

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

Quality Assurance Report
Fall 2010 – Spring 2012

Accreditation Council for Business
Schools and Programs

September 2012



**Accreditation Council for Business Schools and Programs
(ACBSP)**

**Associate Degree Commission Accredited Institutions
Quality Assurance (QA) Report**

Institution: Bronx Community College

President's Name: Dr. Carole M. Berotte Joseph

Chief Academic Officer's Name: Dr. David Hadaller

Year Accredited/Reaffirmed: Reaffirmed 2004

List All Accredited Programs: Business Administration, A.S.,
with options in:
Accounting
Management
Marketing Management
Computer Programming
Accounting, A.A.S.
Computer Information Systems,
A.A.S, with options in:
Computer Programming
Web Page Development
Marketing Management, A.A.S.
Office Administration and
Technology, A.A.S.
Medical Office Assistant, A.A.S.

Persons completing report: Dr. Rosemary Quinn,
Chairperson
Prof. Howard Clampman,
Deputy Chairperson

Phone: 718-289-5593 / 718-289-5590

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howard.clampman@bcc.cuny.edu

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Items to be Addressed

A. Faculty Qualifications

Since the last report, 7 new faculty (full-time and part-time) members were hired. As required, Table IV - New Full-Time and Part-Time Faculty Qualifications are attached.

<u>NAME</u>	<u>MAJOR TEACHING FIELD</u>	<u>COURSES TAUGHT</u>	<u>LIST ALL EARNED DEGREES</u>	<u>DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA (18 Graduate Credit Hours in Field, Two Years Work Experience, Teaching Excellence, Publications, Professional Certifications)</u>	<u>ACBSP QUALIFICATION (1. Master 2. Doctorate, 3. Professional, 4. Exception)</u>
<u>Full-Time</u>					
D'Aarigo, Thomas	ACCOUNTING, FINANCE, MARKETING, MANAGEMENT	MKT 11 - PRINCIPLES OF MARKETING; ACC 11 - FUNDAMENTAL ACCOUNTING I; FIN 31 - PRINCIPLES OF FINANCE	MBA-MARKETING		MASTER
Jajairam, Paul	ACCOUNTING	ACC 11 & 12 - FUNDAMENTAL ACCOUNTING I & II, ACC 13 - INTERMEDIATE ACCOUNTING I	MBA - FINANCE	PROFESSIONAL CERTIFICATE-CPA (SC)	MASTER
Wei, Hsinrong	BUSINESS, FINANCE, MANAGEMENT	BUS 10 - INTRODUCTION TO BUSINESS; BUS 51 - BUSINESS ORGANIZATION & MANAGEMENT; BUS 52 - ORGANIZATIONAL BEHAVIOR; FIN 31 - PRINCIPLES OF FINANCE	MBA - FINANCE AND INVESTMENTS		MASTER
<u>Part-Time</u>					
Martich, Luisa	COMPUTER INFORMATION SYSTEMS	DAT 10 - COMPUTER FUNDAMENTALS AND APPLICATIONS	MS - INFORMATION TECHNOLOGY SECURITY ASSURANCE		MASTER
McMaster, Clarence	BUSINESS, MARKETING, MANAGEMENT	MKT 11 - PRINCIPLES OF MARKETING; BUS 11 - BUSINESS MATHEMATICS	JD - LAW	CALIFORNIA BAR ASSOCIATION	DOCTORATE
Mirza, Atique	ACCOUNTING	ACC 11 - FUNDAMENTAL ACCOUNTING I	MBA - ACCOUNTING	PROFESSIONAL CERTIFICATE-CPA (TX)	MASTER
Phillips, Myrna	BUSINESS & ACCOUNTING	ACC 11 - FUNDAMENTAL ACCOUNTING I	MBA - FINANCE	PROFESSIONAL CERTIFICATE-CPA (NY)	

B. Curriculum

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

C. Organization

- 1) The following represents the new organizational or administrative personnel changes within the business unit during the QA reporting period:
 - a) New President - Dr. Carole M. Berotte Joseph.
 - b) New VP of Academic Affairs – Dr. David Hadaller.
- 2) No new sites were added during the QA reporting period.

D. Conditions/Notes/Recommendations to be Addressed

There were no Conditions, Notes, or Recommendations to be addressed from the 2010 QA report.

E. Program Outcomes

1. A.S. Degree:

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

- Transfer to a senior college/four-year degree program to obtain their Bachelor's Degree. The Department has several current articulation agreements to facilitate transfer to CUNY senior colleges.
- Obtain employment in their major areas of study in which they have received instruction to be qualified for entry-level positions

2. A.A.S Degree:

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

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

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

3. The following Program Outcome data is provided:

- Program graduation rates as a percentage of College-Wide rates
- Program passing rates on College Proficiency Exam (CPE) as compared to College-Wide rates as of 2009. The CPE is no longer administered at BCC – see note on page 7 for further details.

GRADUATION RATES

BUSINESS ADMINISTRATION

AS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	99	13%
2006-2007	834	104	12%
2007-2008	756	89	12%
2008-2009	836	105	13%
2009-2010	887	107	12%
2010-2011	1144	118	10%
2011-2012	922	95	10%

ACCOUNTING

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	9	1%
2006-2007	834	9	1%
2007-2008	756	11	1%
2008-2009	836	12	1%
2009-2010	887	9	1%
2010-2011	1144	16	1%
2011-2012	922	10	1%

COMPUTER INFORMATION SYSTEMS

AAS DEGREE

YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	16	2%
2006-2007	834	16	2%
2007-2008	756	13	2%
2008-2009	836	17	2%
2009-2010	887	10	1%
2010-2011	1144	15	1%
2011-2012	922	17	2%

GRADUATION RATES

MARKETING MANAGEMENT			
AAS DEGREE			
YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	7	1%
2006-2007	834	6	1%
2007-2008	756	6	1%
2008-2009	836	6	1%
2009-2010	887	7	1%
2010-2011	1144	10	1%
2011-2012	922	2	0%

MEDICAL/OFFICE ADMINISTRATION & TECHNOLOGY			
AAS DEGREE			
YEAR	TOTAL COLLEGE GRADUATES	PROGRAM GRADUATES	PERCENTAGE
2005-2006	735	16	2%
2006-2007	834	15	2%
2008-2009	756	20	3%
2008-2009	836	9	1%
2009-2010	887	17	2%
2010-2011	1144	20	2%
2011-2012	922	14	2%

AS & AAS DEGREE STUDENTS PERCENTAGE PASSING CPE EXAM COMPARED TO COLLEGE-WIDE RESULTS
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	AS	AAS	
YEAR	BUSINESS ADMINISTRATION **	PROGRAMS	COLLEGE-WIDE
2005	80%	75%	76%
2006	80%	73%	77%
2007	79%	68%	74%
2008	85%	71%	77%
2009 *	83%	72%	75%

* CUNY is replacing the CUNY Proficiency Exam (CPE) – which was a graduation requirement for every community college student with the Collegiate Learning Assessment (CLA), which will be administered to a sample of first semester students as well as a sample of students nearing graduation. The Collegiate Learning Assessment (CLA) is a program of the Council for Aid to Education (CAE), a national nonprofit organization. The CLA provides a means for assessing the extent to which an institution contributes to the development of key higher order proficiencies, including students’ abilities to think critically, reason analytically solve problems and communicate effectively.

