



**BALTIMORE CITY
COMMUNITY COLLEGE**

2016 ACBSP Quality Assurance Report

February 15, 2016

Final
Combined Report

Quality Assurance Report (Associate) - Introduction

Baltimore City Community College welcomes the opportunity the ACBSP Quality and Assurance (Q&A) reporting process has presented to us. Through these reporting procedures we have accumulated evidence to address each standard requested by the Q & A report. We value the effort that is required to maintain our accreditation and the respect ACBSP accreditation brings to our accredited business programs. We pride ourselves on being the first community college in the state of Maryland to achieve and maintain ACBSP accreditation since 1994.

As Vice President of Academic Affairs and the College's Academic Liaison Officer to the Middle States Commission on Higher Education, I am happy to share this report with you. This report demonstrates that our business programs have reached a high level of quality. Your organization's emphasis on data and analysis is aligned with our own processes for assessment. Together we are able to determine standards, collect and analyze data, and make appropriate plans for improvement of student success.

Thank you for your organization's work in demonstrating business program excellence and your acceptance of Baltimore City Community College's 2016 Quality Assurance Report.

Academically Yours,
Dr. Tonja L. Ringgold

Dr. Tonja L. Ringgold | Vice President for Academic Affairs / ALO | Interim Vice President for Student Affairs

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www.bccc.edu

Overview

Institution Name
Baltimore City Community College

Address
2901 Liberty Heights Avenue

Year Accredited
1994

Year Reaffirmed
2014

Years Covered by this Report
2013 - 2013

Date Submitted
02/15/2016

Completed By
Benjamin, Linda

Phone
410-462-8029

Email
LBenjamin@bccc.edu

ACBSP Champion
Benjamin, Linda

ACBSP Co-Champion
Wei degjorgis, Yohannes

I - Institutional Information

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

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

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

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

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

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

Status: Completed | **Due Date:** 2/12/2016

QA Report

Assigned To

Linda Benjamin

Institution Response

O 4. List All Accredited Programs (as they appear in your catalog):

Accounting (AAS)

Business Administration Transfer (AS)

Business Management (AAS)

Computer Information Systems (AAS)

[BCCC Catalog 2015-2016 WEB 4-10-15 \(Page 55\)](#)

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.

Current Business Programs, not accredited by ACBSP, are listed in the 2015/16 catalog:

- Construction Supervision Degree (400)
- Construction Supervision Certificate (401)

Programs accredited by ACBSP maintain the following statement within their program description, which is available in the College's catalog and specific program information accessed through the College's website:
The [Name of program is entered here] Program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

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

2901 Liberty Heights Avenue
Baltimore, Maryland 21215-7807

O 7. Person completing report:

Name: Linda Benjamin

Phone: 410-462-8029

E-mail address: LBenjamin@bccc.edu

ACBSP Champion name: Linda Benjamin, MBA, Professor, Business Administration Transfer Program

ACBSP Co-Champion, Dr. Yohannes Weldegjorgis, D.Eng. Professor, CADD, CADD Program Coordinator

Sources

- BCCC Catalog 2015-2016_WEB_4-10-15
- BCCC Catalog 2015-2016_WEB_4-10-15 (page number 55)

II - Status Report on Conditions and Notes

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

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

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

Remove Note:

Remove Condition:

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

Status: Completed | **Due Date:** 2/12/2016

QA Report

Assigned To
Linda Benjamin

Institution Response

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

N/A

Sources

There are no sources.

III - Public Information

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in Standard 4, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in Standard 6, Criterion 6.11 (see Excel table in Evidence file - Table 6.1) graduation rates, retention rates, job placement, etc. How do you make the results public?

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

QA Report

Assigned To

Not Assigned

Institution Response

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Business unit student achievement is documented and shared primarily through the College's website. [Baltimore City Community College Website](#) Through program and research links students are able to obtain student success rates for all courses over a five-year time period. Each program maintains its own page on the website where assorted information, such as the program's anticipated Learning Outcomes, Job Descriptions, and The Occupational Outlook are posted. A separate section of the website is dedicated to accreditation and assessment. Here all interested parties may locate complete accreditation reports such as those presented to ACBSP and The Middle States Commission on Higher Education. The College is in transition to a new ERP system. Planning for the system includes website re-design to increase ease of stakeholder use.

College Clubs provide outreach in another manner. The College has an active Accounting & Business Club where the Accounting Program Coordinator serves as the primary Faculty Advisor. The Club holds four meetings each semester. Meetings have guest speakers who talk about accounting and business issues including career pathways and opportunities within the discipline. During this current academic year, speakers have included Mr. Tony King, CPA, CGMA, Partner in King & King Associates and Mr. Adrian Johnson, MBA, Senior Vice President and Chief Financial Officer Municipal Employees Credit Union, MECU. These meetings are widely publicized in classes, through course Learning Management System (Canvas) websites as well as through the college's e newsletter, The Daily News. Additionally, write ups with photographs of the event are submitted for publication in this newsletter.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

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

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

QA Report

Assigned To

Linda Benjamin

Institution Response

Standard #1 Leadership Organization

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

Subsequent to the 2014 ACBSP Feedback Report, the College appointed a permanent President, Dr. Gordon F. May, on August 14, 2015. (Not within the business unit, but significant.)
Professors Warren Turner, Tibor Osztreicher and Cynthia Webb retired June 2014.
Dr. Fatai Kazeem was hired as a full-time faculty member to teach Business
Dr. Quintin Davis was hired to teach Accounting
Dr. Kmir, Abdelkebir was hired to teach Computer Information Systems
Associate Dean, Bryant Elliott Evans separated from the College on October 10, 2016
November 4, 2015, Mrs. Cynthia A. Webb was named Interim Associate Dean
A search committee chair has been appointed to secure a permanent associate dean

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

None

Sources

There are no sources.

2 - Standard 2 Strategic Planning

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

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

QA Report

Assigned To

Not Assigned

Institution Response

Not applicable to this report

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. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

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

QA Report

Assigned To

Linda Benjamin

Institution Response

Complete the table for Standard 3 - Student- and Stakeholder-Focused Results, found under the Evidence File tab 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 in your QA report.

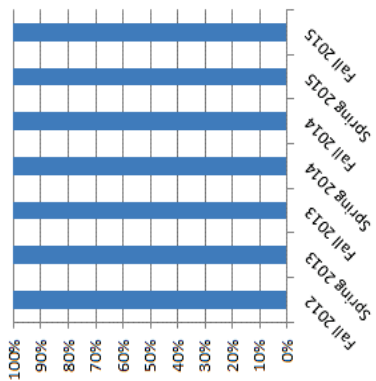
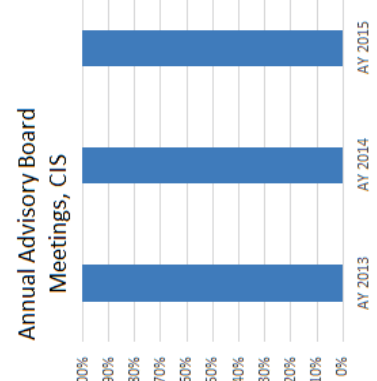
The linked spreadsheet contains our completed table for this standard. [ACBSP Standard 3](#)

Sources

- ACBSP Standard 3

Standard Three: Student- and Stakeholder-Focused Results

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

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>The Accounting program holds two full Advisory Board meetings per academic year.</p>	<p>Meeting Agendas and Minutes</p>	<p>The Accounting program advisory board has met bi-annually for the past five years.</p>	<p>The advisory board has expanded its number of members, allowing for fuller discussion of program requirements and a larger dispersion of student and College information back to the Accounting business community.</p>	<p>The program coordinator is committed to maintaining this meeting schedule. It is monitored by the department's Associate Dean.</p>	 <table border="1" style="margin-top: 10px;"> <caption>Advisory Board Meeting Participation</caption> <thead> <tr> <th>Year</th> <th>Participation (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>100%</td> </tr> <tr> <td>Spring 2013</td> <td>100%</td> </tr> <tr> <td>Fall 2013</td> <td>100%</td> </tr> <tr> <td>Spring 2014</td> <td>100%</td> </tr> <tr> <td>Fall 2014</td> <td>100%</td> </tr> <tr> <td>Spring 2015</td> <td>100%</td> </tr> <tr> <td>Fall 2015</td> <td>100%</td> </tr> </tbody> </table>	Year	Participation (%)	Fall 2012	100%	Spring 2013	100%	Fall 2013	100%	Spring 2014	100%	Fall 2014	100%	Spring 2015	100%	Fall 2015	100%
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<p>The Computer Information Systems Advisory Board meets annually in early summer.</p>	<p>Meeting Agendas and Minutes</p>	<p>The Computer Information Systems program advisory board has met annually for the past three years.</p>	<p>The advisory board has expanded its number of members, allowing for fuller discussion of program requirements and potential expansion into additional certificates and degrees.</p>	<p>The program coordinator is committed to maintaining this meeting schedule. It is monitored by the department's Associate Dean.</p>	 <table border="1" style="margin-top: 10px;"> <caption>Computer Information Systems Advisory Board Meeting Participation</caption> <thead> <tr> <th>Year</th> <th>Participation (%)</th> </tr> </thead> <tbody> <tr> <td>AY 2013</td> <td>100%</td> </tr> <tr> <td>AY 2014</td> <td>100%</td> </tr> <tr> <td>AY 2015</td> <td>100%</td> </tr> </tbody> </table>	Year	Participation (%)	AY 2013	100%	AY 2014	100%	AY 2015	100%								
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AY 2015	100%																				

