



2018 ACBSP Quality Assurance Report

February 15, 2018

Final
Combined Report

Quality Assurance Report (Associate) - Introduction

Baltimore City Community College welcomes the opportunity the ACBSP Quality and Assurance (Q&A) reporting process presents 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 2018 Quality Assurance Report.

Academically Yours,

Dr. Tonja L. Ringgold

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

2901 Liberty Heights Avenue | Main Building, Suite 317 | Baltimore, MD 21215-7893

Office: 410-462-8001 | Fax: 410-462-7677 | Email: tringgold@bcccc.edu

Institution Overview

Institution Name Baltimore City Community College

Address 2901 Liberty Heights Avenue

Year Accredited 1994

Year Reaffirmed 2014

Years Covered

by this Report 2015 - 2016 through 2016 - 2017

Date Submitted 2/15/2018

Completed By Benjamin, Linda

Phone 410-462-8029

Email LBenjamin@bccc.edu

ACBSP Champion Benjamin, Linda

ACBSP Co-Champion Davis, Quintin

Champion Contact Information

Honoric Ms

First Name Linda

Last Name Benjamin

Title Professor

Phone 410-462-8029

Email LBenjamin@bccc.edu

Address Line 1 Liberty Heights Ave

Address Line 2 Main Bldg, 323-D

City Baltimore

State/Province MD

Zip/Postal Code 21215

Country United States

I - Institutional Information

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

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)

Business Marketing (AAS)

Computer Information Systems (AAS)

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 2017/18 catalog: [2017-2018 CATALOG 5-8-17](#) page 54

- 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, Quintin Davis, Associate Dean, Business and Technology Department

Sources

- 2017-2018 CATALOG 5-8-17

II - Status Report on Conditions and Notes

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

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).

The College has no Conditions or Notes to be addressed.

Sources

There are no sources.

III - Public Information

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

QA Report

Assigned To

Linda Benjamin

Institution Response

Business unit student achievement is documented and shared primarily through the College's website. Through program and research links students are able to obtain student success rates for courses and programs. 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.

The current website was recently updated to reflect ACBSP's requirements for the sharing of assessment and student success data. Please follow this link to view the ACBSP accreditation page which is linked under the College's overall assessment and accreditation page. [ACBSP Home Page with Table Links](#) The links on the ACBSP page access the spreadsheets for Table 2 and Table 7 of this report, to the individual accredited program pages, to our last ACBSP Self-Study report, our subsequent QA reports, and to our Institutional Research page for additional student and organizational data.

Sources

There are no sources.

Browser window showing the Baltimore City Community College website. The address bar displays <https://www.bccc.edu/Page/2043>. The page title is "Bb Academic Operations and Services".

The navigation menu includes: Home, Future Students, Current Students, Faculty & Staff, Workforce Development & Continuing Education, Alumni & Donors, Athletics.

The main content area is titled "Academic Operations and Services". It features a search bar and social media links for Facebook, Twitter, and YouTube.

The "ACBSP Business Programs Accreditation" section is highlighted. It contains the following text:

The Accreditation Council for Business Schools and Programs (ACBSP) is a leading specialized accreditation association for business education — supporting, celebrating, and rewarding teaching excellence. ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. **Every quality business program worldwide is accredited.**

- ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world.
- ACBSP acknowledges the importance of scholarly research and inquiry and believes that such activities facilitate improved teaching. ACBSP encourages faculty involvement within the contemporary business world to enhance the quality of classroom instruction and to contribute to student learning.
- ACBSP offers an accreditation process uniquely focused on teaching excellence and student outcomes. And because the council believes ACBSP success is driven by the success of its members, ACBSP officers and members align those programs and the accreditation process to meet the individual needs of each member.
- BCCC offers the following ACBSP accredited programs:
 - [Accounting](#)
 - [Business Administration Transfer](#)
 - [Business Management Concentration](#)
 - [Business Marketing Concentration](#)
 - [Computer Information Systems](#)

The section also lists "ACBSP Accredited Program Performance 2014-2017" with links to [Student Learning Results \(ACBSP Standard 4\)](#) and [Business Unit Performance Results \(ACBSP Standard 6\)](#).

Accreditation Reports:

- [2014 Self-Study](#)
- [2016 Quality Assurance Report](#)
- 2018 Quality Assurance Report

Visit the [BCCC Office of Institutional Research](#) to access additional student success indicators.

The Windows taskbar at the bottom shows the time as 3:38 PM on 2/13/2018.

1 - Standard 1 Leadership

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.

Our business unit, the Department of Business and Technology, appointed a permanent Associate Dean in August of 2017, Quintin Davis, M.S., C.P.A.

No other leadership changes have taken place within the past two years.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

Status: Completed | Due Date: Not Set

QA Report

Assigned To

Linda Benjamin

Institution Response

Not applicable to this report.

Sources

There are no sources.

3 - Standard 3 Student and Stakeholder Focus

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

QA Report

Assigned To

Linda Benjamin

Institution Response

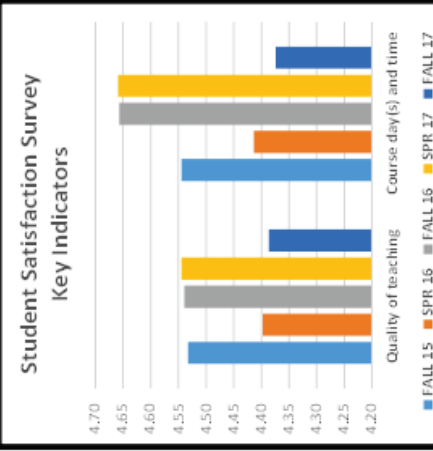
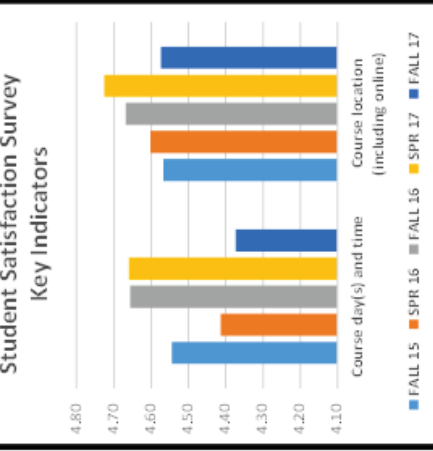
The linked spreadsheets contain our completed tables for this standard.