** It is significant to note that the Business Administration A.S. degree graduation rates from 2005 -2009 consistently exceed college-wide rates by an average of 5%-6%.

Change in Methodology

As of fall 2010, the “passing rate” calculation for reporting only includes students that have completed the course. Given that, in addition to excluding “W” grades, we are now excluding “WN”, “WU”, “INC”, “PEN”, and “WA”.

Performance Results

See Tables 1 – 5.

Table 1. Student Learning Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																																																						
<p>1a. Students will demonstrate success in the completion of Core Business courses (ACC 11, BUS 10, BUS 51, DAT 10 & DAT 30).</p>	<p>Success is based on 70% of all students earning a passing grade in each course (D- or better).</p>	<p>For the past four semesters: BUS 10, BUS 51, DAT 10 and DAT 30 met the criteria; DAT 30 met the criteria in all semesters expect for the Spring 2011 semester.</p>	<p>Significant progress has been made since the 08-10 QA report as it relates to ACC 11, a course that met the criteria two out of the four semesters. As such, ACC 11 have met the criteria in all semesters with a course passing rate range of 72%-82%, showing an improvement with an 08-10 course passing rate range of 57%-72%. This is attributed to course instructors continued review and updating of course materials and methods of delivery.</p>	<p>Even though the criteria have been met for all of the core courses, (except for DAT 10 in spring 2011), the Department will continue to monitor outcomes and investigate appropriate interventions, as necessary. Budget permitting, the Interim VP of Academic Affairs, David Hadaller, has continued to support the ACC 11 weekend study sessions in the Fall 2012 semester. Faculty will continue to review the scheduling of the study sessions to accommodate</p>	<div style="text-align: center;"> <p>Graph of Trends</p> <p>Pass Rates Core Courses</p> <p>Fall 08 - Spring 12</p> <p>ACC11 BUS10 BUS51 DAT10 DAT30</p> <table border="1"> <caption>Pass Rates Core Courses (Fall 08 - Spring 12)</caption> <thead> <tr> <th>Semester</th> <th>ACC11</th> <th>BUS10</th> <th>BUS51</th> <th>DAT10</th> <th>DAT30</th> </tr> </thead> <tbody> <tr> <td>Sp12</td> <td>82%</td> <td>92%</td> <td>88%</td> <td>94%</td> <td>100%</td> </tr> <tr> <td>Fa11</td> <td>72%</td> <td>93%</td> <td>88%</td> <td>91%</td> <td>81%</td> </tr> <tr> <td>Sp11</td> <td>73%</td> <td>88%</td> <td>85%</td> <td>89%</td> <td>67%</td> </tr> <tr> <td>Fa10</td> <td>79%</td> <td>90%</td> <td>80%</td> <td>85%</td> <td>94%</td> </tr> <tr> <td>Sp10</td> <td>57%</td> <td>79%</td> <td>80%</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>Fa09</td> <td>62%</td> <td>74%</td> <td>74%</td> <td>90%</td> <td>80%</td> </tr> <tr> <td>Sp09</td> <td>70%</td> <td>82%</td> <td>81%</td> <td>77%</td> <td>71%</td> </tr> <tr> <td>Fa08</td> <td>72%</td> <td>85%</td> <td>78%</td> <td>89%</td> <td>76%</td> </tr> </tbody> </table> <p>% of Students Final Grades of 70 or Better</p> </div>	Semester	ACC11	BUS10	BUS51	DAT10	DAT30	Sp12	82%	92%	88%	94%	100%	Fa11	72%	93%	88%	91%	81%	Sp11	73%	88%	85%	89%	67%	Fa10	79%	90%	80%	85%	94%	Sp10	57%	79%	80%	79%	80%	Fa09	62%	74%	74%	90%	80%	Sp09	70%	82%	81%	77%	71%	Fa08	72%	85%	78%	89%	76%
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1a (cont'd.)			<p>Also, in Fall 2008 ACC 11 weekend study sessions were introduced. The weekend study sessions have proved beneficial for participating students. Their final exam and course grades were higher than those earned by students not participating. Based on analysis performed over the past 4 semesters, 67%-86% of students that attended the study sessions received a passing grade versus only 33%-43% that did not attend.</p>	<p>the greatest number of students and will increase their efforts to attract greater student participation and successful student outcomes.</p>	

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<p>1b. Students will demonstrate an overall knowledge of the course objectives and content in the Core Business courses (ACC 11, BUS 10, BUS 51, DAT 10 & DAT 30). See "Change in Methodology" in the calculation of the "Pass Rates" on page 7.</p>	<p>Success is based on grades achieved on uniform final examinations. 70% of all students will earn a grade of 60% or better.</p>	<p>The revised 06-08 criteria of 70% of students earning a grade of 60% or better was utilized to accommodate our diverse student body in this variety of courses. The criteria was met in all four semesters except for DAT 30 in spring 2011; in addition, if the revised methodology was applied during the last QA report period, the criteria would have met in all semesters as well.</p>	<p>Progress continued to be made to increase the core courses final exam passing grade except for DAT 30 that did not meet the criteria in spring 2011 by 3%. The department continues to use an objective analysis of the format and content of all the core final exams. Specific focus will be placed any areas that were identified as problematic in DAT 30.</p>	<p>The Department will continue to review students final examinations in all of the core courses, especially DAT 30, in order to identify any potential problematic content areas.</p>	<p style="text-align: center;">Graph of Trends Pass Rates Core Courses - Final Exams Fall 08 - Spring 12</p> <table border="1"> <caption>Pass Rates Core Courses - Final Exams (Fall 08 - Spring 12)</caption> <thead> <tr> <th>Semester</th> <th>ACC11</th> <th>BUS10</th> <th>BUS51</th> <th>DAT10</th> <th>DAT30</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>61%</td> <td>62%</td> <td>62%</td> <td>80%</td> <td>66%</td> </tr> <tr> <td>Sp09</td> <td>68%</td> <td>56%</td> <td>67%</td> <td>70%</td> <td>64%</td> </tr> <tr> <td>Fa09</td> <td>59%</td> <td>57%</td> <td>74%</td> <td>77%</td> <td>78%</td> </tr> <tr> <td>Sp10</td> <td>52%</td> <td>62%</td> <td>63%</td> <td>80%</td> <td>72%</td> </tr> <tr> <td>Fa10</td> <td>72%</td> <td>74%</td> <td>84%</td> <td>100%</td> <td>89%</td> </tr> <tr> <td>Sp11</td> <td>74%</td> <td>83%</td> <td>91%</td> <td>92%</td> <td>91%</td> </tr> <tr> <td>Fa11</td> <td>61%</td> <td>71%</td> <td>88%</td> <td>90%</td> <td>96%</td> </tr> <tr> <td>Sp12</td> <td>45%</td> <td>64%</td> <td>74%</td> <td>92%</td> <td>100%</td> </tr> </tbody> </table>	Semester	ACC11	BUS10	BUS51	DAT10	DAT30	Fa08	61%	62%	62%	80%	66%	Sp09	68%	56%	67%	70%	64%	Fa09	59%	57%	74%	77%	78%	Sp10	52%	62%	63%	80%	72%	Fa10	72%	74%	84%	100%	89%	Sp11	74%	83%	91%	92%	91%	Fa11	61%	71%	88%	90%	96%	Sp12	45%	64%	74%	92%	100%
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1b (cont'd.)			<p>In the prior QA report period, based on the old methodology, ACC 11 met the criteria for two out of the four semesters. In the current QA Report, ACC 11 have met the criteria based on the new methodology for all semesters. However, the ACC 11 Faculty have continued to uniformly identify student's non-compliance in completing required reading and homework assignment as a major factor in student success so that the results do not become problematic in the future.</p>	<p>ACC 11 faculty will continue to seek ways to increase student completion of daily assignments. The Department will continue to offer support instruction of the weekend study sessions.</p>	