<p>Alumni Survey: The Business and Technology Department strives to maintain a minimum of 70% Alumni Satisfaction.</p>	<p>Survey. Conducted by Office of Institutional Research, Spring 2014</p>	<p>Student response was weak with few (25) respondents completing the entire survey. The response rate is consistent with previous alumni surveys</p>	<p>Results are consistent with previous surveys, showing a high level of satisfaction. The lowest rated item, Scheduling of program courses, is consistent with other College surveys, and is the subject of a College-wide task force addressing the area of course schedules.</p>	<p>Factors and response are the same to those in the annual student satisfaction survey. Course and Program improvement continues through the use of Student Learning Outcomes assessment, Advisory Board input, and Program Review Process feedback.</p>	
<p>AAS Accounting: More than 10 Accounting (ACCT) graduates each year.</p>	<p>BCCC's Office of Institutional Research provides graduation data on an annual basis.</p>	<p>The most recent year saw 13 students graduate from the Accounting program.</p>	<p>At least 10 students graduated each year. The goal has been met for the last four years.</p>	<p>Accounting students are encouraged to meet with the Accounting Coordinator and/or Accounting faculty every semester for intrusive advising to help them stay on track and graduate in a timely manner. Information about accounting careers and pathways are discussed along with the students' four year college plans. This helps students stay focused and connected to the accounting discipline.</p>	
<p>AS Business Administration Transfer: More than 15 Business Administration Transfer (BUAD) graduates each year.</p>	<p>BCCC's Office of Institutional Research provides graduation data on an annual basis.</p>	<p>The most recent year saw 20 students graduate from the Business Administration degree program.</p>	<p>At least 10 students graduated each year.</p>	<p>Students are contacted to participate in advising sessions. Sessions and class discussions emphasize the need for prioritizing school to become successful. Program courses are entered into each students' GAP (Goal Attainment Plan) to encourage registration in required courses.</p>	

<p>AAS, Business Management: More than 10 Business Management (MGMT) graduates each year.</p>	<p>Office of Institutional Research data</p>	<p>The most recent year saw 14 students graduate from the Management degree program.</p>	<p>At least 10 students graduated each year.</p>	<p>Students are contacted for advising sessions. Sessions and class discussions emphasize the need for prioritizing school to become successful. Program courses are entered into each students' GAP (Goal Attainment Plan) to encourage registration in required courses.</p>	<table border="1"> <caption>Management Graduates</caption> <thead> <tr> <th>Fiscal Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>FY2012</td> <td>14</td> </tr> <tr> <td>FY2013</td> <td>14</td> </tr> <tr> <td>FY2014</td> <td>14</td> </tr> <tr> <td>FY2015</td> <td>14</td> </tr> </tbody> </table>	Fiscal Year	Number of Graduates	FY2012	14	FY2013	14	FY2014	14	FY2015	14
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FY2012	14														
FY2013	14														
FY2014	14														
FY2015	14														
<p>AAS, Computer Information Systems: More than 10 Computer Information Systems (CIS) graduates each year.</p>	<p>Office of Institutional Research data</p>	<p>The most recent year saw 16 students graduate from the Computer Information Systems degree program.</p>	<p>At least 10 students graduated each year.</p>	<p>Students are contacted for advisement. Program courses are entered into each students' GAP (Goal Attainment Plan) to encourage registration in required courses. Efforts are made to have all majors advised by CIC faculty members.</p>	<table border="1"> <caption>Computer Information Systems Graduates</caption> <thead> <tr> <th>Fiscal Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>FY2012</td> <td>16</td> </tr> <tr> <td>FY2013</td> <td>10</td> </tr> <tr> <td>FY2014</td> <td>14</td> </tr> <tr> <td>FY2015</td> <td>16</td> </tr> </tbody> </table>	Fiscal Year	Number of Graduates	FY2012	16	FY2013	10	FY2014	14	FY2015	16
Fiscal Year	Number of Graduates														
FY2012	16														
FY2013	10														
FY2014	14														
FY2015	16														

<p>Accredited Programs: A minimum of 80% of students in accredited programs will be satisfied with their skill development in the identified cross-departmental competencies of Critical Thinking, Problem Solving, and Internet-based Research</p>	<p>Annual Student Satisfaction Survey</p>	<p>Across all four accredited programs, results are at or above 80% for the three key competencies.</p>	<p>Survey results reflect the department's continued focus on these key competencies and skills.</p>	<p>The data reflects the emphasis placed on these items in the curriculum and the consistent administration of various assignments/projects that provide, validate and or enhance these skill sets in students. Example: Every Accounting course has a larger project and or a comprehensive Written Assignment, involving Internet based research, analysis, critical thinking as well as projects involve practical, real world type scenarios which also enable students to apply the knowledge gleaned from the course material as well as outside sources.</p>	<table border="1"> <caption>Student Satisfaction by Competency</caption> <thead> <tr> <th>Competency</th> <th>CS</th> <th>BA/MGMT</th> <th>AACT</th> </tr> </thead> <tbody> <tr> <td>Critical thinking</td> <td>~85%</td> <td>~82%</td> <td>~88%</td> </tr> <tr> <td>Problem solving</td> <td>~88%</td> <td>~85%</td> <td>~92%</td> </tr> <tr> <td>Internet research</td> <td>~82%</td> <td>~80%</td> <td>~85%</td> </tr> </tbody> </table>	Competency	CS	BA/MGMT	AACT	Critical thinking	~85%	~82%	~88%	Problem solving	~88%	~85%	~92%	Internet research	~82%	~80%	~85%
Competency	CS	BA/MGMT	AACT																		
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<p>Accredited Programs: A minimum of 80% of students in accredited programs will be satisfied with the quality of their required course offerings</p>	<p>Annual Student Satisfaction Survey, Program Review and Evaluation data (2014)</p> <p>returned the same consistent result</p>	<p>Across all four accredited programs, results are at or above 80% for the two surveyed quality dimensions; Overall Quality of Course and Quality of Teaching.</p>	<p>Survey results reflect the department's continued focus on these aspects of program delivery</p>	<p>Courses are revised and improved based on course and program assessment data as well as program advisory board input. Professors are available outside of class and use assignments to stress employability factors.</p>	<table border="1"> <caption>Overall Quality of Teaching and Course</caption> <thead> <tr> <th>Category</th> <th>CS</th> <th>BA/MGMT</th> <th>AACT</th> </tr> </thead> <tbody> <tr> <td>Quality of teaching</td> <td>~85%</td> <td>~82%</td> <td>~88%</td> </tr> <tr> <td>Overall quality of this course</td> <td>~88%</td> <td>~85%</td> <td>~92%</td> </tr> </tbody> </table>	Category	CS	BA/MGMT	AACT	Quality of teaching	~85%	~82%	~88%	Overall quality of this course	~88%	~85%	~92%				
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<p>Accredited Programs: A minimum of 80% of students in accredited programs will be satisfied with the days and times courses are offered and the locations, this includes online options.</p>	<p>Annual Student Satisfaction Survey</p>	<p>Across all four accredited programs, results are at or above 80% for both the Days and Times, and Locations of required course offerings</p>	<p>Survey results reflect the department's continued focus on these aspects of program delivery</p>	<p>Online course offering is increased to meet student demands. Day and time offerings are determined by student satisfaction indicators.</p>	<table border="1"> <caption>Satisfaction with Course Offerings</caption> <thead> <tr> <th>Category</th> <th>CS</th> <th>BA/MGMT</th> <th>AACT</th> </tr> </thead> <tbody> <tr> <td>Course days/times</td> <td>~85%</td> <td>~82%</td> <td>~88%</td> </tr> <tr> <td>Course location (including online)</td> <td>~88%</td> <td>~85%</td> <td>~92%</td> </tr> </tbody> </table>	Category	CS	BA/MGMT	AACT	Course days/times	~85%	~82%	~88%	Course location (including online)	~88%	~85%	~92%				
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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 the table for Standard 4 Student Learning Results (required for each accredited program) 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. However, you must have results for every accredited program.