Sources

- ACBSP QA Report 2-15-18 Table 1 Student and Stakeholder Focused Results

A	B	C	D	E	F										
TABLE 1: Student and Stakeholder Focused Results (Standard 3)															
<ul style="list-style-type: none"> - Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations. - Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc. 															
<p>Performance Measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, internship feedback, etc.</p> <ul style="list-style-type: none"> - Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc. - Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. - Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program. - For all data reported, show sample size (n = 75). 															
Analysis of Results															
<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p> <p>The Accounting program holds two full Advisory Board meetings per academic year.</p>	<p>What is your measurement instrument or process? (indicate length of cycle.)</p> <p>Meeting Agendas and Minutes</p>	<p>Current Results: What are your current results?</p> <p>The Accounting program Advisory Board has met bi-annually for the past five years.</p>	<p>Analysis of Results: What did you learn from your results?</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. The Program Goals have been revised and a new certificate developed.</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p> <p>The Program Coordinator is committed to maintaining this meeting schedule. It is monitored by the department's Associate Dean.</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p> <table border="1"> <caption>Accounting Advisory Board meetings</caption> <thead> <tr> <th>Date</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr> <td>Jun-15</td> <td>100%</td> </tr> <tr> <td>Jun-16</td> <td>100%</td> </tr> <tr> <td>Jun-17</td> <td>100%</td> </tr> <tr> <td>Jun-17</td> <td>100%</td> </tr> </tbody> </table>	Date	Attendance (%)	Jun-15	100%	Jun-16	100%	Jun-17	100%	Jun-17	100%
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A	B	C	D	E	F																									
<p>Alumni Survey: The Business and Technology Department strives to maintain a minimum of 70% Alumni Satisfaction.</p>	<p>Survey: Business program surveys are completed every 5 years. The most recent data was reported in 2016. All BCCC spring graduates of the class of 2017 were surveyed by the Office of Institutional Research, in the Summer of 2017. Response rates are low across our demographic and single program responses are too low to isolate, but they are consistent with the entire survey's results for the survey questions: N = 12 of N = 92</p>	<p>Alumni student responses are consistent with current student responses to similar questions; with the most favorable feedback generated for overall college experience (84% = good or very good) and overall program quality (82% = good or very good). Improvement areas remain in class scheduling and access to information technology.</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>Course scheduling has been studied across all programs and courses at the College. Based on the data collected by an ad hoc task-force, revision and standardization of scheduling is to be implemented in the Fall 2018.</p>	<p>Alumni Survey Summer 2017</p> <table border="1"> <caption>Alumni Survey Summer 2017 Data</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Overall college experience</td> <td>0.65</td> </tr> <tr> <td>Class scheduling</td> <td>0.7</td> </tr> <tr> <td>Access to information technology</td> <td>0.75</td> </tr> <tr> <td>Overall quality of program</td> <td>0.85</td> </tr> <tr> <td>Access to services</td> <td>0.9</td> </tr> </tbody> </table>	Category	Score	Overall college experience	0.65	Class scheduling	0.7	Access to information technology	0.75	Overall quality of program	0.85	Access to services	0.9													
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<p>Accredited Programs: A minimum of 80% (4.00 on scale of 1 – 5) 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 N = 380 per semester</p>	<p>Across all accredited programs, results are at or above the benchmark 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 communication skills. The larger 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>	<p>Student Satisfaction Survey Key Indicators</p> <table border="1"> <caption>Student Satisfaction Survey Key Indicators Data</caption> <thead> <tr> <th>Indicator</th> <th>FALL 16</th> <th>SPR 16</th> <th>FALL 17</th> <th>SPR 17</th> </tr> </thead> <tbody> <tr> <td>Critical thinking</td> <td>4.30</td> <td>4.40</td> <td>4.45</td> <td>4.55</td> </tr> <tr> <td>Internet research</td> <td>4.25</td> <td>4.35</td> <td>4.40</td> <td>4.45</td> </tr> <tr> <td>Problem solving</td> <td>4.30</td> <td>4.40</td> <td>4.45</td> <td>4.55</td> </tr> <tr> <td>Overall quality of program</td> <td>4.30</td> <td>4.40</td> <td>4.45</td> <td>4.55</td> </tr> </tbody> </table>	Indicator	FALL 16	SPR 16	FALL 17	SPR 17	Critical thinking	4.30	4.40	4.45	4.55	Internet research	4.25	4.35	4.40	4.45	Problem solving	4.30	4.40	4.45	4.55	Overall quality of program	4.30	4.40	4.45	4.55
Indicator	FALL 16	SPR 16	FALL 17	SPR 17																										
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A	B	C	D	E	F																		
<p>Accredited Programs: A minimum of 80% (4.00 on scale of 1 - 5) of students in accredited programs will be satisfied with the quality of their required course offerings.</p>	<p>Annual Student Satisfaction Survey. The College's Alumni Survey returned the same consistent result N= ~380 per semester</p>	<p>Across all accredited programs, results are at or above the benchmark 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 the class and use assignments to stress employability factors.</p>	 <p>Student Satisfaction Survey Key Indicators</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>FALL 15</th> <th>SPR 16</th> <th>FALL 16</th> <th>SPR 17</th> <th>FALL 17</th> </tr> </thead> <tbody> <tr> <td>Quality of teaching</td> <td>4.35</td> <td>4.40</td> <td>4.45</td> <td>4.50</td> <td>4.55</td> </tr> <tr> <td>Course day(s) and time</td> <td>4.20</td> <td>4.25</td> <td>4.30</td> <td>4.35</td> <td>4.40</td> </tr> </tbody> </table>	Indicator	FALL 15	SPR 16	FALL 16	SPR 17	FALL 17	Quality of teaching	4.35	4.40	4.45	4.50	4.55	Course day(s) and time	4.20	4.25	4.30	4.35	4.40
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<p>Accredited Programs: A minimum of 80% (4.00 on scale of 1 - 5) 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 N = ~380 per semester</p>	<p>Across all accredited programs, results are at or above the benchmark 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>	 <p>Student Satisfaction Survey Key Indicators</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>FALL 15</th> <th>SPR 16</th> <th>FALL 16</th> <th>SPR 17</th> <th>FALL 17</th> </tr> </thead> <tbody> <tr> <td>Course day(s) and time</td> <td>4.30</td> <td>4.40</td> <td>4.50</td> <td>4.60</td> <td>4.70</td> </tr> <tr> <td>Course location (including online)</td> <td>4.10</td> <td>4.20</td> <td>4.30</td> <td>4.40</td> <td>4.50</td> </tr> </tbody> </table>	Indicator	FALL 15	SPR 16	FALL 16	SPR 17	FALL 17	Course day(s) and time	4.30	4.40	4.50	4.60	4.70	Course location (including online)	4.10	4.20	4.30	4.40	4.50
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4 - Standard 4 Measurement and Analysis of Student Learning and Performance
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.

Program outcomes for the accredited Business programs have recently been updated to reflect a comprehensive review of all business programs. The [Business Programs Updated Curriculum Mapping 2 9 18](#) document clearly shows the Program Outcomes and the courses where the outcomes are taught and assessed. The [Business Outcomes By Course Lane 2 9 18](#) document lists by Course which outcomes are located within them.

Outcomes for the remaining accredited programs have not changed since the last reporting period.

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

The linked spreadsheet contains our completed table 2 for this standard. [ACBSP QA Report 2-15-18 Table 2 Learning Outcomes Assessment](#) Note, as required, this file is also available to the college community via the College's website.

Also included in this section is a short document regarding our work with Open Educational Resources to revise and improve our Introduction to Business (BUAD100) course. This work resulted in revised outcomes for the course and the transition from traditional textbooks to a Lumen Learning product which is presented at no cost to students; a savings of \$170.00 per student. [Case Study BUAD100 Initial Results](#)

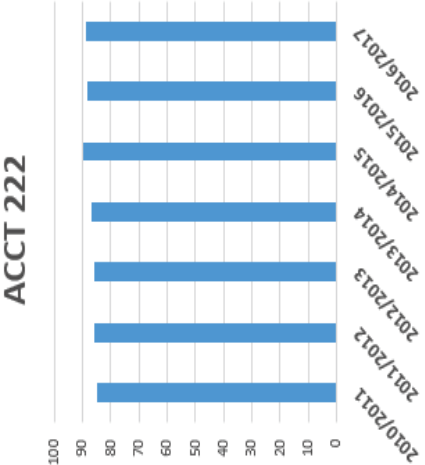
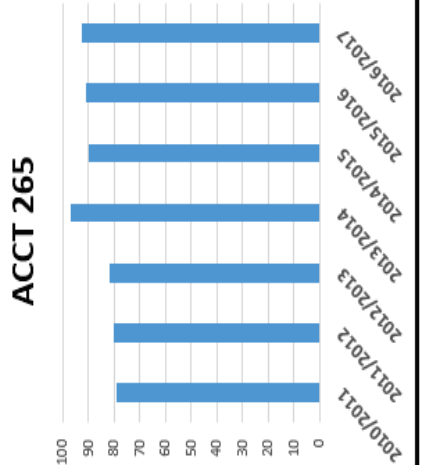
Sources