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1c. Students in ACC 11 will demonstrate understanding of the Accounting Cycle (i.e. preparation of Journals, General Ledger, Financial Statements).	Success is measured by 80% of all students completing a required practice set earning a grade of 70% or better.	Criteria was met in three out of four semesters as opposed to all semesters in the prior QA Report period.	The semester that the criteria was not met was in spring 2012. This was mainly attributed to the fact that three of the eight ACC 11 courses was taught by a full-time substitute that did not stress the importance of the Practice Set. As such, the three sections taught by the substitute, only an average of 21% earned a grade of 70% or above, which brought the Spring 2012 passing rate to 51%.	Based on the results in spring 2012, the Department hired a new substitute Instructor until a new full time faculty is hired. A search will be conducted in Spring, 2013 to hire a full-time accounting instructor effective Fall, 2013. The Department will stress the importance of the Practice Set to the new substitute as well as to existing faculty. The Department will continue to monitor	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">ACC 11 Practice Set Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Semester</th> <th>% of students earning 70 or better on Practice Set</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>81%</td> </tr> <tr> <td>Sp09</td> <td>78%</td> </tr> <tr> <td>Fa09</td> <td>91%</td> </tr> <tr> <td>Sp10</td> <td>87%</td> </tr> <tr> <td>Fa10</td> <td>76%</td> </tr> <tr> <td>Sp11</td> <td>84%</td> </tr> <tr> <td>Fa11</td> <td>74%</td> </tr> <tr> <td>Sp12</td> <td>60%</td> </tr> <tr> <td>Aggregate Fa08-Sp12</td> <td>79%</td> </tr> </tbody> </table>	Semester	% of students earning 70 or better on Practice Set	Fa08	81%	Sp09	78%	Fa09	91%	Sp10	87%	Fa10	76%	Sp11	84%	Fa11	74%	Sp12	60%	Aggregate Fa08-Sp12	79%
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1c. (cont'd.)			Excluding these three sections taught by the substitute, an average of 77% would have earned a grade of 70% or higher which would have been only 3% below the benchmark as opposed to the current 29% rate.	successful completion rates each semester.	

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1d. Students in DAT 10 will demonstrate proficiency in the use of Electronic Spreadsheets.	Success is measured by 80% of all students completing a uniform spreadsheet project earning a grade of 70% or better.	Criterion was met and exceeded in two of the four semesters.	The Department identified the problematic areas of the project for the Spring 2011 & 2012 semesters. Faculty will need to spend more time explaining and reinforcing these context areas in their lecture presentations.	Faculty will spend more time on the identified problematic areas by giving more assignments in the various areas. The Department will continue to monitor successful completion rates in each semester.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">DAT10 Excel Project Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>DAT10 Excel Project Results Data</caption> <thead> <tr> <th>Semester</th> <th>% of students earning 70 or better</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>88%</td> </tr> <tr> <td>Sp09</td> <td>95%</td> </tr> <tr> <td>Fa09</td> <td>95%</td> </tr> <tr> <td>Sp10</td> <td>88%</td> </tr> <tr> <td>Fa10</td> <td>86%</td> </tr> <tr> <td>Sp11</td> <td>78%</td> </tr> <tr> <td>Fa11</td> <td>90%</td> </tr> <tr> <td>Sp12</td> <td>76%</td> </tr> <tr> <td>Aggregate Fa08-Sp12</td> <td>87%</td> </tr> </tbody> </table> <p style="text-align: center;">■ % of students earning 70 or better on Excel Project</p>	Semester	% of students earning 70 or better	Fa08	88%	Sp09	95%	Fa09	95%	Sp10	88%	Fa10	86%	Sp11	78%	Fa11	90%	Sp12	76%	Aggregate Fa08-Sp12	87%
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1e. Students in BUS 10 will demonstrate proficiency in completing a written research project.	Success is measured by 80% of all students completing a uniform research project earning a grade of 70% or better.	Criterion was met and exceeded, significantly in all four semesters.	No action necessary. Maintain current presentation of completion of uniform written research project.	Continue to monitor successful completion rates of research project.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">BUS 10 Project Results</p> <table border="1"> <caption>BUS 10 Project Results Data</caption> <thead> <tr> <th>Semester</th> <th>% of students earning 70 or better on Project</th> </tr> </thead> <tbody> <tr> <td>Fa08</td> <td>86%</td> </tr> <tr> <td>Sp09</td> <td>83%</td> </tr> <tr> <td>Fa09</td> <td>95%</td> </tr> <tr> <td>Sp10</td> <td>85%</td> </tr> <tr> <td>Fa10</td> <td>95%</td> </tr> <tr> <td>Sp11</td> <td>99%</td> </tr> <tr> <td>Fa11</td> <td>97%</td> </tr> <tr> <td>Sp12</td> <td>97%</td> </tr> <tr> <td>Aggregate Fa08-Sp12</td> <td>92%</td> </tr> </tbody> </table>	Semester	% of students earning 70 or better on Project	Fa08	86%	Sp09	83%	Fa09	95%	Sp10	85%	Fa10	95%	Sp11	99%	Fa11	97%	Sp12	97%	Aggregate Fa08-Sp12	92%
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<p>1f. 70% of students completing course self-assessment surveys (in ACC 11, BUS 10, BUS 11, BUS 51, DAT 10 & DAT 30) will respond "yes, to some extent" or "yes, to a great extent" to understanding and being able to perform respective course objectives.</p>	<p>Students in these courses completed a self-report course assessment survey identifying learning and performance objectives.</p>	<p>Competency criteria were met for all courses surveyed. Survey results indicated that over 70% of students surveyed responded "yes, to some extent" or "yes, to a great extent".</p>	<p>The self-assessment outcomes were distributed to faculty in respective courses who reviewed the data analysis and students' individual comments for instructors' consideration and instructional modification, if appropriate.</p>	<p>The outcomes reflected in the 11-12 academic year indicate a continuation of students' understanding and ability to perform course objectives. Therefore, the Department will continue its evaluation of student self-assessment surveys by respective faculty.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Student Course Assessment Results Academic Year 2011-2012</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Student Course Assessment Results Academic Year 2011-2012</caption> <thead> <tr> <th>Course</th> <th>Yes, to a great extent</th> <th>Yes, to some extent</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ACC 11</td> <td>70%</td> <td>27%</td> <td>3%</td> </tr> <tr> <td>BUS 10</td> <td>57%</td> <td>40%</td> <td>3%</td> </tr> <tr> <td>BUS 11</td> <td>64%</td> <td>35%</td> <td>1%</td> </tr> <tr> <td>BUS 51</td> <td>68%</td> <td>27%</td> <td>5%</td> </tr> <tr> <td>DAT 10</td> <td>69%</td> <td>28%</td> <td>3%</td> </tr> <tr> <td>DAT 30</td> <td>75%</td> <td>23%</td> <td>2%</td> </tr> </tbody> </table>	Course	Yes, to a great extent	Yes, to some extent	No	ACC 11	70%	27%	3%	BUS 10	57%	40%	3%	BUS 11	64%	35%	1%	BUS 51	68%	27%	5%	DAT 10	69%	28%	3%	DAT 30	75%	23%	2%
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1g. Students will demonstrate specific knowledge of the course objectives and content in one of our advanced courses, Intermediate Accounting (ACC 13).	Success is based on taking a sample of 30%-35% of students' final exam in which 70% of students will be able to score an 80 or above (C+ or better) on each of the following performance measures: 1. Computation of inventory cost based upon the periodic and perpetual systems of cost flow assumptions. 2. Preparation of the statement of cash flows.	This assessment tool was implemented for the past two semesters (fall 2011). All of the student level performance outcomes were met in Spring 2012. In the Fall 2011, sampled students scored 67% on the criteria to measure success in preparing the statement of cash flows which was only 3% below the desired performance measure.	As of spring 2012, all the performance measure criteria was met. The Department reinforced that instructors put more focus on the statement of cash flows .	On a semester basis, the performance measure outcomes are closely monitored and disseminated to ACC 13 faculty. The monitoring and reporting processes will be continued. Faculty will continue to stress all areas of the criteria. As the criteria was met in Spring 2012, no action is currently required.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">ACC 13 Performance Measurement Outcome</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>ACC 13 Performance Measurement Outcome Data</caption> <thead> <tr> <th>Term</th> <th>Business acquisition</th> <th>Retail inventory method</th> <th>Statement of cash flows</th> <th>Inventory cost flow assumptions</th> </tr> </thead> <tbody> <tr> <td>Fa11</td> <td>73%</td> <td>80%</td> <td>67%</td> <td>73%</td> </tr> <tr> <td>Sp12</td> <td>81%</td> <td>93%</td> <td>93%</td> <td>75%</td> </tr> </tbody> </table>	Term	Business acquisition	Retail inventory method	Statement of cash flows	Inventory cost flow assumptions	Fa11	73%	80%	67%	73%	Sp12	81%	93%	93%	75%
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Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
1g. (cont'd.)	<p>3. Demonstration of an understanding of the retail inventory method.</p> <p>4. Developing an understanding of the steps required to record the acquisition of a business.</p>	<p>For the spring 2012 semester, additional emphasis was provided on the statement of cash flows.</p> <p>Students were provided with more exposure on this topic. As such, more examples were demonstrated in the classroom and additional homework/hand out were given to reinforce this student's learning outcome.</p>			