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

QA Report

Assigned To

Linda Benjamin

Institution Response

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

Accounting

- Students will demonstrate progressive cognitive domain development of knowledge, comprehension, and application of rational economic decision making using: accounting discipline language, methods of classification, standards and computational procedures in all courses. In advanced accounting courses beyond the introductory level, cognitive development will also progress to analysis and synthesis.
- Students will demonstrate progressive affective domain development of values, including but not limited to receiving and responding to: the role of accounting in society, business ethics, environmental and global societal sustainability, and/or career opportunities. In advanced accounting courses beyond the introductory level, affective development will also progress to the valuing and organization levels.
- Students will demonstrate the development of information technology skills, including but not limited to the use of: the Internet, Online Learning Management Platforms, Spreadsheet software, accounting and Income Tax software, and/or online Accounting homework systems.

Business Administration

Students will be able to:

- Use business terms and concepts when communicating.
- Analyze data to verify accuracy of conclusions.
- Practice an awareness of ethical and social responsibilities to multi-cultural, team-oriented, rapidly-changing environments.
- Utilize information by applying a variety of business and industry standard software and hardware to major business functions (e.g., marketing, accounting, and human resource management).
- Select and use appropriate resources to collect business data that will ultimately translate into information for decision making.
- Practice critical and creative thinking to improve the decision making process.
- Apply pricing concepts and strategies to maximize return on investment and that meet the customers' perceptions of value.

Business Management

Students will be able to:

- Use business terms and concepts when communicating.
- Analyze data to verify accuracy of conclusions.
- Explain the financial concepts used in making business decisions.
- Use promotional concepts and strategies, including personal selling, advertising, sales promotion, public relations, and publicity to communicate information about products, services, images, and ideas to achieve desired outcomes.
- Use effective communication skills to promote respect, trust and relationships. Practice active listening to enhance the ability to get a clear understanding of difficult situations.
- Practice an awareness of ethical and social responsibilities to multi-cultural, team-oriented, rapidly-changing environments.
- Use technology and electronic media to keep current customers informed on changes and attract new customers.
- Utilize information by applying a variety of business and industry standard software and hardware to major business functions (e.g., marketing, accounting, and human resource management).
- Select and use appropriate resources to collect business data that will ultimately translate into information for decision making.
- Conduct research to identify client needs and desires, to make marketing recommendations regarding business decisions and use appropriate leadership skills and styles to maximize employee productivity.
- Practice critical and creative thinking to improve the decision making process.

- Conduct research to identify new business trends and customer needs.
- Use quantitative measurements to solve business problems related to payroll, taxes, percentages, future value of money and to be able to make better business decisions.
- Explain the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.
- Apply pricing concepts and strategies to maximize return on investment and that meet the customers' perceptions of value.
- Use the marketing information management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for use in making marketing decisions.

Computer Information Systems

Students will be able to:

- Apply the knowledge of the foundation concepts on integrated IT environment with applications to provide business solutions.
- Demonstrate the use of software to store and organize corporate data.
- Demonstrate the mastery of configuring and administering the computer operating systems.
- Demonstrate how to design data communication networks.
- Demonstrate how to plan and carry out security measures to protect an organization's computer networks and systems.
- Demonstrate the ability to design and develop software application.
- Demonstrate how to design, create, and maintain websites with technical support.
- Demonstrate how to study an organization's current computer systems and procedure, and design a new system.
- Demonstrate how to provide help and advice by assisting non-IT users.

Performance Results. Complete the table for Standard 4 Student Learning Results (required for each accredited program) 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. However, you must have results for every accredited program.

The linked spreadsheet contains our completed table for this standard. [ACBSP Standard 4](#)