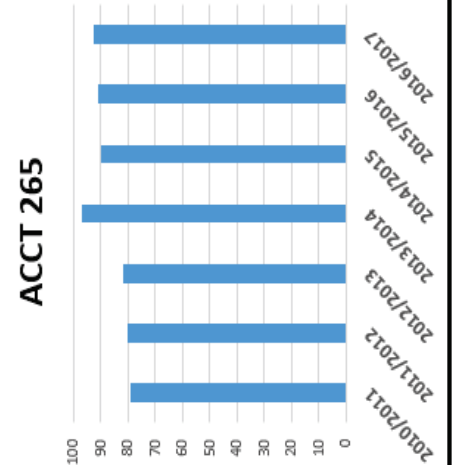
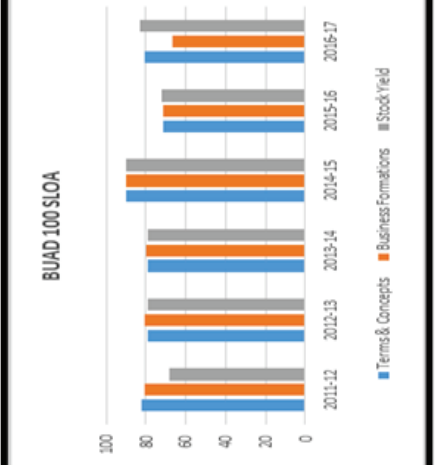
- ACBSP QA Report 2-15-18 Table 2 Learning Outcomes Assessment
- Case Study BUAD100 Initial Results
- Business Outcomes By Course Lane 2_9_18
- Business Programs Updated Curriculum Mapping 2_9_18

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

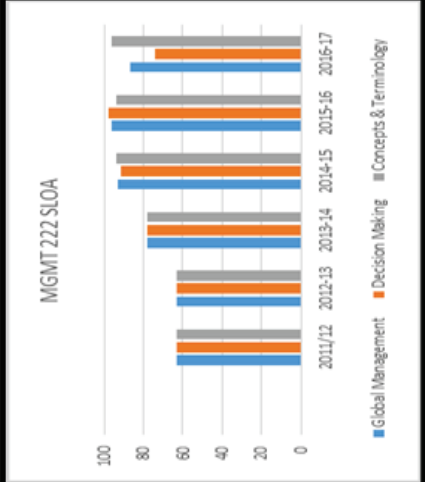
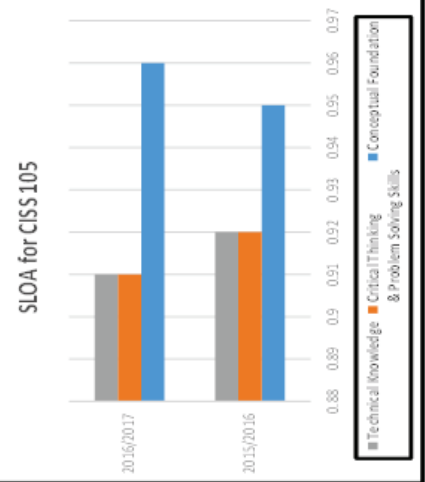
Performance Indicator	Definition										
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work.</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>										
	<p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the</p> <p>- For all data reported, show sample size (n=75).</p>										
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<p style="text-align: center;">Analysis of Results</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="808 1352 1141 1633"> What is your measurement instrument or process? Do not use grades. Indicate the type of instrument (e.g. direct, formative, or internal, comparative). </th> <th data-bbox="808 1121 1141 1352"> Current Results: What are your current results? </th> <th data-bbox="808 890 1141 1121"> Analysis of Results: What did you learn from your results? </th> <th data-bbox="808 680 1141 890"> Action Taken or Improvement Made: What did you improve or what is your next step? </th> <th data-bbox="808 193 1141 680"> Provide a graph or table of resulting trends (3-5 data points preferred) </th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	What is your measurement instrument or process? Do not use grades. Indicate the type of instrument (e.g. direct, formative, or internal, comparative).	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)					
What is your measurement instrument or process? Do not use grades. Indicate the type of instrument (e.g. direct, formative, or internal, comparative).	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)							

A	B	C	D	E	F																
<p>ACCT 222 Principles of Managerial Accounting Accounting Program Goal: Provide students with job ready skills to meet the competitive challenges of a 21st century workforce. SLO: • Develop job ready skills through problem solving, researching and preparing a report from information contained in the financial statements of a publicly traded company. Criteria: An average grade of 75% must be met by active students</p>	<p>Student scores on the project will assess their ability to meet this objective. This is a direct, internal summative instrument.</p>	<p>Students have consistently met the goal for the last two years N = 42.</p>	<p>An analysis shows that students displayed some trepidation in examining a new, foreign document; namely, the Annual Report and some appeared overwhelmed at what was expected.</p>	<p>Discussions are held and encouraged on the assignment in person and online. A sample student report is now provided which goes a long way in addressing student concerns and questions. Benchmark criteria have consistently been exceeded.</p>	 <p>ACCT 222</p> <table border="1"> <caption>ACCT 222 Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>2011/2011</td><td>85</td></tr> <tr><td>2012/2012</td><td>85</td></tr> <tr><td>2013/2013</td><td>85</td></tr> <tr><td>2014/2014</td><td>85</td></tr> <tr><td>2015/2015</td><td>85</td></tr> <tr><td>2016/2016</td><td>85</td></tr> <tr><td>2017/2017</td><td>85</td></tr> </tbody> </table>	Year	Score	2011/2011	85	2012/2012	85	2013/2013	85	2014/2014	85	2015/2015	85	2016/2016	85	2017/2017	85
Year	Score																				
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<p>ACCT 265 Income Tax Accounting Program Goal: Provide students with job ready skills to meet the competitive challenges of a 21st century workforce. SLO: Prepare IRS Tax schedules or portions thereof, related to Individual Income Tax Returns preferably utilizing tax software. Criteria: An average grade of 75% must be met by active students.</p>	<p>Student scores on this assignment will assess ability to meet this objective. This is a direct, internal formative instrument.</p>	<p>Students have consistently met the goal for the last two years. N = 23</p>	<p>An analysis showed students having difficulty finding free tax software especially off campus.</p>	<p>However, students can use free IRS provided tax software as part of VITA program in addition to using TurboTax software on campus. This has enabled them to become more comfortable preparing computerized tax returns</p>	 <p>ACCT 265</p> <table border="1"> <caption>ACCT 265 Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>2011/2011</td><td>85</td></tr> <tr><td>2012/2012</td><td>85</td></tr> <tr><td>2013/2013</td><td>85</td></tr> <tr><td>2014/2014</td><td>85</td></tr> <tr><td>2015/2015</td><td>85</td></tr> <tr><td>2016/2016</td><td>85</td></tr> <tr><td>2017/2017</td><td>85</td></tr> </tbody> </table>	Year	Score	2011/2011	85	2012/2012	85	2013/2013	85	2014/2014	85	2015/2015	85	2016/2016	85	2017/2017	85
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<p>Business Programs: BUAD 100 Introduction to Business Business Program Goal: 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. N = 49</p>	<p>Additional class time and internet assignments have 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>	 <table border="1"> <caption>BUAD 100 SLOA Scores</caption> <thead> <tr> <th>Year</th> <th>Terms & Concepts</th> <th>Business Formations</th> <th>Stock Yield</th> </tr> </thead> <tbody> <tr><td>2011-12</td><td>75</td><td>70</td><td>65</td></tr> <tr><td>2012-13</td><td>75</td><td>70</td><td>65</td></tr> <tr><td>2013-14</td><td>75</td><td>70</td><td>65</td></tr> <tr><td>2014-15</td><td>75</td><td>70</td><td>65</td></tr> <tr><td>2015-16</td><td>75</td><td>70</td><td>65</td></tr> <tr><td>2016-17</td><td>75</td><td>70</td><td>65</td></tr> </tbody> </table>	Year	Terms & Concepts	Business Formations	Stock Yield	2011-12	75	70	65	2012-13	75	70	65	2013-14	75	70	65	2014-15	75	70	65	2015-16	75	70	65	2016-17	75	70	65
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<p>BUAD 100 Introduction to Business Revised Outcomes for OER (Open Educational Resources) Course Define basic business terminology identify and describe the influence of various environments impacting all businesses. Compare the advantages and disadvantages of the major forms of business ownership. Explain management's role in business organizations. Describe the financial management function.</p>	<p>Final Exam questions are linked to specific outcomes through the Outcomes feature of Canvas. Student completion of the Final Exam generates the assessment data for the course, this a direct assessment.</p>	<p>The 'pilot' consisted of one online section and one face-2-face section of the revised course. N = 33</p>	<p>Student responses to the OER format was positive. Results for similar outcomes remained consistent with previous data collections.</p>	<p>The pilot course was revised between semesters based on students and instructor feedback regarding amount of work, confusing questions and additional support materials for the Economics section of the course. This which remained weak with the conversion. The OER version will replace all 'traditional' offerings of the course in Fall 18.</p>	<p>OER'd Courses Combined Results</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Compare the advantages and disadvantages of the major forms of business ownership</td> <td>80%</td> </tr> <tr> <td>Define basic business terminology</td> <td>85%</td> </tr> <tr> <td>Describe the financial management function</td> <td>85%</td> </tr> <tr> <td>Explain management's role in business organizations</td> <td>85%</td> </tr> <tr> <td>Explain the marketing function</td> <td>75%</td> </tr> <tr> <td>Identify and describe the influence of various environments impacting all businesses</td> <td>75%</td> </tr> </tbody> </table>	Category	Percentage	Compare the advantages and disadvantages of the major forms of business ownership	80%	Define basic business terminology	85%	Describe the financial management function	85%	Explain management's role in business organizations	85%	Explain the marketing function	75%	Identify and describe the influence of various environments impacting all businesses	75%
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<p>BUAD 112 Introduction to Computers for Business Program Goal: 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, PowerPoint, and Access) are used across all sections of the course offerings to assess skill acquisition. Direct, Formative. N = 183</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 students' 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>MGMT 180 Personal Financial Management Business Programs Goal: 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. N = 21</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>	