Table 2. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																																	
<p>2a. Number of students in the Business and Information Systems Department who earn AS and AAS degrees. The Department will represent 20% of the College's total graduates.</p>	<p>Graduate data provided by the Office of Institutional Research.</p>	<p>For the last three academic years, the Department did not meet its graduation goal of achieving its benchmark of 20%.</p>	<p>Despite not meeting the criteria for all five semesters, the Department's AAS and AS Degree graduates continue to represent a large, stable percentage of total BCC graduates, ranging from 15% - 22%. The Department faculty facilitated students' academic progress by providing instructional support,</p>	<p>The Department will continue to "actively" support student success through workshops, lab assignments, advisement, etc. in the upcoming semesters in order to graduate more than 20% of the College's graduates. Based upon the overall decline in enrollment of approximately 3%, the Department is revising our performance</p>	<div style="text-align: center;"> <p>Graph of Trends</p> <p>Number of Graduates Business & College-Wide</p> <table border="1"> <caption>Number of Graduates Business & College-Wide</caption> <thead> <tr> <th>Year</th> <th>B&IS Dept</th> <th>College-Wide</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>177</td> <td>834</td> </tr> <tr> <td>2007-2008</td> <td>167</td> <td>756</td> </tr> <tr> <td>2008-2009</td> <td>168</td> <td>836</td> </tr> <tr> <td>2009-2010</td> <td>150</td> <td>887</td> </tr> <tr> <td>2010-2011</td> <td>179</td> <td>1,144</td> </tr> <tr> <td>2011-2012</td> <td>138</td> <td>922</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>Percentage of BCC Graduates by Business and Information Systems Department</p> <table border="1"> <caption>Percentage of BCC Graduates by Business and Information Systems Department</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>22%</td> </tr> <tr> <td>2008-2009</td> <td>20%</td> </tr> <tr> <td>2009-2010</td> <td>17%</td> </tr> <tr> <td>2010-2011</td> <td>16%</td> </tr> <tr> <td>2011-2012</td> <td>15%</td> </tr> </tbody> </table> </div>	Year	B&IS Dept	College-Wide	2006-2007	177	834	2007-2008	167	756	2008-2009	168	836	2009-2010	150	887	2010-2011	179	1,144	2011-2012	138	922	Year	Percentage	2007-2008	22%	2008-2009	20%	2009-2010	17%	2010-2011	16%	2011-2012	15%
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Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
2a. (cont'd.)			academic advisement assistance, and comprehensive schedule of course offerings permitting senior students to meet graduation requirements.	measure (going forward) of representing 20% of total graduates down to 15%.	

Table 2. Student/Stakeholder Focused Results

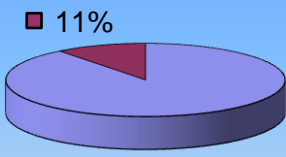
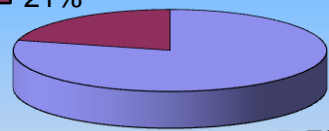
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
<p>2b. 75% of graduates of Business and Information Systems AS and AAS degree programs will either be employed and/or continuing their education.</p>	<p>2011 Institutional Research Survey* of Department Graduates Activities six months after graduation. *Most recent data; survey not performed each year.</p>	<p>It is significant to note that since the 2006 Graduation survey data, there has been an increase in both AS degree and AAS degree students who reported being either employed and/or continuing their education. AS & AAS degree graduates experienced increases of 2% & 13% respectively.</p>	<p>To increase students' rate of employment, the Department has encouraged students to participate in BCC's and CUNY's Job Fairs and Career Development services such as job placement, workshops in resume writing and interview preparation. The Department has also promoted services of the College's transfer office,</p>	<p>Continue to monitor graduates' employment and education trends.</p>	<p style="text-align: center;">Graph of Trends</p> <div style="text-align: center;"> <p>2011 AS Degree Graduates Six Months After Graduation Survey</p>  <p>■ 11% □ 89%</p> <p>■ Employed and/or continuing education ■ Unemployed or not continuing education</p> </div> <hr/> <div style="text-align: center;"> <p>2011 AAS Degree Graduates Six Months After Graduation Survey</p>  <p>■ 21% □ 79%</p> <p>■ Employed and/or continuing education ■ Unemployed or not continuing education</p> </div>

Table 2. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends
2b. (cont'd.)			awareness of CUNY Transfer Days and transfer programs at CUNY and other institutions.		

