SUFFOLK COUNTY COMMUNITY COLLEGE

Departments of Business
Ammerman Campus
Western Campus
Eastern Campus

College-Wide Program Review
1998-2002

for

Associate in Science, A.S.
Business Administration (207) Transfer Program

Review Period Fall 2001 – Spring 2002
Completion Date: May 2002
TABLE OF CONTENTS

Program Review Committee Members

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Program Description, History &amp; Mission</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>Program Goals and Objectives</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>IV</td>
<td>Students</td>
<td>27</td>
</tr>
<tr>
<td>V</td>
<td>Resources</td>
<td>35</td>
</tr>
<tr>
<td>VI</td>
<td>Staffing</td>
<td>44</td>
</tr>
</tbody>
</table>

MAJOR FINDINGS

47

MAJOR RECOMMENDATIONS

51

APPENDICES

56
PREFACE

The committee was formed in the Fall 2001 semester and was charged with reviewing the 207 program. The methodology followed was outlined in the SUNY guidelines, and the committee met throughout the fall and spring semesters to review the program. Various members were delegated specific duties to ensure that the process was completed.

The committee consisted of the Business Administration Academic Chairs at Ammerman and West, faculty, and a student representative. All three campuses were represented.

Members of the Committee:

Beverly Hellman, Academic Chair, Business Administration (W)
Steven Saltzman, Academic Chair, Business Administration (A)
Dorothy Laffin, Professor, Business Administration (A)
Heidi Kiley, Professor, Mathematics (A)
Nick Hoffmann, Adjunct Professor, Business Administration (A)
Scott Giaccone, Professor, Business Administration and Business Law (A)
Tim McHeffey, Professor, Business Administration (E)
Ray Votke, Student Representative
Alice Fornari, Coordinator of Assessment & Curriculum Development
Lanette Raymond, Office of Institutional Research and Assessment

I would like to thank the members of the committee for their diligent effort put towards completing this project.
BUSINESS ADMINISTRATION 207-1

PROGRAM REVIEW: SECTION I - ROUGH DRAFT

BUSINESS ADMINISTRATION A.S. 207 DEGREE - (Hegis Code – 5004)

CHAPTER I

1. NATURE OF THE PROGRAM

The Business Administration A.S. Degree (Hegis Code - 5004; 207) is designed for students interested in business careers who plan to complete their Associate’s Degree at Suffolk County Community College (SCCC) then continue their studies toward a baccalaureate degree at a four-year college or university (Appendix A). The 1997-98 program review found that 91% of SCCC graduates with an A.S. degree in business do successfully transfer to four-year colleges (as reported by graduates in the alumni follow-up survey.) We anticipate that this result will be confirmed again in the 2002 survey to graduates (See Section IV, Item 1).

The 207 program, offered on all three campuses, consists of a variety of business and liberal arts courses, specifically selected to meet the requirements of four-year institutions. Since its inception, the basic goals of the program remain the same. However, the learning and teaching environment has expanded with the introduction and use of technology in the classroom. This will prepare students for upper level course work at a four-year institution. Students who plan to enter employment immediately after graduation (rather than to transfer) are advised to select the A.A.S. 315 program in Business Administration, which allows a greater range of courses in applied business areas. In keeping with the mission of the College to provide a high quality, challenging education to students, the goals have been modified to reflect the rapidly changing needs of the business field.

2. HISTORY OF THE PROGRAM (207)
The 207 program evolved out of the 315 program. For many years, the A.A.S. 315 Business Administration curriculum was for all intents and purposes a General Studies of Business program. The 315 curriculum description in the 1970-71 catalog (p. 106).

This two-year program is intended to meet the extensive and continuing needs of business and industry. It is designed to provide the foundation for executive and management training position of responsibility.

The broad program of study covers the areas of business management, marketing, accounting, law and related areas. In order that the graduate may acquire the well-rounded and informed background required in positions of responsibility. The program includes study in the areas of English, the Humanities, Speech, Science, and Mathematics.

Graduates may transfer to a four-year institution to pursue the Bachelor’s degree in Business Administration or may enter the business world directly upon graduation. The program also serves the needs of people now in business who wish to engage in continued study.