Sources

- ACBSP Standard 4

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition	Analysis of Results															
1. Student Learning Results	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>																
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)												
ACCT 211/221 Demonstrate Research and Comprehension of Current Accounting Topics	Written Assignment Direct, Formative	Evaluation of Student submissions resulted in assessments consistently above the 70% benchmark. This assignment broadened the student's exposure to Accounting and introduced them to academic Accounting journals such as the Journal of Accountancy and CPA Journal.	An analysis of the assignment submissions and student feedback showed some lack of awareness of the reason for an Internet based research Written Assignment in an Accounting (quantitative) class. Hence, efforts are made to point out and emphasize the employable skills developed in this assignment namely, Internet research, information literacy, and writing and communication skills.	As a result of the efforts undertaken, students are more willing to embrace the assignment, have a broader perspective of the topics in the Accounting profession and consistently result in scores exceeding the benchmark criteria.	ACCT 211/221 <table border="1" style="display: none;"> <caption>ACCT 211/221 Scores</caption> <thead> <tr><th>Year</th><th>Score (%)</th></tr> </thead> <tbody> <tr><td>2010/2011</td><td>85</td></tr> <tr><td>2011/2012</td><td>88</td></tr> <tr><td>2012/2013</td><td>90</td></tr> <tr><td>2013/2014</td><td>92</td></tr> <tr><td>2014/2015</td><td>95</td></tr> </tbody> </table>	Year	Score (%)	2010/2011	85	2011/2012	88	2012/2013	90	2013/2014	92	2014/2015	95
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2013/2014	92																
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ACCT 212/222 Demonstrate Progressive Learning in Managerial Accounting Elements:	End of chapter Homework submissions Direct, Formative	Evaluation of Student submissions resulted in assessments consistently above the 70% benchmark. Students are required to work through problems at the end of each chapter and submit them. Students are given three chances for each problem to learn from their errors and resubmit. MyAccountingLab, the publisher's supplied learning platform for homework submission is used to facilitate student learning through practice.	An analysis showed that students did use many of the available resources but would benefit from additional personal instruction and problem solving in class.	As a result, the Accounting faculty proposed an initiative to provide in class instructional time from 3 hours to 4 hours per week and integrated a lab requirement to run contiguously with the lecture. This initiative was approved at the departmental and college wide levels and a new class was created, namely ACCT 222 which replaced the old ACCT 212.	ACCT 212/222 <table border="1" style="display: none;"> <caption>ACCT 212/222 Scores</caption> <thead> <tr><th>Year</th><th>Score (%)</th></tr> </thead> <tbody> <tr><td>2010/2011</td><td>85</td></tr> <tr><td>2011/2012</td><td>88</td></tr> <tr><td>2012/2013</td><td>90</td></tr> <tr><td>2013/2014</td><td>92</td></tr> <tr><td>2014/2015</td><td>95</td></tr> </tbody> </table>	Year	Score (%)	2010/2011	85	2011/2012	88	2012/2013	90	2013/2014	92	2014/2015	95
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<p>ACCT 230 Students will be able to demonstrate knowledge of various advanced accounting issues related to Financial Accounting and financial analysis within a global and or ethical framework</p>	<p>Project Direct, Formative</p>	<p>Evaluation of Student submissions resulted in assessments consistently above the 70% benchmark</p>	<p>An analysis of the project feedback showed students appreciated this hands-on real world project integrated into the course. It brought the text book to life in addition to adding another dimension to their learning. However, some students found the project overwhelming. Faculty were encouraged to administer the same or similar project to facilitate comparability of data.</p>	<p>In some semesters, we experimented with making this project more comprehensive but as a group project so students had a peer support system. However, this was abandoned due to all students failing to equally shoulder their fair share of the work. Instead, additional time and effort is made to answer student's questions on an ongoing basis to readily identify and overcome challenges early on in the semester. Students are also encouraged to use the resources of the Accounting tutoring Lab and that of the library to get further assistance in completing this project.</p>	<p style="text-align: center;">ACCT 230</p> <table border="1"> <caption>ACCT 230 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2010/2011</td> <td>75%</td> </tr> <tr> <td>2011/2012</td> <td>75%</td> </tr> <tr> <td>2012/2013</td> <td>75%</td> </tr> <tr> <td>2013/2014</td> <td>75%</td> </tr> <tr> <td>2014/2015</td> <td>75%</td> </tr> </tbody> </table>	Year	Percentage	2010/2011	75%	2011/2012	75%	2012/2013	75%	2013/2014	75%	2014/2015	75%
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<p>ACCT 265 Students upon successfully completing this course will be able to demonstrate progressive learning of various tax issues and tax forms related to individuals.</p>	<p>Completion of Tax Forms and supporting schedules Eg: Form 1040, Schedules A, B,C,D,E Direct, Formative</p>	<p>Assignments involving completion of tax forms and supporting schedules enabled students to better get the "big picture" Evaluation of Student submissions resulted in assessments consistently above the 70% benchmark</p>	<p>Analysis and feedback from students showed a preference to using tax software rather than computing items manually. However, the challenge was to have free tax software available that was also user friendly.</p>	<p>The textbook was changed in 2012. This book provided more resources to students. In Spring 2013, the college began a collaboration partnered with Coppin University and integrated the IRS sponsored, nationally recognized VITA (Volunteer Income Tax Assistance) program in to the Income Tax Accounting class. This program has been well received by students and has provided them with immediate, employable skills</p>	<p style="text-align: center;">ACCT 265</p> <table border="1"> <caption>ACCT 265 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2010/2011</td> <td>75%</td> </tr> <tr> <td>2011/2012</td> <td>75%</td> </tr> <tr> <td>2012/2013</td> <td>75%</td> </tr> <tr> <td>2013/2014</td> <td>75%</td> </tr> <tr> <td>2014/2015</td> <td>75%</td> </tr> </tbody> </table>	Year	Percentage	2010/2011	75%	2011/2012	75%	2012/2013	75%	2013/2014	75%	2014/2015	75%
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<p>BUAD 100 Introduction to Business I. A. 1. Define business terms and concepts IV. A. 2. Describe three business formations IV. C. 3. Calculate stock dividend yield and earnings per share</p>	<p>Written assignments to define business terms and concepts and a Written assignment describing the three different types of businesses. Written assignment: students choose a stock from the NY Stock Exchange, analyze it and calculate the dividend yield and earnings per share. Direct, Formative</p>	<p>Student results, for any one application, have not dropped below the 70% benchmark since 2012.</p>	<p>Additional class time and internet assignments improved student ability to calculate stock yields. Uniformity of instruction and course presentation needs to be improved.</p>	<p>Although the outcomes for BUAD 100 were standardized over this time period and the textbook remained the same, outcomes and measures need to be revised to improve student learning.</p>	<p>BUAD 100 SLOA</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Terms & Concepts</th> <th>Business formations</th> <th>Stock Yield</th> </tr> </thead> <tbody> <tr> <td>2011/2012</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> <tr> <td>2012/2013</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> <tr> <td>2013/2014</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> <tr> <td>2014/2015</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> </tbody> </table>	Year	Terms & Concepts	Business formations	Stock Yield	2011/2012	~75	~70	~65	2012/2013	~75	~70	~65	2013/2014	~75	~70	~65	2014/2015	~75	~70	~65					
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<p>BUAD 112 Introduction to Computers for Business Outcomes III. A. Word skills IV. A. Excel skills V. A. PPT skills VI. A. Access skills</p>	<p>Capstone assignments for each application (Word, Excel, Power Point, and Access) are used across all sections of the course offerings to assess skill acquisition. Direct, Formative</p>	<p>The implementation of focused practice has made a difference over time in the students' ability to learn and demonstrate these skills. Student results for any one application have not dropped below the 70% benchmark since 2010.</p>	<p>Detailed analysis of student performance showed that students needed more attention to details of assignments. Uniformity of instruction and course presentation needs to be improved.</p>	<p>The syllabus was standardized in Fall of 2011 and distributed to all teaching faculty. All faculty were to follow the syllabus and implement the Capstone assignments. The course is prepared by the full-time faculty "course facilitator".</p>	<p>BUAD 112 SLOA</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Word</th> <th>Excel</th> <th>Power Point</th> <th>Access</th> </tr> </thead> <tbody> <tr> <td>2011/2012</td> <td>~85</td> <td>~80</td> <td>~75</td> <td>~70</td> </tr> <tr> <td>2012/2013</td> <td>~85</td> <td>~80</td> <td>~75</td> <td>~70</td> </tr> <tr> <td>2013/2014</td> <td>~85</td> <td>~80</td> <td>~75</td> <td>~70</td> </tr> <tr> <td>2014/2015</td> <td>~85</td> <td>~80</td> <td>~75</td> <td>~70</td> </tr> </tbody> </table>	Year	Word	Excel	Power Point	Access	2011/2012	~85	~80	~75	~70	2012/2013	~85	~80	~75	~70	2013/2014	~85	~80	~75	~70	2014/2015	~85	~80	~75	~70
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<p>MGMT 180 Personal Financial Management Outcomes I. B. 2. Create a personal financial plan IV. D. 5. Tools and strategies to manage credit I. C. 4. Calculate Time Value of Money</p>	<p>End of chapter spreadsheet building blocks for financial plan Chapter 8 quiz on credit management Chapter 3 quiz on Time Value of Money calculations Direct, Formative</p>	<p>Through textbook changes and implementation of publisher-based website exercises, MGMT 180 has shown improvement in student success from 70% to mid-80's and low-90's.</p>	<p>Additional support and assignments using the financial calculator seems to have both frustrated and improved student performance.</p>	<p>The course is routinely reviewed at the end of each academic year. At that time changes are instituted based on student success in the course.</p>	<p>MGMT 180 SLOA</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Financial Plan</th> <th>Credit Management</th> <th>Time Value</th> </tr> </thead> <tbody> <tr> <td>2011/2012</td> <td>~65</td> <td>~60</td> <td>~55</td> </tr> <tr> <td>2012/2013</td> <td>~65</td> <td>~60</td> <td>~55</td> </tr> <tr> <td>2013/2014</td> <td>~65</td> <td>~60</td> <td>~55</td> </tr> <tr> <td>2014/2015</td> <td>~65</td> <td>~60</td> <td>~55</td> </tr> </tbody> </table>	Year	Financial Plan	Credit Management	Time Value	2011/2012	~65	~60	~55	2012/2013	~65	~60	~55	2013/2014	~65	~60	~55	2014/2015	~65	~60	~55					
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<p>MGMT 222 Business Management Outcomes I. C. 3. Apply the decision making process III. A. 5. Apply management principles globally I. A. 1. Define and apply management concepts and terminology</p>	<p>Chapter 4 quiz on decision making process Chapter 3 quiz on global management Chapter 13 quiz on communication and terminology Direct, Formative</p>	<p>Scores have improved since fall 2013. Publisher-generated website offers study plan, videos, and additional materials to assist students in learning management concepts.</p>	<p>Gleaning outcomes from quizzes may not be the best way to measure learning. Need to develop measures that include other learning styles.</p>	<p>The course is routinely reviewed at the end of each academic year. At that time changes are instituted based on student success in the course.</p>	<p>MGMT 222 SLOA</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Global Management</th> <th>Decision Making</th> <th>Concepts & Terminology</th> </tr> </thead> <tbody> <tr> <td>2011/2012</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> <tr> <td>2012/2013</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> <tr> <td>2013/2014</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> <tr> <td>2014/2015</td> <td>~75</td> <td>~70</td> <td>~65</td> </tr> </tbody> </table>	Year	Global Management	Decision Making	Concepts & Terminology	2011/2012	~75	~70	~65	2012/2013	~75	~70	~65	2013/2014	~75	~70	~65	2014/2015	~75	~70	~65					
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<p>CISS 105: Introduction to UNIX Operating Systems Outcomes: Conceptual Foundations Critical Thinking, Problem-solving Technical knowledge with hands-on</p>	<p>Demonstrate hands-on expertise in Linux/UNIX commands from the command line such as managing directory structure, large file manipulation with meta characters, setting up security policy for the end-user, and managing mail utility for end-users, etc. Direct, Formative</p>	<p>Students' performance improved when technology was infused into other modality of instructional delivery to convey the instructional material. Hands-on approach was very resourceful.</p>	<p>The students' data tracking system from the LSM revealed a direct correlation between class attendance and performance. Attendance requirement was modified and was included as part of the weighted percentage to successfully complete the courses.</p>	<p>The overall performance on in-class and hands-on projects improved, with direct improvement on the students class performance.</p>	<table border="1"> <caption>CISS 105 SLOA Data</caption> <thead> <tr> <th>Year</th> <th>Conceptual Foundation</th> <th>Critical Thinking & Problem Solving Skills</th> <th>Technical Knowledge</th> </tr> </thead> <tbody> <tr> <td>2011/2012</td> <td>~100%</td> <td>~100%</td> <td>~100%</td> </tr> <tr> <td>2012/2013</td> <td>~100%</td> <td>~100%</td> <td>~100%</td> </tr> <tr> <td>2013/2014</td> <td>~100%</td> <td>~100%</td> <td>~100%</td> </tr> <tr> <td>2014/2015</td> <td>~100%</td> <td>~100%</td> <td>~100%</td> </tr> </tbody> </table>	Year	Conceptual Foundation	Critical Thinking & Problem Solving Skills	Technical Knowledge	2011/2012	~100%	~100%	~100%	2012/2013	~100%	~100%	~100%	2013/2014	~100%	~100%	~100%	2014/2015	~100%	~100%	~100%
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<p>CISS 109: Principles of Computer Information Systems Outcomes Information Systems' Foundations Apply the knowledge of the foundation concepts on integrated IT environment with business applications to provide business solutions. Conceptual Foundations Critical Thinking & Problem-Solving Technical Knowledge</p>	<p>Information Systems Foundation: Apply the knowledge of the foundation concepts on integrated IT environment with hands-on approach using business application software. Direct, Formative</p>	<p>The in-class exercises provided the students with knowledge and the skill sets to use office productivity software. Increasing student success to the 90% level.</p>	<p>Additional time was devoted to Excel Spreadsheet with emphasis on formulas and functions. All instructional contents were carefully monitored to accommodate adjustments in the instructional delivery and to improve teaching and learning.</p>	<p>The amount of time allotted to Excel Spreadsheet during the semester was increased over other office productivity software.</p>	<table border="1"> <caption>CISS 109 SLOA Data</caption> <thead> <tr> <th>Year</th> <th>Conceptual Foundation</th> <th>Critical Thinking & Problem Solving Skills</th> <th>Technical Knowledge</th> </tr> </thead> <tbody> <tr> <td>2011/2012</td> <td>~90%</td> <td>~90%</td> <td>~90%</td> </tr> <tr> <td>2012/2013</td> <td>~90%</td> <td>~90%</td> <td>~90%</td> </tr> <tr> <td>2013/2014</td> <td>~90%</td> <td>~90%</td> <td>~90%</td> </tr> <tr> <td>2014/2015</td> <td>~90%</td> <td>~90%</td> <td>~90%</td> </tr> </tbody> </table>	Year	Conceptual Foundation	Critical Thinking & Problem Solving Skills	Technical Knowledge	2011/2012	~90%	~90%	~90%	2012/2013	~90%	~90%	~90%	2013/2014	~90%	~90%	~90%	2014/2015	~90%	~90%	~90%
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<p>CISS 116 Structured Design Students should be able to demonstrate acquisition of: Conceptual foundations Critical thinking and Problem-solving skills. Technical knowledge with hands-on using Microsoft Visio, by using problem-solving tools</p>	<p>Students utilized Microsoft Visio software in developing and designing problem solutions by addressing the problem-solving tools: Problem Analysis Chart (PAC) Input Process Output (IPO) chart Structured flowcharting techniques. Pseudocode Unified Modeling Language Coupling Diagram Data Dictionary Direct, Formative</p>	<p>Students demonstrated the steps in solving computer-related problems by using appropriate tools. They effectively identified and utilized conventional flowcharting symbols and terminology on assignments, exams, exercises, and homework. Increasing success to 80%</p>	<p>Faculty provided the students with real-world problems scenarios that required solution during class sessions. Students reviewed and critique other students approach to problem-solving techniques.</p>	<p>Reinforcements by other Students on faculty instruction improved overall students' performance.</p>	<p style="text-align: center;">CISS 116 SLOA</p> <table border="1"> <caption>CISS 116 SLOA Performance Data</caption> <thead> <tr> <th>Year</th> <th>Conceptual Foundation & Problem Solving Skills</th> <th>Technical Knowledge</th> </tr> </thead> <tbody> <tr> <td>2011/2012</td> <td>~100%</td> <td>~100%</td> </tr> <tr> <td>2012/2013</td> <td>~100%</td> <td>~100%</td> </tr> <tr> <td>2013/2014</td> <td>~100%</td> <td>~100%</td> </tr> <tr> <td>2014/2015</td> <td>~100%</td> <td>~100%</td> </tr> </tbody> </table>	Year	Conceptual Foundation & Problem Solving Skills	Technical Knowledge	2011/2012	~100%	~100%	2012/2013	~100%	~100%	2013/2014	~100%	~100%	2014/2015	~100%	~100%
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<p>CISS 118 Programming with Visual Basic Programming and Application Development: Demonstrate the ability to design and develop application program applying the following critical success areas: Conceptual foundations Critical thinking and Problem-solving skills Technical knowledge with hands-on exercises</p>	<p>Students demonstrated the ability to structure program design by sequencing codes, work with controls and write IF...THEN ELSE statements, CASE constructs, and LOOP statement using Visual Basic 2015. Direct, Formative</p>	<p>Students were able to demonstrate their ability to write Visual Basic codes utilizing the rules and syntax associated with good programming practices. Students were able to create meaningful outputs to problems presented to them in a timely manner. 80% of students received an overall score of 70 and above on critical success factors.</p>	<p>Faculty required the students to follow along from their workstations during the in-class programming demonstrations. The in-class exercises were scored as part of the weighted grade system.</p>	<p>Students improved on their overall application and development and programming skills from the in-class exercises with hands-on approach. The approach has a direct improvement on the students' class performance.</p>	<p style="text-align: center;">CISS 118 SLOA</p> <table border="1"> <caption>CISS 118 SLOA Performance Data</caption> <thead> <tr> <th>Year</th> <th>Conceptual Foundation & Problem Solving Skills</th> <th>Technical Knowledge</th> </tr> </thead> <tbody> <tr> <td>2012/2013</td> <td>~85%</td> <td>~85%</td> </tr> <tr> <td>2013/2014</td> <td>~85%</td> <td>~85%</td> </tr> <tr> <td>2014/2015</td> <td>~85%</td> <td>~85%</td> </tr> </tbody> </table>	Year	Conceptual Foundation & Problem Solving Skills	Technical Knowledge	2012/2013	~85%	~85%	2013/2014	~85%	~85%	2014/2015	~85%	~85%			
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5 - Standard 5 Faculty and Staff Focus