Table 2. Student/Stakeholder Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends																									
2c. At least 90% of surveyed employers who supervised students enrolled in the Cooperative Work Experience (CWE) internship course will report that students demonstrate satisfactory proficiency on course-related entry-level skills.	CWE employer survey.	For the past four academic years, survey results indicate a high degree of employer satisfaction with intern skills. On average, 94% reported satisfaction.	For each of the four years, the criteria were met. CWE counselors carefully review student's background and skills required by potential employers before placement in an intern position. CWE Director meets with Business & Information Systems Chairperson to discuss placement requirements and student referral procedures.	Students in the CWE program continue to receive favorable evaluations from their CWE employers. The Department will continue to monitor the surveys to insure that students maintain satisfactory performance.	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">CWE Employers Survey of Intern Skill Level</p> <table border="1"> <caption>CWE Employers Survey of Intern Skill Level Data</caption> <thead> <tr> <th>Time Period</th> <th>Excellent</th> <th>Very Good</th> <th>Good/Satisfactory</th> <th>Poor/Unsatisfactory</th> </tr> </thead> <tbody> <tr> <td>Fa08-Sp09</td> <td>29%</td> <td>42%</td> <td>27%</td> <td>2%</td> </tr> <tr> <td>Fa09-Sp10</td> <td>26%</td> <td>35%</td> <td>29%</td> <td>10%</td> </tr> <tr> <td>Fa10-Sp11</td> <td>19%</td> <td>45%</td> <td>25%</td> <td>10%</td> </tr> <tr> <td>Fa11-Sp12</td> <td>70%</td> <td>26%</td> <td>2%</td> <td>2%</td> </tr> </tbody> </table>	Time Period	Excellent	Very Good	Good/Satisfactory	Poor/Unsatisfactory	Fa08-Sp09	29%	42%	27%	2%	Fa09-Sp10	26%	35%	29%	10%	Fa10-Sp11	19%	45%	25%	10%	Fa11-Sp12	70%	26%	2%	2%
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Table 3. Budgetary, Financial and Market Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
<p>3a.The Department will be allocated sufficient college funds to carry out its mission and pursue its goals.</p>	<p>Annual budget--the amount of Department's operating expenditures each academic year.</p>	<p>For the past five years, the Department has received the necessary funding to efficiently conduct operations.</p>	<p>The decrease in Department expenditures from fiscal years 2010 to 2012 is primarily due to the retirement of 6 full time faculty in 2011. Since September 2010, only 3 new full time faculty and 1 substitute was hired. A request for new full-time faculty was made and approved.</p>	<p>For Fall 10 to present, 3 full-time faculty and 1 full time substitute were hired to replace retired faculty and to meet increased Department enrollment needs.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Department Expenditures</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Department Expenditures Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Allocated Dollar</th> </tr> </thead> <tbody> <tr> <td>FY 2008</td> <td>1,850,000</td> </tr> <tr> <td>FY 2009</td> <td>2,000,000</td> </tr> <tr> <td>FY 2010</td> <td>2,200,000</td> </tr> <tr> <td>FY 2011</td> <td>2,150,000</td> </tr> <tr> <td>FY 2012*</td> <td>1,850,000</td> </tr> </tbody> </table> <p style="text-align: center;">Fiscal Years * Estimated</p>	Fiscal Year	Allocated Dollar	FY 2008	1,850,000	FY 2009	2,000,000	FY 2010	2,200,000	FY 2011	2,150,000	FY 2012*	1,850,000
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Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
<p>3b. Spending per business student FTE will be sufficient to support Department's instructional, administrative and student support activities.</p>	<p>Annual budget--the expenditures per business student FTE.</p>	<p>The aggregate Department expenditures have decreased slightly over the last 2 years , as the amounts expended per FTE have fluctuated mainly due to fiscal constraints prescribed by CUNY and increased enrollment over the past 5 academic years. The decrease in the department's expenditures, especially in 2012, is a direct results of 6 full time faculty retiring in FY 2010 & FY 2011 and only 3 FT positions were replaced.</p>	<p>The current budget remains sufficient to achieve Department goals. The spending per FTE will be closely monitored.</p>	<p>The Office of Finance and Administration operates within the guidelines and constraints of the CUNY Budget to provide BCC academic departments with adequate funding. No action necessary.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Department Expenditures Per FTE</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Department Expenditures Per FTE Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>FY 2008</td> <td>1,842</td> </tr> <tr> <td>FY 2009</td> <td>1,704</td> </tr> <tr> <td>FY 2010</td> <td>1,842</td> </tr> <tr> <td>FY 2011</td> <td>2,047</td> </tr> <tr> <td>FY 2012*</td> <td>1,429</td> </tr> </tbody> </table> <p style="text-align: center;">* Estimated</p>	Fiscal Year	Expenditures	FY 2008	1,842	FY 2009	1,704	FY 2010	1,842	FY 2011	2,047	FY 2012*	1,429
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<p>3c. The Department / College Admissions and Enrollment Office will strive to increase program enrollment.</p>	<p>The semester "Enrollment by Program" report provided by the College's Office of Institutional Research.</p>	<p>There is continued increase in enrollment in Business Administration's AS transfer degree program and an overall level of stability in enrollment in our AAS career degree programs. It is important to note that the Medical Office Assistant AAS degree has, once again, seen a steady increase in enrollment of 32% as well as a 14% increase in Marketing Management over the past two academic years (Fa 10 to Sp 12).</p>	<p>From Fall 07 to Spring 12, there was an increase of 12% in enrollment in the Business Administration AS degree programs. For our AAS programs, we see a decrease of 8% (from 36% to 27%). Overall, the Department still continues to maintain approximately 15% of enrollment college-wide. The Department continues to participate in and strongly support the various College recruitment efforts (Open Houses, Freshman Orientation, etc.).</p>	<p>As a result of its ongoing College recruitment activities, the Department continues to maintain a strong position which represents a large segment of the College population with a strong stable enrollment.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Enrollment by Program</p> <table border="1"> <caption>Enrollment by Program Data (Estimated)</caption> <thead> <tr> <th>Program</th> <th>Fa08</th> <th>Sp09</th> <th>Fa09</th> <th>Sp10</th> <th>Fa10</th> <th>Sp11</th> <th>Fa11</th> <th>Sp12</th> </tr> </thead> <tbody> <tr> <td>Bus Admin</td> <td>880</td> <td>900</td> <td>920</td> <td>1000</td> <td>950</td> <td>980</td> <td>930</td> <td>940</td> </tr> <tr> <td>Acctg</td> <td>200</td> <td>210</td> <td>220</td> <td>230</td> <td>200</td> <td>210</td> <td>200</td> <td>200</td> </tr> <tr> <td>CIS</td> <td>180</td> <td>190</td> <td>200</td> <td>210</td> <td>220</td> <td>230</td> <td>240</td> <td>250</td> </tr> <tr> <td>Mkt Mgmt</td> <td>100</td> <td>110</td> <td>120</td> <td>130</td> <td>140</td> <td>150</td> <td>160</td> <td>170</td> </tr> <tr> <td>Office Admin Tech</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> <td>100</td> <td>110</td> <td>120</td> </tr> <tr> <td>Med Office Asst</td> <td>100</td> <td>120</td> <td>140</td> <td>160</td> <td>180</td> <td>190</td> <td>200</td> <td>210</td> </tr> </tbody> </table>	Program	Fa08	Sp09	Fa09	Sp10	Fa10	Sp11	Fa11	Sp12	Bus Admin	880	900	920	1000	950	980	930	940	Acctg	200	210	220	230	200	210	200	200	CIS	180	190	200	210	220	230	240	250	Mkt Mgmt	100	110	120	130	140	150	160	170	Office Admin Tech	50	60	70	80	90	100	110	120	Med Office Asst	100	120	140	160	180	190	200	210
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Table 4. Faculty and Staff Focused Results