A	B	C	D	E	F																												
<p>MGMT 222 Business Management Business Programs Goals: 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. N = 18</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 SLO</p> <table border="1"> <caption>MGMT 222 SLO Data (Approximate)</caption> <thead> <tr> <th>Year</th> <th>Global Management</th> <th>Decision Making</th> <th>Concepts & Terminology</th> </tr> </thead> <tbody> <tr> <td>2011/12</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>2012/13</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>2013/14</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>2014/15</td> <td>65</td> <td>65</td> <td>65</td> </tr> <tr> <td>2015/16</td> <td>75</td> <td>75</td> <td>75</td> </tr> <tr> <td>2016/17</td> <td>85</td> <td>85</td> <td>85</td> </tr> </tbody> </table>	Year	Global Management	Decision Making	Concepts & Terminology	2011/12	55	55	55	2012/13	55	55	55	2013/14	55	55	55	2014/15	65	65	65	2015/16	75	75	75	2016/17	85	85	85
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<p>CISS Programs: Program - AAS Computer Information Systems; SLO - "Implemented operating systems in a Linux/UNIX in a single and multi-platform environment"; Goal - 80% of the student will achieve 70% or higher on the assessment assignments.</p>	<p>In CISS 105 (Introduction to UNIX: The Operating Systems), students were evaluated on their ability to write shell scripts from hands on exercises, and embedded questions in quizzes and tests to measure their ability to use the command constructs in scripting. The areas observed include conceptual foundation, critical thinking and problem solving, and technical knowledge. Direct</p>	<p>The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey instructional materials were very helpful. Student's continuous engagement outside the classroom were very helpful in keeping the students focused. N = 20/35</p>	<p>Different faculty teaching different sessions of the same course constitutes the Faculty Assessment Team (FAT) for the course. Faculty shared ideas that revealed a direct correlation between continuous student engagement through Canvas and performance.</p>	<p>A dedicated Linux/UNIX server was implemented which provided the students with more freedom to explore commands construct with limitation. The previous college-wide production server restricted students ability to execute certain commands from the command line.</p>	 <p>SLO for CISS 105</p> <table border="1"> <caption>SLO for CISS 105 Data (Approximate)</caption> <thead> <tr> <th>Year</th> <th>Technical Knowledge</th> <th>Critical Thinking & Problem Solving Skills</th> </tr> </thead> <tbody> <tr> <td>2016/2017</td> <td>0.90</td> <td>0.90</td> </tr> <tr> <td>2015/2016</td> <td>0.90</td> <td>0.95</td> </tr> </tbody> </table>	Year	Technical Knowledge	Critical Thinking & Problem Solving Skills	2016/2017	0.90	0.90	2015/2016	0.90	0.95																			
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A	B	C	D	E	F
<p>Program - AAS Computer Information Systems; SLO - "Digital literacy concepts were integrated with the use of Office productivity software in word processing, presentation graphics, electronic spreadsheets, and database management systems";</p> <p>Goal - 80% of the student will achieve 70% or higher on the assessment assignments.</p>	<p>In CISS 109 (Principles of Computer Information Systems), students were evaluated on their ability to effectively use integrated office productivity application software in Microsoft Word, Microsoft PowerPoint, Microsoft Excel, and Microsoft Access. Hands-on exercises and homework projects were the primary emphasis in measuring learning outcomes. The areas observed include digital literacy, ability to use Word, PowerPoint, Excel and Access. Direct.</p>	<p>The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey concepts and application were very helpful to the students. Students continue engagement through Canvas, the learning management systems helped to keep the students focused outside the classroom. N = 29/35</p>	<p>Multiple faculty teach different sessions of the same course, which constitutes Faculty Assessment Team (FAT) for the course. Faculty compared notes that showed a direct correlation between continuous student engagement and performance.</p>	<p>There is a recommendation to migrate the current application software with Office 2013 to Office 2016. Evidence showed that more students are coming to the course with prior knowledge in Word and PowerPoint. More classroom time was spent on Excel and Access.</p>	
<p>Program - AAS Computer Information Systems; SLO - "Utilized four structures in program development with sequencing codes, decision constructs, case structure, and loops design used in structured programming";</p> <p>Goal - 80% of the student will achieve 70% or higher.</p>	<p>In CISS 116 (Structured Design), students were evaluated on their ability to plan using Visio and document structured program in application development. Embedded questions in quizzes and tests measured conceptual foundations on planning and designing apps. The areas observed include conceptual foundation, critical thinking and problem solving, and technical knowledge. Direct</p>	<p>The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey instructional materials were very helpful. Students continuous engagement through Canvas, the learning management systems helped to keep students engaged outside the classroom. N = 29/35</p>	<p>Different faculty teaching different sessions of the same course constitutes Faculty Assessment Team (FAT) for the course. Faculty shared ideas that revealed a direct correlation between continuous student engagement and performance.</p>	<p>Microsoft Visio was upgraded to the most recent version. Students were introduced to Microsoft Visio as a planning and development tool very early in the previous semester. Visio software was used to plan Problem Analysis Chart (PAC), Flowchart, Unified Modeling Language (UML), Coupling Diagram, Interactivity Chart, IPO chart, and Data Dictionary.</p>	