- a. **Faculty and Staff Focus** Complete Table 5.1 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 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

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

Assigned To

Linda Benjamin

Institution Response

- a. Faculty and Staff Focus Complete Table 5.1 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.
The linked spreadsheet contains our completed table for this standard. [ACBSP Standard 5.1](#)

Standard #5 Faculty and Staff Focus, Table 5.1

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 examine how well the organization creates and maintains a positive, productive, learning-centered work	
Faculty and Staff Focused Results	Analysis of Results
<p>Performance Measure: What is your goal? The goal should be measurable.</p> <p>Business and Technology Departmental Faculty Satisfaction Survey: Baltimore City Community College is committed to improvement via employee feedback. The Business & Technology department too, seeks feedback. Our goals regarding issues of Leadership is that our faculty will rank these areas above the 50% mark, and above the College-wide response.</p>	<p>What is your measurement instrument or process? (indicate length of cycle) College-wide Climate Survey (2012 and 2014) Departmental Climate survey (2015)</p> <p>Current Results: What are your current results? On these questions, B&T Faculty responded "Agree" and "Strongly Agree" more than counterparts across the College during previous surveys of 2012 and 2014.</p> <p>Analysis of Results: What did you learn from your results? Results in categories of Leadership, are higher than those of the College community as a whole. Communication remains an area for improvement College-wide and within the department.</p> <p>Action Taken or Improvement made: What did you improve or what is your next step? The College as a whole is in transition as new leadership is acquired. Climate monitoring continues on an annual basis with strategic interventions integrated at all levels of the organization.</p>
<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>	<p style="text-align: center;">B & T Faculty Survey Responses Compared to College-wide Climate Surveys</p> <p style="font-size: small;">I believe the Dean/Director is leading in a positive direction. my area in a positive direction</p> <p style="font-size: x-small;">■ BCCC Spring 2012 ■ BCCC Fall 2014 ■ B & T 2015</p>

<p>Business and Technology Departmental Faculty Satisfaction Survey: Baltimore City Community College is committed to improvement via employee feedback. The B & T department also seeks feedback. Our goals regarding issues of student services and learning is that our faculty will rank these areas above the 50% mark, and above the College-wide response.</p>	<p>College-wide Climate Survey (2012 and 2014) Departmental Climate survey (2015)</p>	<p>On these questions, B&T faculty responded "Agree" and "Strongly Agree" more than counterparts across the College during previous surveys of 2012 and 2014.</p>	<p>Results in categories related to students are strong. Communication remains an area for improvement College-wide and within the department</p>	<p>The College as a whole is in transition as new leadership is acquired. Climate monitoring continues on an annual basis with strategic interventions integrated at all levels of the organization.</p>	<p>B & T Faculty Survey Responses Compared to College-wide Climate Surveys</p> <table border="1"> <caption>Student Learning is important to faculty</caption> <thead> <tr> <th>Survey</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>BCCC Spring 2012</td> <td>~85%</td> </tr> <tr> <td>BCCC Fall 2014</td> <td>~55%</td> </tr> <tr> <td>B & T 2015</td> <td>~65%</td> </tr> </tbody> </table> <p>Student Learning is important to faculty (BCCC Spring 2012, BCCC Fall 2014, B & T 2015)</p> <p>Student service programs (admissions, registration, testing, orientation, etc.) meet the needs of students</p>	Survey	Percentage	BCCC Spring 2012	~85%	BCCC Fall 2014	~55%	B & T 2015	~65%
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<p>Business and Technology Department faculty and staff remain current in their field by attending 40 hours of professional training and development each year.</p>	<p>Reported annually by the office of Professional Development.</p>	<p>One hundred percent of the Business, and Technology Department full-time faculty in accredited programs met the 40-hour Professional Development hours per year.</p>	<p>The benchmark was achieved completely by the deadline end of June. Faculty are engaged in professional development that enhances areas of expertise, knowledge and skills.</p>	<p>The associate dean encourages all faculty and staff to meet the Professional Development goal.</p>	<p>Full-Time Faculty, 40 Hours per year Professional Development</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>AY 2013</td> <td>40</td> </tr> <tr> <td>AY 2014</td> <td>40</td> </tr> <tr> <td>AY 2015</td> <td>40</td> </tr> </tbody> </table>	Year	Hours	AY 2013	40	AY 2014	40	AY 2015	40
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b. Faculty Qualifications Complete Table 5.2 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.