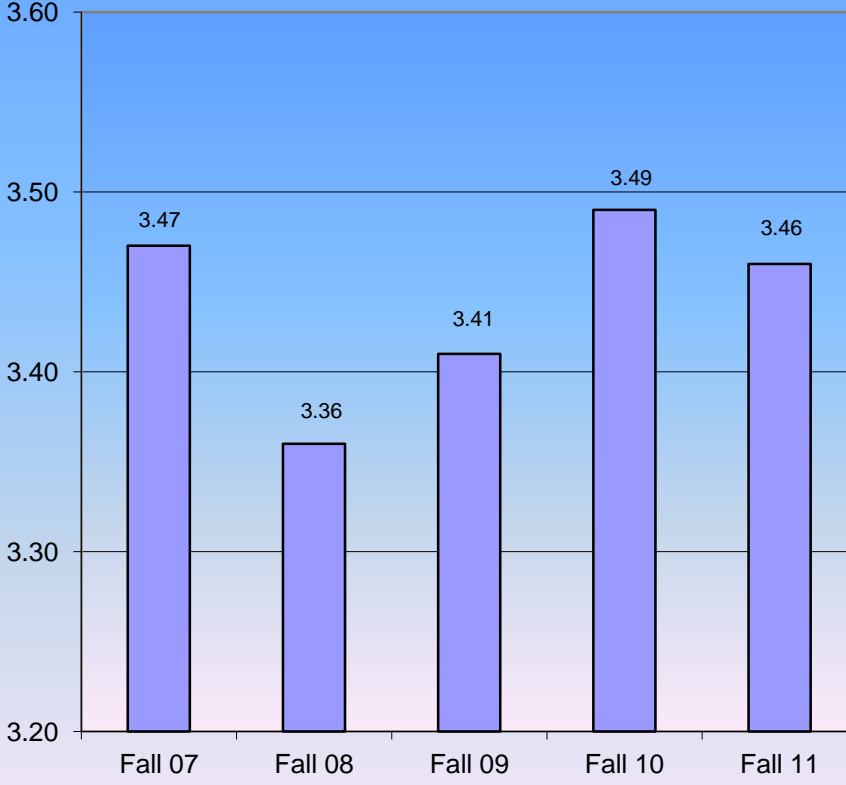
Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends												
<p>4a. Faculty will receive an overall rating of 3 (out of 4) on the item "Overall Impression of Instruction" in student evaluations in Business courses.</p>	<p>Student evaluations are administered in the fall term for all courses.</p>	<p>Over the past 5 academic years, student evaluation of business instructors has exceeded the benchmark criterion of 3 in "Overall Impression of Instruction" in Business courses.</p>	<p>There has been no significant change in students' overall impression of instruction. With an overall rating of 3.46 out of 4 in 2011, students appear to be well satisfied with instruction they are receiving. Faculty evaluations are distributed to individual faculty for their review. The detailed analysis of questions regarding instruction as well as student comments provide definitive information to instructors for their consideration and further pedagogical development.</p>	<p>Overall, department faculty continue to impart high quality instruction in the classroom which is recognized by our student body.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Business Student Evaluation Results: Overall Impression of Instruction</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Business Student Evaluation Results: Overall Impression of Instruction</caption> <thead> <tr> <th>Year</th> <th>Overall Rating</th> </tr> </thead> <tbody> <tr> <td>Fall 07</td> <td>3.47</td> </tr> <tr> <td>Fall 08</td> <td>3.36</td> </tr> <tr> <td>Fall 09</td> <td>3.41</td> </tr> <tr> <td>Fall 10</td> <td>3.49</td> </tr> <tr> <td>Fall 11</td> <td>3.46</td> </tr> </tbody> </table>	Year	Overall Rating	Fall 07	3.47	Fall 08	3.36	Fall 09	3.41	Fall 10	3.49	Fall 11	3.46
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Table 4. Faculty and Staff Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graph of Trends						
<p>4b. 85% of the Business Department's full-time faculty will report a minimum of "satisfactory" on their BCC Annual Faculty & Staff Satisfaction Survey.</p>	<p>BCC Annual Faculty & Staff Satisfaction Survey distributed in the Spring 2010 semester.</p>	<p>100% of Business Department full-time faculty reported a positive level of overall satisfaction. It is significant to note that 80% of faculty reported an overall Good/Excellent level of satisfaction.</p>	<p>The Department continues to maintain an overall positive level of satisfaction (100% compared with College-Wide 83% satisfaction rate). The Department administration will continue to engage in activities that support faculty and promote Department participation.</p>	<p>Continue to monitor faculty satisfaction.</p>	<p style="text-align: center;">Comparison of Business Faculty to College-Wide Faculty in Overall Satisfaction: Spring 2012</p> <table border="1"> <caption>Data for Comparison of Business Faculty to College-Wide Faculty in Overall Satisfaction: Spring 2012</caption> <thead> <tr> <th>Category</th> <th>Satisfaction Rate</th> </tr> </thead> <tbody> <tr> <td>B&IS Faculty</td> <td>100%</td> </tr> <tr> <td>College-Wide</td> <td>83%</td> </tr> </tbody> </table>	Category	Satisfaction Rate	B&IS Faculty	100%	College-Wide	83%
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Table 5. Organizational Effectiveness Results