In reality, 315 students did not engage in the study of business management or marketing other than in the survey course, Introduction to Business (BA11), or unless they selected such courses as electives, which may have occurred via the advisement process. Students who graduated with this degree had little exposure to management and marketing. Aside from the freedom and choice academic philosophy which was so widespread in the 1970s and 1980s, one of the reasons the curriculum continued this way was to allow General Studies students the ability to transfer into the Business curriculum with a minimum loss of credits. This purpose, while flexible and desirable from the student’s point of view, did not serve the objectives of the curriculum. The need for more specialized training in the various fields of business became more and more apparent.

During the early 1980’s, Professor Tarplin of the Ammerman Campus Business Division conducted a survey of high school guidance counselors to determine if SCCC might attract more students in pursuit of a four-year degree if we offered a curriculum with greater potential. The response was affirmative. The A.S. (207) program was established in 1984 with the primary purpose of providing transfer opportunities for business students.
To differentiate the curriculums (315 and 207), the A.A.S. (315) degree was realigned to establish a more career-oriented program with core requirements for all participants as well as a choice of specific sequences for satisfaction of individual student career goals. The A.S. (207) business degree differs from the A.A.S. (315) degree as it relates to the distribution of business and liberal arts credits. Where the distribution in the A.A.S. finds 37-42 business credits and 27-31 liberal arts credits, the A.S. Degree requires 26-27 business credits and 38-39 liberal arts credits (see chart below). Another major difference between the programs is that the A.S. requires students to take Math up to and including Calculus for non-Science majors, while the A.A.S. degree leaves the Math choice up to the student in consultation with their advisors. Additionally, the requirements for entering the A.S. are a high school average of 80 and three years of high school Math including Sequential Math III, while enrollment is open to all entering Freshman for the A.A.S. Degree.
315 PROGRAM  

<table>
<thead>
<tr>
<th>Course</th>
<th># Credits</th>
<th># Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>37-42</td>
<td>26-27 credits</td>
</tr>
<tr>
<td>Humanities</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Social Science</td>
<td>9-12</td>
<td>12</td>
</tr>
<tr>
<td>Math/Science</td>
<td>6-7</td>
<td>14-15 (includes lab science)</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Physical Ed.</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

207 PROGRAM

3. COLLEGE MISSION STATEMENT

Suffolk County Community College is guided by the philosophy that all students should have the opportunity to realize their highest potential for individual human development - intellectually, socially, culturally, physically, and personally. The college believes in encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself, and to act upon that understanding and enjoy enlightened and fulfilling life.

4. BUSINESS PROGRAM MISSION STATEMENT

MISSION: To provide students with quality learning experiences that incorporate foundation business practices and techniques in an environment reflective of the current business climate.

The degree mission statement/program advances the College mission statement by providing students with the courses and learning opportunities to foster growth cognitively, emotionally, socially, and culturally. This program and its faculty are committed to giving students the advisement, direction, and learning that best serves their needs and interest so that they can move on to four-year schools and establish
themselves in careers that are self-fulfilling. This is accomplished both in the classroom and through co-curricular activities such as the Business Club, Co-op Education opportunities, and campus guest speakers.

The faculty challenge students to be the best they can be in an environment conducive to making use of the latest technologies, contemporary business strategies and techniques, and teaching methodology. This is evident in learning experiences such as: the International Business Practice Firm, the use of relevant Internet resources in the classroom, guest speakers who address issues that are relevant to course content and are from local businesses, and through the integration of cases into courses to connect content to the business environment.

5. MAJOR FINDINGS OF THE 1997-98 REVIEW

1. 91% of A.S. and A.A.S. Business graduates go on to the four-year schools.

2. There is a weakness in student advisement on all campuses.

3. Technology needs refining on three levels:
   a. in the teaching of computer skills
   b. technology in classroom
   c. business/student/college partnership

4. Business Program enrollments run counter cyclical to economic environment.

5. Students - 75% were satisfied with the program. 1995-97 enrollment stabilized at approximately 240 students.

6. Academic caliber of 315 and 207 remains the same since 1989 review.

7. Ratio of full-time to part-time 85% to 15% is good (1997-98 year).

8. Employers want student graduates with “professionalism” with values such as: courtesy, teamwork, promptness, personal appearance.

6. THE 1997-98 PROGRAM REVIEW RECOMMENDATIONS:
1. Create data-based articulation matrix showing transfer credit with four-year schools.
   Current status: Work has been done to establish this matrix, however, it has not been completed. An accounting of the various agreements can be viewed in the Office of Vice President.