The linked spreadsheet contains our completed table for this standard. [ACBSP Standard 5.2](#)
Sources

- ACBSP Standard 5.1
- ACBSP Standard 5.2

Table 5.2 - 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 : Two Years Work Experience (other than teaching) Teaching Excellence Awards Professional Certifications Research and/or Publication Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
DAVIS, QUINTIN	ACCT 221 Principles of Financial Accounting, 8 credit hours ACCT 222 Principles of Managerial Accounting, 4 credit hours ACCT 230 Intermediate Accounting I, 3 credit hours ACCT 235 Cost Accounting, 3 credit hours	BS – Accounting MS – Taxation	51 Graduate Hrs. in Accounting toward Doctorate 19 Years Work Experience Chaired Acct. Dept. @Harris-Stowe University CPA currently licensed thru 2017	Educationally and Professionally qualified in accounting
KAZEEM, FATAI	BUAD207 Business Law, 6 credit hours ECO 201 American Economics I: MACRO, 3 credit hours ECO 202 American Economics II: MICRO, 3 credit hours MGMT 170 Small Business Management, 3 credit hours	Ph.D. – Administration/ Management M.B.P.A – International Business BA – Business Administration Management, minor in Economics	Business Owner 5 + years' Work Experience	Professionally qualified and Educationally qualified in Business at Masters and Doctorate Levels
KMIR, ABDELKEBIR	CISS 109 Principles of Computer Information Systems, 4 credit hours CISS 116 Structured Design, 4 credit hours CISS 201 Systems Analysis & Design Programming, 4 credit hours ITNT 235 Networking with TCP/IP, 4 credit hours	BA – Business Administration MS – Computer Science MBPA – Managerial Marketing & International Business Ph.D. – Administrative Management with a minor in Economics	5+ years' Work Experience	Educationally qualified in Computer Information Systems at Masters and Doctorate Levels

6 - Standard 6 Educational and Business Process Management

a. Curriculum

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

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

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

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

5. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

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

QA Report

Assigned To

Linda Benjamin

Institution Response

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

During the 2014-2015 academic year all business and technology programs were revised to comply with the College Readiness and Completion Act of 2013. As a result of the State mandate, all four ACBSP accredited associate degree programs reduced total credits to 60. After the program reduction, all four programs continue to meet the 25 percent standard for the professional component, general education component, and business major component. See Curriculum Summary Tables for Accounting [1], Business Administration [2], Business Management [3], and Computer Information Systems [4].

The linked spreadsheet contains our completed table for this standard. [ACBSP Standard 6](#)

Table 6 - Curriculum Summary

During the 2014-2015 academic year all business and technology programs were revised to comply with the College Readiness and Completion Act of 2013. As a result of the State mandate, all four ACBSP accredited associate degree programs reduced total credits to 60. After the program reduction, all four programs continue to meet the 25 percent standard for the professional component, general education component, and business major component. See Curriculum Summary Tables for Accounting [1], Business Administration [2], Business Management [3], and Computer Information Systems [4].

Name of Major/Program:	Accounting, AAS		
Total Number of Hours in Degree	60		
List courses appropriate for each area I the chart below			
Professional Component			
Course Number	Course Title	Area of Study	Credit Hours
BUAD100	Introduction to Business	E	3
BUAD112	Computers for Business Management	C	3
BUAD207	Business Law	E	3
ECO 202	Micro Economics	D	3
MGMT180	Personal Financial Management	I	3
ACCT221	Financial Accounting	A	3
ACCT222	Managerial Accounting	A	3
		Total Credit Hours	21
		Percent of Total Hours	35%

General Education Component			
Course Number	Course Title	Area of Study	Credit Hours
PRE 100	Preparation for Academic Achievement	Other	1
Health and Life Fitness Elective	Various	Other	2
ENG 101	English Composition/Writing	1	3
MAT 107 or 125	Modern Elem Statistics or Finite Mathematics	6	3
ECO 201	Macro Economics	2	3
SP 101	Fundamentals of Speech	1	3
Biological Physical Science Elective	Various	3	3
Arts and Humanities Elective	Various	6	3
		Total Credit Hours	21
		Percent of Total Hours	35%

Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
ACCT230	Intermediate Accounting I		3
ACCT231	Intermediate Accounting II		3
ACCT235	Cost Accounting		3
ACCT241 or COP 200	Auditing Concepts/Coop Ed.		3
ACCT261	Accounting App'l on Micro		3
ACCT265	Income Tax Accounting		3
		Total Credit Hours	18
		Percent of Total Hours	30%

Name of Major/Program: Business Administration Transfer, AS

Total Number of Hours in Degree 60

List courses appropriate for each area I the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUAD100	Introduction to Business	E	3
BUAD112	Computers for Business Management	C	3
BUAD207	Business Law	E	3
ECO 201	Macro Economics	D	3
ACCT221	Financial Accounting	A	3
		Total Credit Hours	15
		Percent of Total Hours	25%

General Education Component

Course Number	Course Title	Area of Study	Credit Hours
PRE 100	Preparation for Academic Achievement	Other	1
Health and Life Fitness Elective	Various	Other	2
ENG 101	English Composition/Writing	1	3
Social and Behavioral Science Elective	Various (2 courses)	8	6
SP 101	Fundamentals of Speech	1	3
Arts and Humanities Elective	Various	3	3
Biological Physical Science Elective	Various	3	4
Physical Science Elective	Various	6	4
MAT 128	College Algebra	6	4
		Total Credit Hours	30
		Percent of Total Hours	50%

Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
ECO 202	Micro Economics		3
MGMT222	Principles of Management		3
MKTG223	Marketing		3
ACCT222	Managerial Accounting		3
Business Elective	ACCT, BUAD, MGMT, MKTG		3
		Total Credit Hours	15
		Percent of Total Hours	25%

Name of Major/Program:	Business Management, AAS		
Total Number of Hours in Degree	60		
List courses appropriate for each area I the chart below			
Professional Component			
Course Number	Course Title	Area of Study	Credit Hours
BUAD100	Introduction to Business	E	3
BUAD112	Computers for Business Management	C	3
BUAD207	Business Law	E	3
ECO 201	Macro Economics	D	3
ACCT221	Financial Accounting	A	3
MGMT180	Personal Financial Management	H	3
		Total Credit Hours	18
		Percent of Total Hours	30%
General Education Component			
Course Number	Course Title	Area of Study	Credit Hours
PRE 100	Preparation for Academic Achievement	Other	1
Health and Life Fitness Elective	Various	Other	2
ENG 101	English Composition/Writing	1	3
MAT 107	Modern Elem Statistics	6	3
Social and Behavioral Science Elective	Various	8	3
SP 101	Fundamentals of Speech	1	3
Biological Physical Science Elective	Various	3	3
Arts and Humanities Elective	Various	6	3
		Total Credit Hours	21
		Percent of Total Hours	35%

Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
MGMT102	Principles of Supervision		3
MGMT222	Principles of Management		3
MKTG223	Marketing		3
ACCT222	Managerial Accounting		3
MGMT219	Human Resource Management		3
MGMT229	Principles of Leadership		3
MGMT170	Small Business Management		3
	Total Credit Hours		21
	Percent of Total Hours		35%

Name of Major/Program:

Computer Information Systems, AAS

Total Number of Hours in Degree

60

List courses appropriate for each area I the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACCT221	Financial Accounting	A	3
ECO 201	Macro Economics	D	3
CISS 201	Systems Analysis	C	3
BCAP104	Introduction to Operating Systems	B	3
BCAP126	Comprehensive Spreadsheet	B	3
BCAP136	Database Mgmt. Systems	C	3
	Total Credit Hours		18
	Percent of Total Hours		30%