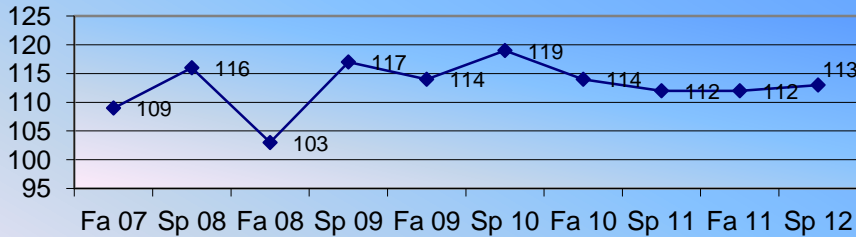
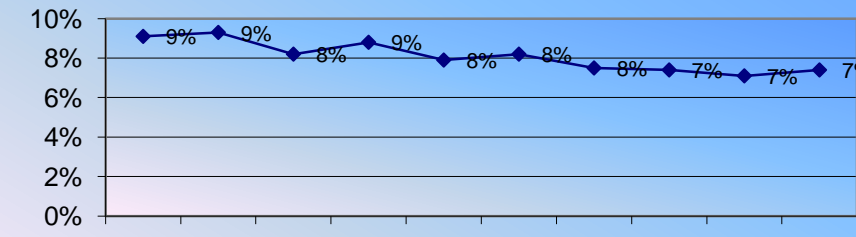
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5a. The Business & Information Systems Department will seek to maintain or increase its course offerings during the Fall 2008 - Spring 2010 academic years (subject to overall College enrollment and CUNY funding).	Registrar's Report on College-Wide Course Offerings.	For the past four semesters, the number of course sections offered has remained stable.	The Department will continue to allocate its assigned hours as carefully as possible anticipating student demand and scheduling courses to insure maximum enrollment.	Continue to utilize the same guidelines in allocating Departmental hours for course scheduling and faculty programming.	<p style="text-align: center;">Graph of Trends</p> <div style="background-color: #e6f2ff; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Number of Course Sections Offered</p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th>Semester</th> <th>Number of Course Sections Offered</th> </tr> </thead> <tbody> <tr><td>Fa 07</td><td>109</td></tr> <tr><td>Sp 08</td><td>116</td></tr> <tr><td>Fa 08</td><td>103</td></tr> <tr><td>Sp 09</td><td>117</td></tr> <tr><td>Fa 09</td><td>114</td></tr> <tr><td>Sp 10</td><td>119</td></tr> <tr><td>Fa 10</td><td>114</td></tr> <tr><td>Sp 11</td><td>112</td></tr> <tr><td>Fa 11</td><td>112</td></tr> <tr><td>Sp 12</td><td>113</td></tr> </tbody> </table> <p style="text-align: center;">Semester</p> </div> <div style="background-color: #e6f2ff; padding: 10px;"> <p style="text-align: center;">Percentage of College-Wide Course Sections Offered by the Business & Informations Systems Department</p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th>Semester</th> <th>Percentage of College-Wide Course Sections Offered</th> </tr> </thead> <tbody> <tr><td>Fa 07</td><td>9%</td></tr> <tr><td>Sp 08</td><td>9%</td></tr> <tr><td>Fa 08</td><td>8%</td></tr> <tr><td>Sp 09</td><td>9%</td></tr> <tr><td>Fa 09</td><td>8%</td></tr> <tr><td>Sp 10</td><td>8%</td></tr> <tr><td>Fa 10</td><td>8%</td></tr> <tr><td>Sp 11</td><td>7%</td></tr> <tr><td>Fa 11</td><td>7%</td></tr> <tr><td>Sp 12</td><td>7%</td></tr> </tbody> </table> </div>	Semester	Number of Course Sections Offered	Fa 07	109	Sp 08	116	Fa 08	103	Sp 09	117	Fa 09	114	Sp 10	119	Fa 10	114	Sp 11	112	Fa 11	112	Sp 12	113	Semester	Percentage of College-Wide Course Sections Offered	Fa 07	9%	Sp 08	9%	Fa 08	8%	Sp 09	9%	Fa 09	8%	Sp 10	8%	Fa 10	8%	Sp 11	7%	Fa 11	7%	Sp 12	7%
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<p>5b. Scope of alternative delivery of courses: Offer range of courses such as fast track and distance learning courses to accommodate time/work schedules of diverse student body. The Department goal, revised as part of the 2008 QA Report, is to offer a minimum of 4 alternative delivery courses each semester.</p>	<p>Registrar's Report on College-Wide Course Offerings.</p>	<p>The Department has met the criterion in each of the four semesters.</p>	<p>The Department is limited in its offerings by trained faculty and fiscal resources in addition to constraints of appropriateness of course content, content delivery and student demand. In Spring 2010, the Department faculty who conducted Fast-Track sections recommended the elimination of that method of course delivery. The determination was that the students were not well served in accomplishing prescribed course objectives using this method. In addition, the college does not offer any Fast-Track courses.</p>	<p>As of Fall 2010, the Department no longer offers Fast-Track courses. Distance Learning sections will continue to be offered.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Alternate Delivery Offerings (Fast-Track & Distance Learning)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Alternate Delivery Offerings (Fast-Track & Distance Learning)</caption> <thead> <tr> <th>Semester</th> <th>College-Wide</th> <th>Business & Info Systems</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>62</td> <td>5</td> </tr> <tr> <td>Spring 2010</td> <td>61</td> <td>5</td> </tr> <tr> <td>Fall 2010</td> <td>114</td> <td>4</td> </tr> <tr> <td>Spring 2011</td> <td>112</td> <td>5</td> </tr> <tr> <td>Fall 2011</td> <td>112</td> <td>4</td> </tr> <tr> <td>Spring 2012</td> <td>113</td> <td>4</td> </tr> </tbody> </table>	Semester	College-Wide	Business & Info Systems	Fall 2009	62	5	Spring 2010	61	5	Fall 2010	114	4	Spring 2011	112	5	Fall 2011	112	4	Spring 2012	113	4
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<p>5c. Technology Fee: To provide students with support services in technology areas, CUNY has implemented a \$100 technology fee per semester for full-time students (\$50 for part-time students). Revenues generated must be used for student technology services. Revenues are variable based upon enrollment.</p>	<p>Technology Oversight Committee (TOC) reviews and supervises Technology Fee expenditures. Reports are generated by the Office of Information Technology and the Office of Finance and Administration.</p>	<p>Since the inception of the Technology Fee in 2004, an average of 91% of expenditures have been used directly to upgrade, maintain and create new computer facilities for classroom instruction and student computer laboratories.</p>	<p>TOC will continue monitoring student technology needs and advances in educational technology for decision making in future expenditures.</p>	<p>Over the past two academic years, several new computer laboratories have been updated and wireless access points have been installed and updated throughout the campus. Routine ongoing activities to improve service have continued.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Technology Fee Usage Fiscal Years 2006-2012</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Technology Fee Usage Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>FY 2004</td> <td>745,365</td> </tr> <tr> <td>FY 2005</td> <td>925,822</td> </tr> <tr> <td>FY 2006</td> <td>839,561</td> </tr> <tr> <td>FY 2007</td> <td>985,639</td> </tr> <tr> <td>FY 2008</td> <td>884,045</td> </tr> <tr> <td>FY 2009</td> <td>1,161,545</td> </tr> <tr> <td>FY 2010</td> <td>1,311,009</td> </tr> <tr> <td>FY 2011</td> <td>1,419,000</td> </tr> <tr> <td>FY 2012 *</td> <td>1,425,000</td> </tr> </tbody> </table> <p style="text-align: right;">* Estimated</p>	Fiscal Year	Expenditures	FY 2004	745,365	FY 2005	925,822	FY 2006	839,561	FY 2007	985,639	FY 2008	884,045	FY 2009	1,161,545	FY 2010	1,311,009	FY 2011	1,419,000	FY 2012 *	1,425,000
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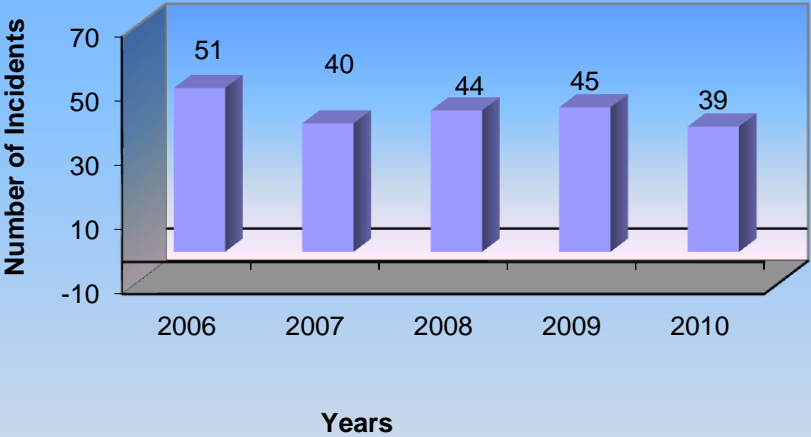