A	B	C	D	E	F												
<p>Program - AAS Computer Information Systems; SLO - "Utilized four structures in program development with sequencing codes, decision constructs, case structure, and loops design used in structure programming"; Goal - 80% of the student will achieve 70% or higher on the assessment assignments.</p>	<p>In CISS 118 (Programming with Visual Basic), students were evaluated on their ability to code structured programs in application development using Microsoft Visual Studio. Embedded questions in quizzes and tests that measured conceptual foundations on coding. The areas observed include conceptual foundation, critical thinking and problem solving, and technical knowledge. Direct</p>	<p>The combination of different modalities of instructional delivery such as lecture series, hands-on, and homework projects to convey instructional materials were very helpful. Student's continuous engagement outside the classroom helped to retain materials covered in class. N = 29/35</p>	<p>Different faculty teaching multiple sessions of the same course constituted Faculty Assessment Team (FAT) for the course. Faculty shared ideas that revealed a direct correlation between continuous student engagement and performance.</p>	<p>Microsoft Visual Studio, an integrated development environment (IDE) was upgraded to the most recent version. The concepts covered in CISS 116 as the pre-requisite to CISS 118 were reinforced and translated into actual coding of apps.</p>	<table border="1"> <caption>SLO for CISS 118</caption> <thead> <tr> <th>Semester</th> <th>Technical Knowledge</th> <th>Critical Thinking & Problem Solving Skills</th> <th>Conceptual Foundation</th> </tr> </thead> <tbody> <tr> <td>2016/2017</td> <td>0.91</td> <td>0.91</td> <td>0.93</td> </tr> <tr> <td>2015/2016</td> <td>0.86</td> <td>0.86</td> <td>0.92</td> </tr> </tbody> </table>	Semester	Technical Knowledge	Critical Thinking & Problem Solving Skills	Conceptual Foundation	2016/2017	0.91	0.91	0.93	2015/2016	0.86	0.86	0.92
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Open Educational Resources Implementation; BUAD100, Introduction to Business

Contact

Linda Benjamin, Professor Business and Technology
Daniel Izurme, Adjunct Professor Business and Technology

Context

Several presentations at the College, Faculty Development Day, January 2017 specifically, brought attention to the wide-sweeping possibilities of using Open Educational Resources (OER) in course presentations which should improve student outcomes and lower student costs – often dramatically. In spring of 2017 BCCC created a taskforce to look at implementation of the OER approach at the college. Research was presented showing students are more successful in OER courses and complete college faster where multiple OER courses are available. The College presented its first OER Institute the first week of June 2017. Attendees were provided lunch and a \$50.00/day stipend for attending. Various resources and approaches to implementing OER were provided. Work included reviewing expected student learning outcomes for courses that would be OER'd and then locating resources to support those outcomes to create a complete course. Course design is foundational.

Outcomes

During the OER Institute the BUAD100 course outcomes were revised. This was accomplished through research of similar courses and discussion among Business Program faculty.

Course resources were located through Lumen Learning. Lowering textbook cost from \$170.00 to 0.00.

The course syllabi was revised to reflect the change in course outcomes.

A 'blueprint' course was created in Canvas using Lumen Learning's interactive 'pdf file as the text book, their Power Points, Discussion Questions, Assignments, and Quiz Banks.

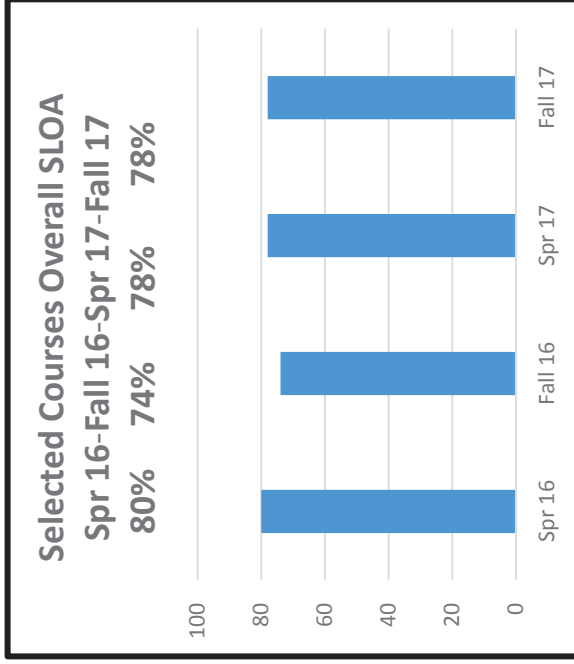
For Fall 17, the 'blueprint' course was copied to Index 7770 an online course and 1003 as face-2-face course as pilots for the change in course presentation.



