizations (The Business Club, The Entrepreneurship Club , and The National Association for Black Accountants (NABA) as a way to provide a social and economic venue to peek our students interest, thus, retaining them. We will continue to coordinate meetings every year with business students and administration regarding implementation strategies for our 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.	<p style="text-align: center;">1-Year A.A.S. Degree Retention Rates</p> <table border="1"> <caption>1-Year A.A.S. Degree Retention Rates</caption> <thead> <tr> <th>Year</th> <th>B&IS (%)</th> <th>BCC (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>60</td> <td>62</td> </tr> <tr> <td>Fall 2014</td> <td>48</td> <td>57</td> </tr> <tr> <td>Fall 2015</td> <td>42</td> <td>55</td> </tr> <tr> <td>Fall 2016</td> <td>46</td> <td>58</td> </tr> <tr> <td>Fall 2017</td> <td>58</td> <td>57</td> </tr> </tbody> </table>	Year	B&IS (%)	BCC (%)	Fall 2013	60	62	Fall 2014	48	57	Fall 2015	42	55	Fall 2016	46	58	Fall 2017	58	57
Year	B&IS (%)	BCC (%)																					
Fall 2013	60	62																					
Fall 2014	48	57																					
Fall 2015	42	55																					
Fall 2016	46	58																					
Fall 2017	58	57																					

Analysis of Results																							
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
3. The B&IS Department will maintain its average of 17% 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) 11% - Fall 2011 2) 19% - Fall 2012 3) 17% - Fall 2013 4) 18% - Fall 2014 5) 20% - Fall 2015	The B&IS Department 3-year average graduation rates, in its A.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 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.	<p style="text-align: center;">3-Year A.S. Degrees Graduation Rates</p> <table border="1"> <caption>3-Year A.S. Degrees Graduation Rates</caption> <thead> <tr> <th>Year</th> <th>B&IS (%)</th> <th>BCC (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>11%</td> <td>9%</td> </tr> <tr> <td>Fall 2012</td> <td>19%</td> <td>14.5%</td> </tr> <tr> <td>Fall 2013</td> <td>17%</td> <td>12.5%</td> </tr> <tr> <td>Fall 2014</td> <td>18%</td> <td>13.5%</td> </tr> <tr> <td>Fall 2015</td> <td>20%</td> <td>18%</td> </tr> </tbody> </table>	Year	B&IS (%)	BCC (%)	Fall 2011	11%	9%	Fall 2012	19%	14.5%	Fall 2013	17%	12.5%	Fall 2014	18%	13.5%	Fall 2015	20%	18%
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Analysis of Results																							
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
4. The B&IS Department will maintain its average of 11% in the A. A. S. Degrees graduation rate.	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 2011 2) 12% - Fall 2012 3) 13% - Fall 2013 4) 6% - Fall 2014 5) 17% - Fall 2015	The B&IS Department 3-year average graduation rates, in it's a.m.'s. programs over a five-year period, is 11%. This is, on average, equals to the overall college's average graduation rate of 11%.	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 11%, on average, of its A. 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.	<p style="text-align: center;">3-Year A.A.S. Degrees Graduation Rates</p> <table border="1"> <caption>3-Year A.A.S. Degrees Graduation Rates</caption> <thead> <tr> <th>Year</th> <th>B&IS (%)</th> <th>BCC (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>8%</td> <td>7.5%</td> </tr> <tr> <td>Fall 2012</td> <td>12%</td> <td>11%</td> </tr> <tr> <td>Fall 2013</td> <td>13%</td> <td>10.5%</td> </tr> <tr> <td>Fall 2014</td> <td>6%</td> <td>9%</td> </tr> <tr> <td>Fall 2015</td> <td>17%</td> <td>14%</td> </tr> </tbody> </table>	Year	B&IS (%)	BCC (%)	Fall 2011	8%	7.5%	Fall 2012	12%	11%	Fall 2013	13%	10.5%	Fall 2014	6%	9%	Fall 2015	17%	14%
Year	B&IS (%)	BCC (%)																					
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Analysis of Results																	
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