General Education Component

Course Number	Course Title	Area of Study	Credit Hours
PRE 100	Preparation for Academic Achievement	Other	1
Health and Life Fitness Elective	Various	Other	2
ENG 101	English Composition/Writing	1	3
MAT 107	Modern Elem Statistics	6	3
MAT 125	Finite Mathematics	6	3
Biological Physical Science Elective	Various	3	3
Arts and Humanities Elective	Various	6	3
Social and Behavioral Science Elective	Various	8	3
		Total Credit Hours	21
		Percent of Total Hours	35%

Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
CISS105	Introduction to UNIX Operating Systems		3
CISS109	Principles of CIS		3
CISS116	Structured Design		3
CISS118	Programming with Visual Basic		3
CISS228	Object Oriented Programming for Business C++		3
CISS Elective	Various		3
CISS Elective	Various		3
		Total Credit Hours	21
		Percent of Total Hours	35%

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. None.
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. None.
4. List any accredited programs that have been terminated since your last report. None.
5. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

The linked spreadsheet contains our completed table for this standard. [ACBSP Standard 6 1](#)

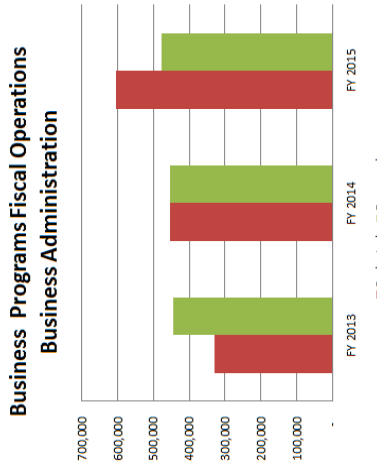
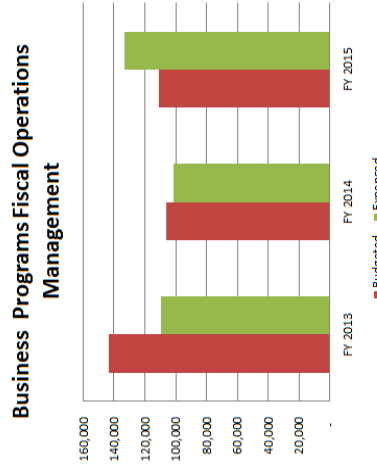
Sources

- ACBSP Standard 6
- ACBSP Standard 6 1

Standard #6 - Organizational Performance Results, Table 6.1

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.

Table 6.1 Standard 6 - Organizational Performance Results															
Organizational Effectiveness Results															
Analysis of Results															
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?	Action Taken or Improvement made: What did you improve or what is your next step?												
The Business and Technology department will strive to maintain and or increase its budget to carry out its mission and pursue its goals.	During FY 2013 - 2015 the Business and Technology Programs budget remained steady. All program needs were met.	The Business and Technology department received adequate operating funds for the past 3 years.	No necessary action was taken.												
Business Programs Fiscal Operations Combined Program Budgets	<table border="1"> <caption>Business Programs Fiscal Operations Combined Program Budgets</caption> <thead> <tr> <th>Fiscal Year</th> <th>Budgeted</th> <th>Expensed</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>~1,000,000</td> <td>~1,100,000</td> </tr> <tr> <td>FY 2014</td> <td>~1,100,000</td> <td>~1,200,000</td> </tr> <tr> <td>FY 2015</td> <td>~1,200,000</td> <td>~1,300,000</td> </tr> </tbody> </table>			Fiscal Year	Budgeted	Expensed	FY 2013	~1,000,000	~1,100,000	FY 2014	~1,100,000	~1,200,000	FY 2015	~1,200,000	~1,300,000
Fiscal Year	Budgeted	Expensed													
FY 2013	~1,000,000	~1,100,000													
FY 2014	~1,100,000	~1,200,000													
FY 2015	~1,200,000	~1,300,000													
Business Programs Fiscal Operations Accounting	<table border="1"> <caption>Business Programs Fiscal Operations Accounting</caption> <thead> <tr> <th>Fiscal Year</th> <th>Budgeted</th> <th>Expensed</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>~100,000</td> <td>~120,000</td> </tr> <tr> <td>FY 2014</td> <td>~120,000</td> <td>~140,000</td> </tr> <tr> <td>FY 2015</td> <td>~140,000</td> <td>~160,000</td> </tr> </tbody> </table>			Fiscal Year	Budgeted	Expensed	FY 2013	~100,000	~120,000	FY 2014	~120,000	~140,000	FY 2015	~140,000	~160,000
Fiscal Year	Budgeted	Expensed													
FY 2013	~100,000	~120,000													
FY 2014	~120,000	~140,000													
FY 2015	~140,000	~160,000													
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?	Action Taken or Improvement made: What did you improve or what is your next step?												
The Accounting Programs has been allocated sufficient college funds to carry out its mission and pursue its goals.	During FY 2013-2015, the Accounting Program budget was: \$133,912; \$189,466; and \$189,885 respectively.	The Accounting Program has received adequate operating funds for the past three years.	The amount of funds will be monitored closely. The current budget appears to be sufficient to achieve the goals.												
Business Programs Fiscal Operations Accounting	<table border="1"> <caption>Business Programs Fiscal Operations Accounting</caption> <thead> <tr> <th>Fiscal Year</th> <th>Budgeted</th> <th>Expensed</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>~100,000</td> <td>~120,000</td> </tr> <tr> <td>FY 2014</td> <td>~120,000</td> <td>~140,000</td> </tr> <tr> <td>FY 2015</td> <td>~140,000</td> <td>~160,000</td> </tr> </tbody> </table>			Fiscal Year	Budgeted	Expensed	FY 2013	~100,000	~120,000	FY 2014	~120,000	~140,000	FY 2015	~140,000	~160,000
Fiscal Year	Budgeted	Expensed													
FY 2013	~100,000	~120,000													
FY 2014	~120,000	~140,000													
FY 2015	~140,000	~160,000													

<p>The Business Administration Transfer Program has been allocated sufficient college funds to carry out its mission and pursue its goals.</p>	<p>During FY 2013-2015, the Business Administration Transfer Program budget was \$328,684; \$452,976; and \$604,590 respectively.</p>	<p>The Business Administration Transfer Program has received adequate operating funds for the past 3 years.</p>	<p>The Business Administration Transfer Program's (accredited program) budget was also adequate for the level of operations during the years under review.</p>	<p>The amount of funds will be monitored closely. The current budget appears to be sufficient to achieve the program and department goals.</p>	<h3 style="text-align: center;">Business Programs Fiscal Operations Business Administration</h3>  <table border="1" data-bbox="267 210 641 672"> <thead> <tr> <th>Fiscal Year</th> <th>Budgeted</th> <th>Expended</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>328,684</td> <td>328,684</td> </tr> <tr> <td>FY 2014</td> <td>452,976</td> <td>452,976</td> </tr> <tr> <td>FY 2015</td> <td>604,590</td> <td>604,590</td> </tr> </tbody> </table>	Fiscal Year	Budgeted	Expended	FY 2013	328,684	328,684	FY 2014	452,976	452,976	FY 2015	604,590	604,590
Fiscal Year	Budgeted	Expended															
FY 2013	328,684	328,684															
FY 2014	452,976	452,976															
FY 2015	604,590	604,590															
<p>The Business Management Program has been allocated sufficient college funds to carry out its mission and pursue its goals.</p>	<p>During FY 2013-2015, the Business Management Program budget was \$143,505; \$106,155; and \$110,701 respectively.</p>	<p>The Business Management Program has received adequate operating funds for the past three years.</p>	<p>Further analysis indicated that the Business Management Program (accredited program) received adequate funding in the last 3 years.</p>	<p>The amount of funds will be monitored closely. The current budget appears to be sufficient to achieve the goals.</p>	<h3 style="text-align: center;">Business Programs Fiscal Operations Management</h3>  <table border="1" data-bbox="673 210 1047 672"> <thead> <tr> <th>Fiscal Year</th> <th>Budgeted</th> <th>Expended</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>143,505</td> <td>143,505</td> </tr> <tr> <td>FY 2014</td> <td>106,155</td> <td>106,155</td> </tr> <tr> <td>FY 2015</td> <td>110,701</td> <td>110,701</td> </tr> </tbody> </table>	Fiscal Year	Budgeted	Expended	FY 2013	143,505	143,505	FY 2014	106,155	106,155	FY 2015	110,701	110,701
Fiscal Year	Budgeted	Expended															
FY 2013	143,505	143,505															
FY 2014	106,155	106,155															
FY 2015	110,701	110,701															