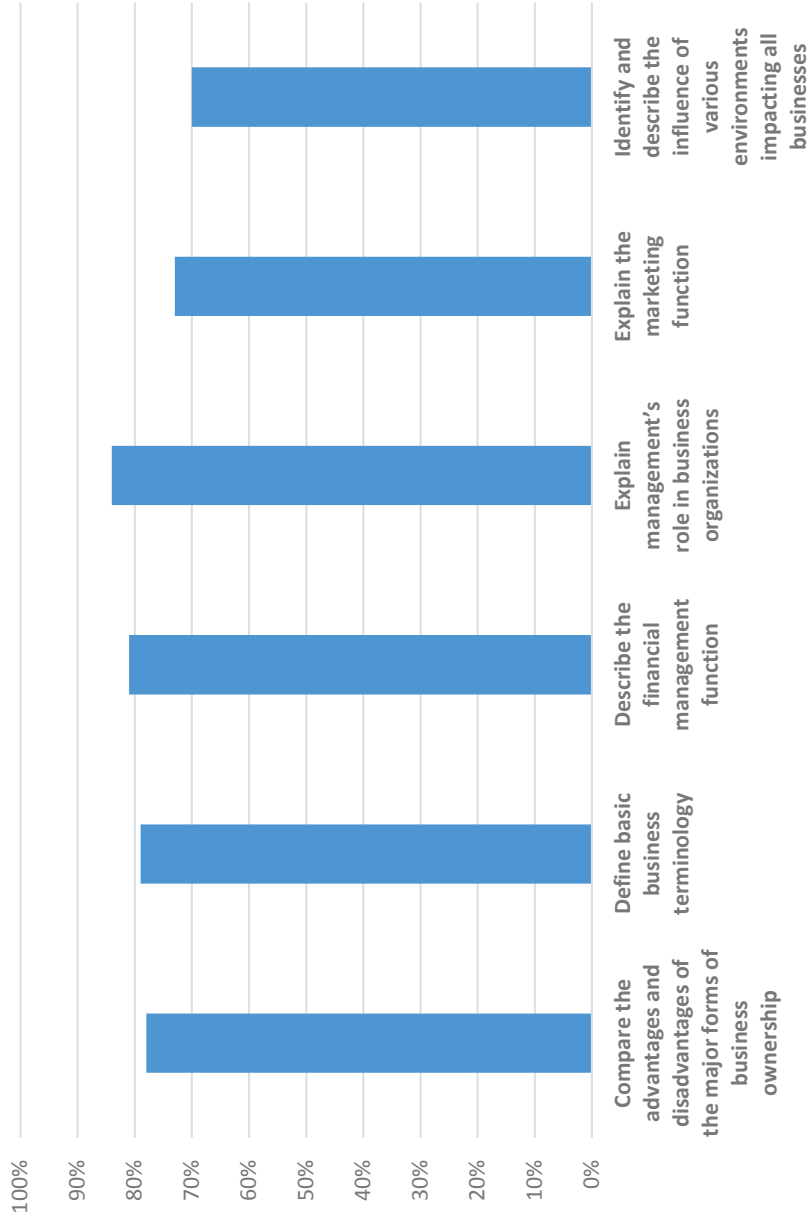
Results

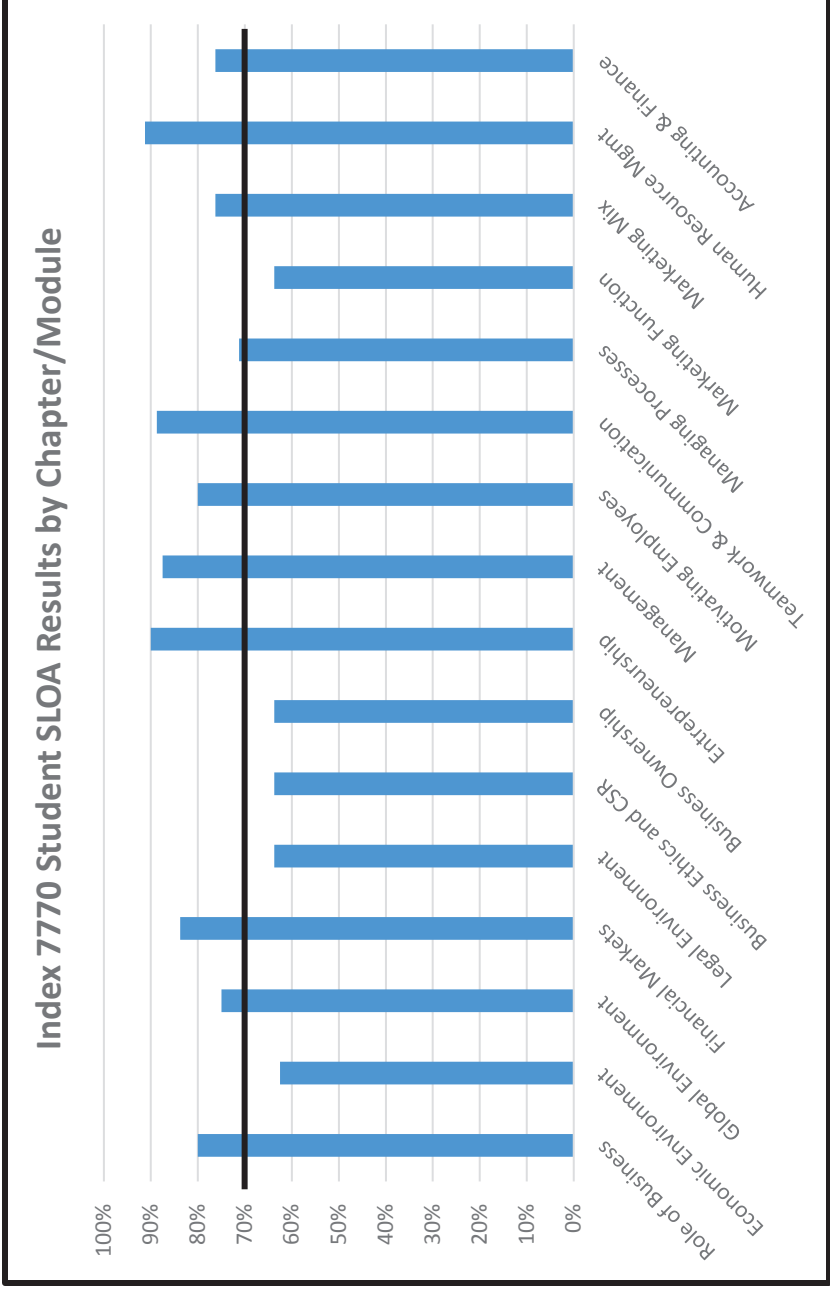
What do students say? “...I am able to easily do my work from anywhere, without having to remember to bring textbooks with me.” **SLOA** for the revised course are slightly different from those previously measured. In a rough comparison, student results remain on a similar trend. The Pass/Fail rate for the course is the same as all BUAD100 offered during the Fall 17 semester.

Pass/Fail BUAD100:	
Fall 17 All instructors	18%
Fall 17 OER Combined	18%
Fall 17 Benjamin	26%
Fall 16 Benjamin	23%



OER'd Courses Combined Results by Revised Student Learning Outcomes for the Course





The "Blueprint" course was revised for Spring 2018 to address areas of weakness in the course identified by course assessment and student feedback.

Revised Business Program Outcomes: 12/13/17
BUAD 100

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic business terminology.
VI.F.	2.	Describe the influence of various environments impacting all businesses.
I. M.	3.	Compare the advantages and disadvantages of the major forms of business ownership.
IV. G.	4.	Explain managements' role in business organizations.
IV. B.	5.	Explain the marketing function.
I. L.	6.	Describe the financial management function.
IV. A.	7.	Employ information literacy skills while completing business research (Core competency).
II. A.	8.	Prepare effective business communication documents and/or presentations (Core Competency).

BUAD 112

Program Goals	Outcome #	Learning Outcomes
II. D.	1.	Summarize material related to business personal computers into a written paper.
II. A.	2.	Prepare a brief presentation to the class demonstrating knowledge of their selected topic and use of presentation software.
III. B.	3.	Use a word processing program to create a document with extensive formatting.
III. B.	4.	Use presentation software to create a presentation with extensive formatting.
III. B.	5.	Create a spreadsheet implementing a variety of formulas and functions, with appropriate formatting, and create charts to visually represent the data.
III. B.	6.	Use database software to create a database with multiple tables.

BUAD 207

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic legal business terminology.
I. E.	2.	Identify the legal and ethical environment of business.
I. F.	3.	Distinguish between constitutional and public law.
I. G.	4.	Describe contracts, commercial law and e-commerce.
I. H.	5.	Define business organizations and governance.
IV. G.	6.	Apply agency, employment and labor laws.
I. F.	7.	Identify government regulations.

ECO 201

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define Macroeconomics.
I. I.	2.	Compute different measures of macroeconomic activity.
I. J.	3.	Analyze the forces that affect economic activity.
IV. H.	4.	Describe how monetary and fiscal policy can be used to achieve policy goals.
IV. J.	5.	Analyze economic issues based on current events.

ECO 202

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define Microeconomics.
I. K.	2.	Describe the structure in domestic and international economies.
IV. I	3.	Analyze a firm based on one of the four market structures.
IV. J.	4.	Analyze economic issues based on current events.

MGMT 102

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define the role of the supervisor.
IV. K.	2.	Identify different management styles.
IV. M.	3.	Identify the techniques used to influence, inspire and motivate employees.
IV. N.	4.	Describe methods for evaluating employees' performance

MGMT 170

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define small business terminology.
I. M.	2.	Describe different business ownership forms.
IV. I.	3.	Describe the elements of long term business success.
IV. O.	4.	Describe elements of a business plan.

MGMT 180

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic terms used in managing personal finance.
IV. O.	2.	Create a personal financial plan.
III. A. Core	3.	Identify resources for making personal financial decisions. (INFO LIT)
I. I.	4.	Calculate Time Value of Money.
IV. L.	5.	Explain strategies to make personal financial decisions.

MGMT 219

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define terminology used in HR management
I. D.	2.	Describe human resource planning.
II. B.	3.	Identify ethical issues in the HR environment.
IV. L.	4.	Identify HR challenges that influence designing HR policies and practices when managing in the global environment.

MGMT 222

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic management terminology.
II. B.	2.	Identify ethical issues in a business environment.
IV. D.	3.	Describe the techniques used in the decision making process
IV. C.	4.	Summarize the strategic planning process.
IV. K.	5.	Identify management principles and models.
III. A. Core	6.	Produce a research project addressing current business issues using information resources and technologies.