5. 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 approved expenditures have been used to directly upgrade, maintain and create new computer facilities for classroom instruction and student computer laboratories. While this table demonstrates the fiscal commitment College-Wide, it provide a Departmental benefit. Whereas B&S students avail themselves of computer labs and technological resources at various facilities campus-wide, we are extrapolating that the use of STFis 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 decrease in STF expenditures during the 2016-2017 year was due to many CUNY-Wide initiatives being paid from tax levy operation rather than STF revenues.	The B&S 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.	<p style="text-align: center;">Technology Fee Expenditures</p> <table border="1"> <caption>Technology Fee Expenditures</caption> <thead> <tr> <th>Year</th> <th>Expenditure (\$)</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>1,500,000</td> </tr> <tr> <td>2014-2015</td> <td>1,650,000</td> </tr> <tr> <td>2015-2016</td> <td>1,550,000</td> </tr> <tr> <td>2016-2017</td> <td>1,150,000</td> </tr> <tr> <td>2017-2018</td> <td>1,900,000</td> </tr> </tbody> </table>	Year	Expenditure (\$)	2013-2014	1,500,000	2014-2015	1,650,000	2015-2016	1,550,000	2016-2017	1,150,000	2017-2018	1,900,000
Year	Expenditure (\$)																
2013-2014	1,500,000																
2014-2015	1,650,000																
2015-2016	1,550,000																
2016-2017	1,150,000																
2017-2018	1,900,000																

Analysis of Results																										
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																					
6. Full-time equivalent (FTE) sections offered: The Department will seek to maintain or increase it FTEs in relation to overall College-Wide offerings	The Office of Institutional Research reports College-Wide and Departmental 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.	The B&IS Department continues to offer approximately 14%-15% of College-Wide FTEs.	Continue to utilize the same guidelines in allocating Departmental hours for course scheduling and faculty programming	<p>FTEs College-Wide Verses Departmental</p> <table border="1"> <caption>FTEs College-Wide Verses Departmental</caption> <thead> <tr> <th>Semester</th> <th>College-Wide</th> <th>B&IS Dept</th> </tr> </thead> <tbody> <tr> <td>Sp 16</td> <td>8,000</td> <td>1,200</td> </tr> <tr> <td>Fa 16</td> <td>8,200</td> <td>1,200</td> </tr> <tr> <td>Sp 17</td> <td>7,800</td> <td>1,200</td> </tr> <tr> <td>Fa 17</td> <td>8,300</td> <td>1,200</td> </tr> <tr> <td>Sp 18</td> <td>7,700</td> <td>1,200</td> </tr> <tr> <td>Fa 18</td> <td>7,800</td> <td>1,200</td> </tr> </tbody> </table>	Semester	College-Wide	B&IS Dept	Sp 16	8,000	1,200	Fa 16	8,200	1,200	Sp 17	7,800	1,200	Fa 17	8,300	1,200	Sp 18	7,700	1,200	Fa 18	7,800	1,200
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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 Registrar's report on College-Wide course offerings.	The Department, in a effort to offer additional online course offerings, increased the number of online courses from Spring 16 to Fall 18 by 33%. In addition, the Department has met and exceeded its goal by 70% over the past academic year (Fall 17 - Spring 18).	While the Department is limited in its online offering by trained faculty and fiscal resources, the increase in goal is set by virtue of the ability of newly hired faculty to teach online sections effectively and the assurance by the Office of Academic and Student Success, that fiscal resources to support this goal will be made available.	Several faculty, including a newly hired full-time ones, have completed the online course delivery workshop. As per the increase online course offerings, additional online sections were offered over the past four semesters.	<p>Alternate Delivery of Courses: College-Wide Verses Departmental</p> <table border="1"> <caption>Alternate Delivery of Courses: College-Wide Verses Departmental</caption> <thead> <tr> <th>Semester</th> <th>College-Wide</th> <th>B&IS Dept</th> </tr> </thead> <tbody> <tr> <td>Sp 16</td> <td>85</td> <td>5</td> </tr> <tr> <td>Fa 16</td> <td>110</td> <td>5</td> </tr> <tr> <td>Sp 17</td> <td>135</td> <td>5</td> </tr> <tr> <td>Fa 17</td> <td>150</td> <td>5</td> </tr> <tr> <td>Sp 18</td> <td>170</td> <td>5</td> </tr> <tr> <td>Fa 18</td> <td>170</td> <td>5</td> </tr> </tbody> </table>	Semester	College-Wide	B&IS Dept	Sp 16	85	5	Fa 16	110	5	Sp 17	135	5	Fa 17	150	5	Sp 18	170	5	Fa 18	170	5
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