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<p>5e. In its hiring of faculty and staff and the maintenance of a diverse workforce, the Department will adhere to BCC's employment policies and practices which are designed to comply with Affirmative Action regulations mandated for public institutions.</p>	<p>Annual Affirmative Action Report generated by the College's Affirmative Action Officer. The report identifies each academic department's compliance and non-compliance. The report is on file in the College President's office.</p>	<p>The Business and Information Systems Department was deemed to be in compliance with Affirmative Action regulations in regards to the total minority component. The Department was underutilized in regards to the female component.</p>	<p>The Department faculty represents a diversified faculty in terms of ethnic and gender composition. Future employment of full-time faculty will continue to comply with Affirmative Action regulations.</p>	<p>For Fall 10 to present, the Department conducted several searches for new full-time faculty members to replace ones that have retired. During this period, 3 full-time faculty and 1 full-time substitute instructor were hired. The search committees selected two minority male, one minority female and one non-minority male. The finalists were reviewed and approved by the College President and the Affirmative Action Officer.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Affirmative Action - Faculty Composition</p> <table border="1"> <caption>Affirmative Action - Faculty Composition Data (Estimated from Chart)</caption> <thead> <tr> <th>Semester</th> <th>Female (%)</th> <th>Total Minority (%)</th> <th>Black (%)</th> <th>Hispanic (%)</th> <th>Asian/Pacific Islander (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2005</td> <td>22</td> <td>55</td> <td>20</td> <td>20</td> <td>15</td> </tr> <tr> <td>Fall 2006</td> <td>22</td> <td>58</td> <td>22</td> <td>22</td> <td>16</td> </tr> <tr> <td>Fall 2007</td> <td>28</td> <td>62</td> <td>28</td> <td>22</td> <td>15</td> </tr> <tr> <td>Fall 2008</td> <td>28</td> <td>63</td> <td>35</td> <td>18</td> <td>12</td> </tr> <tr> <td>Fall 2009</td> <td>28</td> <td>63</td> <td>35</td> <td>18</td> <td>12</td> </tr> <tr> <td>Fall 2010</td> <td>25</td> <td>58</td> <td>35</td> <td>15</td> <td>12</td> </tr> <tr> <td>Fall 2011</td> <td>25</td> <td>70</td> <td>38</td> <td>10</td> <td>20</td> </tr> <tr> <td>Fall 2012</td> <td>28</td> <td>68</td> <td>42</td> <td>10</td> <td>22</td> </tr> </tbody> </table>	Semester	Female (%)	Total Minority (%)	Black (%)	Hispanic (%)	Asian/Pacific Islander (%)	Fall 2005	22	55	20	20	15	Fall 2006	22	58	22	22	16	Fall 2007	28	62	28	22	15	Fall 2008	28	63	35	18	12	Fall 2009	28	63	35	18	12	Fall 2010	25	58	35	15	12	Fall 2011	25	70	38	10	20	Fall 2012	28	68	42	10	22
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<p>5f. To share its resources and to provide space to the extended community for a wide variety of events that benefit the community each year.</p>	<p>The Facility Usage List – 2006-2012, generated by the Director of Administrative & Events Management Services includes an aggregate number of events held on campus and space reservation forms processed.</p>	<p>There has been no major change in either the volume or type of activities that the College facilities accommodates. Some new community and academic activities include: Career & health insurance recruitment for students; banking recruitment for faculty and staff; Alumni Homecoming; Bronx Symphony Concert & Lecture series.</p>	<p>The College is successful in sharing its campus for utilization by community groups and will continue to support these varied and productive group activities. The total number of events decreased from Fa10-Sp11 to Fa11-Sp12 by 12%, as well as a decrease of 6% of the number of forms processed. The decrease in both events and forms processed is due to a high number of cancellations of scheduled events/requests.</p>	<p>The Director of Administrative & Events Management Services has projected the level of events and forms processed to remain steady, due to the high enrollment figures and the anticipated increase in available space to be provided by the new North Instructional Building which was completed in fall 2012.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Facilities Usage</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Facilities Usage Data</caption> <thead> <tr> <th>Year</th> <th>Space Reservation Forms</th> <th>On-campus Events</th> </tr> </thead> <tbody> <tr> <td>Fa 11-Sp 12</td> <td>725</td> <td>1,835</td> </tr> <tr> <td>Fa 10-Sp 11</td> <td>775</td> <td>2,088</td> </tr> <tr> <td>Fa 09-Sp 10</td> <td>1,239</td> <td>2,061</td> </tr> <tr> <td>Fa 08-Sp 09</td> <td>602</td> <td>1,510</td> </tr> <tr> <td>Fa 07-Sp 08</td> <td>600</td> <td>2,110</td> </tr> <tr> <td>Fa 06-Sp 07</td> <td>900</td> <td>2,300</td> </tr> </tbody> </table> <p style="text-align: center;">Number of events</p> <p style="text-align: center;"> ■ Space Reservation Forms ■ On-campus Events </p>	Year	Space Reservation Forms	On-campus Events	Fa 11-Sp 12	725	1,835	Fa 10-Sp 11	775	2,088	Fa 09-Sp 10	1,239	2,061	Fa 08-Sp 09	602	1,510	Fa 07-Sp 08	600	2,110	Fa 06-Sp 07	900	2,300
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<p>5g. Safety: The Business & Information Systems Department will operate in a safe and secure campus environment under the authority of the BCC Department of Public Safety.</p>	<p>Security, Crime and Statistics Reports compiling federally mandated crime statistics generated annually by the Department of Public Safety.</p>	<p>Dissemination of Security/Safety measures and reporting procedures to the College Community is available on the College website.</p>	<p>Over the past five years, from 2006 to 2010, there was a 24% decrease in crime incidents. The various type, place and time of incident is reviewed by Department of Public Safety to determine what proactive security measures should be continued and possibly enhanced.</p>	<p>For security purposes this information is not in our purview.</p>	<p style="text-align: center;">Graph of Trends</p> <p style="text-align: center;">Total Number of Crimes 2006-2010 (as per the most recently published crime report)</p>  <table border="1" data-bbox="1150 662 1955 1096"> <caption>Total Number of Crimes 2006-2010</caption> <thead> <tr> <th>Year</th> <th>Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>51</td> </tr> <tr> <td>2007</td> <td>40</td> </tr> <tr> <td>2008</td> <td>44</td> </tr> <tr> <td>2009</td> <td>45</td> </tr> <tr> <td>2010</td> <td>39</td> </tr> </tbody> </table>	Year	Number of Incidents	2006	51	2007	40	2008	44	2009	45	2010	39
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