MGMT 229

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic leadership terminology.
IV. K.	2.	Analyze the different leadership styles.
IV. M.	3.	Describe methods leaders use to inspire, influence and motivate employees.
II. A.	4.	Explain the importance of listening in the leadership process.
IV. D.	5.	Explain the importance of creativity, innovation and critical thinking in solving problems.
IV. C.	6.	Describe how leaders can plan for future success.

MKTG 210 Retail

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic retail terminology.
IV. P.	2.	Describe retail operation practices.
IV. Q.	3.	Research entrepreneurial opportunities in the retail business.
I. I.	4.	Describe how to apply pricing concepts to maximize return on investment.

MKTG 211 Advertising

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic advertising terminology.
IV. P.	2.	Explain the relationship between marketing and advertising.
I. D.	3.	Explain the advantages of crafting a marketing and advertising strategy.
I. A.	4.	Explain the different types of advertising media available for customers.

MKTG 212 Selling

Program Goals	Outcome #	Learning Outcomes
I. A.	1.	Define basic selling terminology.
IV. Q.	2.	Describe career opportunities in selling.
I. A.	3.	Explain the role of the salesperson.
IV. R.	4.	Discuss the methods used in qualifying prospective customers.
IV. P.	5.	Explain the steps in the selling process.

MKTG 223

Program Goals	Outcome #	Learning Outcomes
I. A., IV. C.	1.	Define basic marketing terminology.
IV. B	2.	Describe the basic strategies used in marketing planning.
II. B.	3.	Identify ethical issues in the marketing environment.
IV. E.	4.	Describe the basic components required to create a marketing plan.
IV. L.	5.	Apply basic marketing principles to the global marketing environment.

Program Name: Business Administration Transfer (Business) (500401/520101)
School / Department: Business, Science, Technology, Engineering, and Mathematics / Business and Technology

Program Coordinator: Shawn Lane

Program Goals	Measurable Outcomes	BUAD 100	BUAD 112	BUAD 207	ECO 201	ECO 202	MGMT 222	MKTG 223
I. Business Knowledge and Skills	A. Define business terms and concepts.	X	X	X	X	X	X	X
	B. Analyze data to verify accuracy of conclusions.				X	X		
	C. Explain the financial concepts used in making business decisions	X						
	D. Summarize the strategic planning process.							X
	E. Identify the legal and ethical environment of business.				X			
	F. Describe how constitutional law, public law, and government regulations relate to businesses.				X			
	G. Describe contracts, commercial law and e-commerce.				X			
	H. Define business organization and governance.				X			
	I. Compute different measures of macroeconomic activity.					X		

Program Name: Business Management / Business (500401/520101)
School / Department: Business, Science, Technology, Engineering, and Mathematics / Business and Technology
Program Coordinator: Shawn Lane

Program Goals	Measurable Outcomes	BUAD 100	BUAD 112	BUAD 207	ECO 201	MGMT 102	MGMT 170	MGMT 180	MGMT 219	MGMT 222	MGMT 229	MKTG 223
I. Business Knowledge and Skills	A. Define business terms and concepts.	X	X	X	X	X	X	X	X	X	X	X
	B. Analyze data to verify accuracy of conclusions.				X							
	C. Explain the financial concepts used in making business decisions	X										
	D. Summarize the strategic planning process.								X			
	E. Identify the legal and ethical environment of business.			X								
	F. Describe how constitutional law, public law, and government regulations relate to businesses.			X								
	G. Describe contracts, commercial law and e-commerce.			X								
	H. Define business organization and governance.			X								
	I. Compute different measures of macroeconomic and financial activity.				X							

Program Goals	Measurable Outcomes	BUAD 100	BUAD 112	BUAD 207	ECO 201	MGMT 102	MGMT 170	MGMT 180	MGMT 219	MGMT 222	MGMT 229	MKTG 223
	D. Practice critical and creative thinking to improve the decision making process.									X	X	
	E. Describe the components of a marketing plan.											X
	F. Explain management's role in business organizations.	X										
	G. Apply agency, employment and labor laws.			X								
	H. Describe how monetary and fiscal policy can be used to achieve policy goals.				X							
	I. Analyze a firm based on one of the four market structures.						X					
	J. Analyze economic issues based on current events.						X					
	K. Identify the different management styles.					X				X		
	L. Describe challenges in a global environment.								X			X
	M. Identify techniques used to influence, inspire and motivate employees.										X	

5 - Standard 5 Faculty and Staff Focus

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

QA Report

Assigned To

Linda Benjamin

Institution Response

a. Faculty and Staff Focus Complete Table 3a Standard 5 - Faculty- and Staff-Focused Results are found in the Table 3a the Evidence File. [ACBSP QA Report 2-15-18 Table 3a Faculty and Staff Focus Results](#) 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 section of the standard.

b. Faculty Qualifications Complete Table 3b. Standard 5 - New Full-Time and Part-Time Faculty Qualifications found in the Table 3b Evidence File. [ACBSP QA Report 2-15-18 Table 3b Full-time and Part-time Faculty Qualifications](#) 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 section of the standard.

Sources

- ACBSP QA Report 2-15-18 Table 3a Faculty and Staff Focus Results
- ACBSP QA Report 2-15-18 Table 3b Full-time and Part-time Faculty Qualifications

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

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

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

<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>										
<p>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>College-Wide Climate Survey (2012 and 2014) Departmental Climate Survey (2015 N = 9 and 2017 N = 12)</p>	<p>On these questions, Business and Technology Faculty continue to respond "Agree" and "Strongly Agree" more than counterparts across the College during previous surveys of 2012 and 2014.</p>	<p>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>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>	<table border="1"> <caption>I believe the Dean/Director is leading my area in a positive direction</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>BCC Spring 2012</td> <td>~45%</td> </tr> <tr> <td>BCC Fall 2014</td> <td>~55%</td> </tr> <tr> <td>B & T 2015</td> <td>~65%</td> </tr> <tr> <td>B & T 2017</td> <td>~75%</td> </tr> </tbody> </table>	Year	Percentage	BCC Spring 2012	~45%	BCC Fall 2014	~55%	B & T 2015	~65%	B & T 2017	~75%
Year	Percentage														
BCC Spring 2012	~45%														
BCC Fall 2014	~55%														
B & T 2015	~65%														
B & T 2017	~75%														

A	B	C	D	E	F												
<p>Business and Technology Departmental Faculty Satisfaction Survey: Baltimore City Community College is committed to improvement via employee feedback. The Business and technology 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 N = 9 and 2017 N = 12)</p>	<p>On these questions, Business and Technology faculty continue to respond "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>	<table border="1"> <caption>Student Learning is important to faculty</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>BCCC Spring 2012</td> <td>~75%</td> </tr> <tr> <td>BCCC Fall 2014</td> <td>~70%</td> </tr> <tr> <td>B & T 2015</td> <td>~65%</td> </tr> <tr> <td>B&T 2017</td> <td>~60%</td> </tr> <tr> <td>Final Semester</td> <td>~55%</td> </tr> </tbody> </table> <p>Students make programs (advisors, registration, testing, orientation, etc.) meet the needs of students</p>	Semester	Percentage	BCCC Spring 2012	~75%	BCCC Fall 2014	~70%	B & T 2015	~65%	B&T 2017	~60%	Final Semester	~55%
Semester	Percentage																
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B&T 2017	~60%																
Final Semester	~55%																
<p>Business and Technology Department faculty and staff remain current in their field by meeting at least the minimum mandated professional training and development required by the College each year.</p>	<p>Reported annually by the office of Professional Development. N = 8</p>	<p>One hundred percent of the Business, and Technology Department full-time faculty in accredited programs met the required Professional Development hours required by the College 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>	<table border="1"> <caption>Full-time Faculty Professional Development</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>AY 2013</td> <td>1.0</td> </tr> <tr> <td>AY 2014</td> <td>1.0</td> </tr> <tr> <td>AY 2015</td> <td>1.0</td> </tr> <tr> <td>AY 2016</td> <td>1.0</td> </tr> <tr> <td>AY 2017</td> <td>1.0</td> </tr> </tbody> </table>	Year	Percentage	AY 2013	1.0	AY 2014	1.0	AY 2015	1.0	AY 2016	1.0	AY 2017	1.0
Year	Percentage																
AY 2013	1.0																
AY 2014	1.0																
AY 2015	1.0																
AY 2016	1.0																
AY 2017	1.0																