<p>The Computer Information Systems Program has been allocated sufficient college funds to carry out its mission and pursue its goals.</p>	<p>During FY 2013-2015, the Computer Information Systems Program budget was: \$207,752; \$259,298; and \$284,714 respectively.</p>	<p>The Computer Information Systems Program has received adequate operating funds for the past three years.</p>	<p>Further analysis indicated that the Computer Information Systems funding was adequate.</p>	<p>The budget will be monitored closely. The current budget appears to be sufficient to achieve the goals.</p>	<h3 style="text-align: center;">Business Programs Fiscal Operations Computer Information Systems</h3> <table border="1"> <caption>Business Programs Fiscal Operations - Computer Information Systems</caption> <thead> <tr> <th>Fiscal Year</th> <th>Budgeted</th> <th>Expensed</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>~200,000</td> <td>~220,000</td> </tr> <tr> <td>FY 2014</td> <td>~250,000</td> <td>~250,000</td> </tr> <tr> <td>FY 2015</td> <td>~280,000</td> <td>~280,000</td> </tr> </tbody> </table>	Fiscal Year	Budgeted	Expensed	FY 2013	~200,000	~220,000	FY 2014	~250,000	~250,000	FY 2015	~280,000	~280,000
Fiscal Year	Budgeted	Expensed															
FY 2013	~200,000	~220,000															
FY 2014	~250,000	~250,000															
FY 2015	~280,000	~280,000															
<p>The Business and Technology department's accredited programs will strive to maintain or increase enrollment in all programs, as expressed as a total of the College's overall credit enrollment as reported to the Maryland Higher Education Commission (MHEC)</p>	<p>Data reported: BCCC Institutional Research Department, Accredited Business programs</p>	<p>The College has struggled with enrollment over the past four years, yet as a percentage of enrollment, the accredited Business programs remain strong.</p>	<p>Consistency is credited to the numerous outreach efforts and innovative programs documented elsewhere.</p>	<p>The B & T department will continue to look for innovative ways to increase enrollment within our programs.</p>	<h3 style="text-align: center;">Accredited Business Program Enrollment as a Percent of Total College Enrollment</h3> <table border="1"> <caption>Accredited Business Program Enrollment as a Percent of Total College Enrollment</caption> <thead> <tr> <th>Term</th> <th>Enrollment (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>~12.5%</td> </tr> <tr> <td>Spring 2014</td> <td>~12.5%</td> </tr> <tr> <td>Fall 2014</td> <td>~12.5%</td> </tr> <tr> <td>Spring 2015</td> <td>~12.5%</td> </tr> </tbody> </table> <p><small>based on Fall II Enrollment in the Business Programs prepared for Fall 2015 MHEC annually in November, as per State guidelines.</small></p>	Term	Enrollment (%)	Fall 2013	~12.5%	Spring 2014	~12.5%	Fall 2014	~12.5%	Spring 2015	~12.5%		
Term	Enrollment (%)																
Fall 2013	~12.5%																
Spring 2014	~12.5%																
Fall 2014	~12.5%																
Spring 2015	~12.5%																

<p>The College strives to increase enrollment within credit programs.</p>	<p>Data reported: BCCC Institutional Research Department, College-wide total as reported to MHEC</p>	<p>Current Results are not meeting the goal of increasing enrollment college-wide.</p>	<p>Analysis of enrollment is ongoing by multiple levels of the organization</p>	<p>Multiple efforts across the organization are targeting enrollment.</p>	
<p>Awarding of student scholarships will be maintained or increased.</p>	<p>A actual student award data is provided by the Office of Financial Aid.</p>	<p>The percentage of students receiving financial assistance has not changed over the past five years.</p>	<p>The number of State or other types of scholarships has stayed consistent at 25%.</p>	<p>A large percentage of Business and Technology students receive scholarships. This can be increased by working more closely with the re-organized BCCC foundation which provides student scholarships.</p>	
<p>The Business and Technology Department at Liberty campus will provide a safe and secure campus environment by making students aware of the importance of being safe and through the services of the College's Public Safety Department. Our goal is to have "No" murders, robberies, assaults, or sex offenses on campus.</p>	<p>Annual safety Clery Report filed by the College. The most recent report is dated October 1, 2015, reporting data on 2012, 2013, and 2014. Faculty responses to the 2015 Climate Survey further indicate a high level of perceived safety.</p>	<p>Over the past three years the college and department did not achieve the set goals of: "No" murders, sex offences, robberies, or assaults. The campus saw one burglary and two minor assaults. Additional incidents happened off campus, but they did not threaten our students' safety.</p>	<p>Public Safety Department and staff are visible across the College Campus.</p>	<p>Every full-time and adjunct faculty badges are updated as necessary to enable easy access into offices and classrooms. The department is being provided.</p>	

<p>The Business and Technology department will establish innovative partnerships which benefit our students. Complete College Baltimore: Key program features include a consolidated course schedule, cohorts, smaller class size, required full-time enrollment, 15 credits, comprehensive advisement, and career development services. Financial incentives include tuition waivers for financial aid eligible students, free use of textbooks, and monthly MTA bus passes.</p>	<p>Office of Institutional Research data; Complete College Baltimore</p>	<p>Student persistence for our students has increased each year of the program</p>	<p>Students who are qualified for this partnership program are encouraged to participate. They benefit from a range of support geared to their effective completion of degree requirements</p>	<p>While Business students are not a large proportion of the number of students in the program, the number has risen from two to nine within the last three years according to the most recent fall 2015 semester head count. Business Administration Transfer degree is a recommended major for students in this program.</p>	<p>Number of students in cohort returning the next major term (SP-FA; FA-SP)</p> <table border="1"> <caption>Number of students in cohort returning the next major term (SP-FA; FA-SP)</caption> <thead> <tr> <th>Cohort</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>CCB Cohort SP14</td> <td>~40%</td> </tr> <tr> <td>CCB Cohort FA14</td> <td>~60%</td> </tr> <tr> <td>CCB Cohort SP15</td> <td>~100%</td> </tr> </tbody> </table>	Cohort	Percentage	CCB Cohort SP14	~40%	CCB Cohort FA14	~60%	CCB Cohort SP15	~100%						
Cohort	Percentage																		
CCB Cohort SP14	~40%																		
CCB Cohort FA14	~60%																		
CCB Cohort SP15	~100%																		
<p>The Business and Technology department will establish innovative partnerships which benefit our students. YearUp: Young adults receive six months of college credited skills at BCCC [Earning our Basic Skills Certificate, under the Computer Information Systems program] and a six-month internship with a major corporation (including Johns Hopkins, T. Rowe Price, Morgan Stanley, Constellation Energy and Bechtel).</p>	<p>YearUp National Office, Data Reporting.</p>	<p>Hourly wage within four months of completing the program has risen steadily for program completers. A three-year average of 69% of participants completed the program which includes a certificate in Basic Technology Skills under the Computer Information Systems program.</p>	<p>Students within the YearUp program have higher retention and satisfaction ratings within their program than the College as a whole. The credit version of the YearUp program, which BCCC pioneered, is now being replicated across the country.</p>	<p>The College's support of this program is ongoing with expanded administrative offices and continued monitoring of success factors.</p>	<p>AVERAGE HOURLY WAGE WITHIN 4 MONTHS OF COMPLETING PROGRAM</p> <table border="1"> <caption>AVERAGE HOURLY WAGE WITHIN 4 MONTHS OF COMPLETING PROGRAM</caption> <thead> <tr> <th>Month/Year</th> <th>Average Hourly Wage</th> </tr> </thead> <tbody> <tr> <td>JANUARY 2013</td> <td>\$13.40</td> </tr> <tr> <td>JULY 2013</td> <td>\$15.91</td> </tr> <tr> <td>JANUARY 2014</td> <td>\$12.60</td> </tr> <tr> <td>JULY 2014</td> <td>\$13.34</td> </tr> <tr> <td>JANUARY 2015</td> <td>\$14.46</td> </tr> <tr> <td>JULY 2015</td> <td>\$15.50</td> </tr> </tbody> </table>	Month/Year	Average Hourly Wage	JANUARY 2013	\$13.40	JULY 2013	\$15.91	JANUARY 2014	\$12.60	JULY 2014	\$13.34	JANUARY 2015	\$14.46	JULY 2015	\$15.50
Month/Year	Average Hourly Wage																		
JANUARY 2013	\$13.40																		
JULY 2013	\$15.91																		
JANUARY 2014	\$12.60																		
JULY 2014	\$13.34																		
JANUARY 2015	\$14.46																		
JULY 2015	\$15.50																		