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

Complete this table for **new** full-time and part-time faculty members since last self-study or QA report. **Do not include faculty members previously** Use a separate line in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally

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

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Blake, Hussaninatu	BUAD 270 BUSINESS LAW (3 CR HRS)	J. D., Law		Juris Doctorate Prof Qualified
Bolden, Vicki	MGMT 180 PERSONAL FINANCIAL MGMT, (3 CRS HRS), MGMT 222 PRIN OF BUS MGMT (3 CRS HRS)	M.B.A. Business		Master's Qualified in Management
Holland, Denise	CISS 109 PRI OF COM INFO SYST (3 CR HRS)	Phd. Business, M.S. Information Systems		Master's in CIS Qualified
Ifesanya, Babatunde	ITSA 255 INFO SYST SEC (3 CR HRS), ITSA 235 NETWORKING (3 CR HRS)	Phd. Math, M.S. Information Systems		Master's in CIS Qualified
Klender, John	CLT 100 COMPUTER LITERACY (2 CR HRS)	J.D. Law		Doctorate's Qualified

Mcfadden-Freeman, Evelyn	BUAD 100 INTRO TO BUS (3 CR HRS)	M.B.A. Busines	Master's Qualified in Management
Nwaigwe, Simon N.	ACCT 221 PRINCIPLES OF FINANCIAL ACCOUNTING, (3 CR HRS)	M.B.A. Finance	Master's Qualified in Business
Owens, James	CLT 100 COMPUTER LITERACY (2 CR HRS)	M.S. Information Systems	Master's Qualified in Information Systems
Phan, Trang	ACCT 231 INTERM, ACCT II (3 CR HRS), ACCT 235 COST ACCT (3 CR HRS)	M.B.A. Accounting	Master's Qualified in Accounting
Tomlin, Antione	CLT 100 COMPUTER LITERACY (2 CR HRS)	M.S. Communication	Master's Qualified in Communication
Williams, Debra	COP 100 COOPERATIVE EDUCATION (3 CR HRS)	M.S. Social Work	Master's Qualified in Social Work
Williams, Michelle	ECON 202 ARMERICAN ECON (3 CR HRS)	M.B.A. Busines	Master's Qualified in Business
Williams, Jayda	CLT 100 COMPUTER LITERACY (2 CR HRS)	M.A. Communication	Master's Qualified in Communication

6 - Standard 6 Educational and Business Process Management

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

QA Report

Assigned To

Linda Benjamin

Institution Response

1 - 4. The department has no new or revised programs at this time.

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

The linked spreadsheet contains our completed table for this standard. Note, as required, this file is also available to the college community via the College's website.

[ACBSP QA Report 2-15-18 Table 7 Business Unit Results](#)

Sources

- ACBSP QA Report 2-15-18 Table 7 Business Unit Results

A	B	C	D	E	F														
<p align="center">TABLE 7: Business Unit Performance Results (Standard 6)</p>																			
<p>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.</p>																			
<p>Organizational Effectiveness Results</p>	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</p>																		
<p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p>																			
<p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p>																			
<p>- For all data reported, show sample size (n=75).</p>																			
<p align="center">Analysis of Results</p>																			
<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>														
<p>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. N = 616/4409 (FY2016) and 620/4188 (FY2017)</p>	<p>Consistency is credited to the numerous outreach efforts and innovative programs documented elsewhere.</p>	<p>The Business and Technology Department will continue to look for innovative ways to increase enrollment within our programs.</p>	<p>Accredited Business Program Enrollment as a Percent of Total College Credit Enrollment</p> <table border="1"> <caption>Accredited Business Program Enrollment as a Percent of Total College Credit Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>11.00%</td> </tr> <tr> <td>Fall 2013</td> <td>11.00%</td> </tr> <tr> <td>Fall 2014</td> <td>11.00%</td> </tr> <tr> <td>Fall 2015</td> <td>11.00%</td> </tr> <tr> <td>Fall 2016</td> <td>11.00%</td> </tr> <tr> <td>Fall 2017</td> <td>11.00%</td> </tr> </tbody> </table>	Year	Enrollment Percentage	Fall 2012	11.00%	Fall 2013	11.00%	Fall 2014	11.00%	Fall 2015	11.00%	Fall 2016	11.00%	Fall 2017	11.00%
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A	B	C	D	E	F
<p>The Business and Technology Department will establish innovative partnerships which benefit our students. Year-Up: 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>Year-Up National Office, Data Reporting. N = 372</p>	<p>Hourly wage within four months of completing the program has risen steadily for program completers. A three-year average of 64% of participants completed the program which includes a certificate in Basic Technology Skills under the Computer Information Systems program.</p>	<p>Students within the Year-Up program have higher retention and satisfaction ratings within their program than the College as a whole. The credit version of the Year-Up 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. The program is expanding to new certificates in Management and Cyber Security.</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 8 students graduate after the high of 13 in 2015, from the Accounting program.</p>	<p>The goal has not been met the past two years. Revision to the program proposed in Fall 2017 seeks to address the student interest and success within the program. Enrollment has dropped across the College the past several years; while the Business programs remain a growing percentage of enrolled students, the total number is decreasing and is reflected in the graduation numbers.</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>	

A	B	C	D	E	F
<p>AS Business Administration Transfer: More than 10 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 14 students graduate from the Business Administration degree program.</p>	<p>At least 10 students graduated each year. The minimum goal has been reached, but total graduates in the program is down. Enrollment has dropped across the College the past several years; while the Business programs remain a growing percentage of enrolled students, the total number is decreasing and is reflected in the graduation numbers.</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. A new Program Coordinator has taken over the program and plans to improve success rates in the coming years.</p>	<p>Business Admin Transfer</p> <p>FY 2013 FY 2014 FY 2015 FY 2016 FY 2017</p>
<p>AAS, Business Management: More than 10 Business Management (MGMT) 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 8 students graduate from the Management Concentration degree program.</p>	<p>Total graduates in the program are down. Enrollment has dropped across the College the past several years; while the Business programs remain a growing percentage of enrolled students, the total number is decreasing and is reflected in the graduation numbers.</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. A new Program Coordinator has taken over the program and plans to improve success rates in the coming years.</p>	<p>Management</p> <p>FY 2013 FY 2014 FY 2015 FY 2016 FY 2017</p>

<p>AAS, Computer Information Systems: More than 10 Computer Information Systems (CIS) 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 23 students graduated 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 CJC faculty members. The program benefits by a strong attachment to Year-Up student initiative.</p>	<table border="1"> <caption>CIS Graduation Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>10</td> </tr> <tr> <td>FY 2014</td> <td>15</td> </tr> <tr> <td>FY 2015</td> <td>15</td> </tr> <tr> <td>FY 2016</td> <td>20</td> </tr> <tr> <td>FY 2017</td> <td>23</td> </tr> </tbody> </table>	Fiscal Year	Number of Graduates	FY 2013	10	FY 2014	15	FY 2015	15	FY 2016	20	FY 2017	23
Fiscal Year	Number of Graduates																
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