2. Promote one-on-one student advisement. This is accomplished through the efforts of faculty who advise students on a one-to-one basis. Current status: After their first semester, students are no longer required to meet with faculty and may register by phone without advisement. The business faculty have argued against this system which remains in place.

3. Create smart classrooms. On the Ammerman campus, rooms R209, R221, R223, and R227 have computer/proxima capability. At West, all BA25 classes are held in computer classrooms and classrooms for other classes are available with computers upon request by business faculty. The Eastern campus, through a Vatea Grant, is creating a computer classroom for business students in addition to its complement of “smart” classrooms. Current status: Accomplished

4. Create a 3-6 credit course that focuses on business organization, management, communication and leadership. Management Principles and Practices (BA51) is in the process of revision and will address these issues. Current status: In progress

5. College-wide advisory board was created and met during the spring 2001 semester.
   Current status: This college-wide advisory board was created in response to the recommendation of the review. A meeting is planned before Fall 2002.

6. Funds should be allocated to hiring new faculty. Current status: The college budget crisis has impacted this recommendation and no funds were allocated for new hires. However, three existing faculty were replaced with new faculty. A majority of funds were otherwise
allocated to updating technology in the program.

7. **Include professional values into curriculum.** Values might be defined both in terms of ethics and skills. Ethics are infused throughout the curriculum. The Business Administration Department has created a course, College/Workplace Skills Seminar, which will address professionalism, among other issues. These issues are also found in Professional Development (BA42) (offered, but not required in 207). Current status: College/Workplace Skills Seminar (BU15) will be offered starting in the fall 2002. It is presently required in the 315 program and will ultimately be required in all business programs.

8. **Increase Black and Hispanic students.** This recommendation is most commonly addressed by the Admissions Office. Current status: There has been a slight increase in percentage of minority matriculation (See Section IV).

9. **Maintain the developmental program.** Current status: Although few of the business majors have developmental classification, this program is in place and continues to help students to build their basic skills.

10. **Business faculty should use writing assignments.** Current status: Most instructors do incorporate writing and Internet research assignments in their course outlines.

11. **Linkages should be established with students and U.S. Department of Commerce and international business opportunities with Mexican and South African companies.**

   Current status: This has not been addressed.

In conclusion, the following recommendations need follow-up in this report.

1. Two-year, four-year transfer matrix.

2. Address the issue of hiring new faculty.

3. Increase Black and Hispanic students.
4. Continue to monitor that writing assignments are integrated into business course work.

5. Explore the linkage of students with U.S. Department of Commerce including international business opportunities.
CHAPTER II

1-3 PROGRAM GOALS – 207

The goals of the 207 program are:

1. To prepare those students who are interested in continuing their studies toward a baccalaureate degree at a four-year college or university for transfer upon completing their A.S. degree.
2. To respond to the rapidly changing needs of the business field by providing the students with an up-to-date curriculum.
3. To provide students with learning experiences that would enable them to pursue a career upon graduation, if they chose that as an option upon completing their A.S. degree.

The goals for the 207 business program are:

- Clear and specific.
- Attainable and challenging for the qualified students and business administration faculty.
- Focused on articulation with four-year baccalaureate programs.
- Consistent with the admission requirements of SCCC.
- Consistent with SCCC general education requirements.

4. STUDENT LEARNING OUTCOMES/OBJECTIVES

Upon completion of the Business program the student will demonstrate an understanding of:

1. the basic principles of business (including accounting, marketing, management, advertising, finance)
2. the legal environment in which businesses function.
3. the basic principles of business communication, written and verbal.
4. the function of business in a global environment.
technology and how it relates to business practices.

The program goals identified for the revised Business Administration A.S. (207) curriculum were based, in part, on the findings of two nationally recognized commissions. Initially the committee reviewed the findings of The Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS) Final Report (1991). The publication is entitled What Work Requires of Schools: A SCAN Report for America 2000. Although published more than ten years ago, the SCANS “futuring” research became a catalyst for career and technical education reform in this country and abroad.

The Commission developed a three-part structure for workforce education curricula design. It included determining basic skill requirements, thinking skill requirements, and identifying personal qualities needed to be successful in the ever-changing, global economy. Similarly, the Commission listed five workplace competencies required in a high-performance workplace. These competencies are: 1) resource management, 2) interpersonal skills, 3) information management, 4) systems thinking, and 5) technological skills.

In addition to the SCANS Report the review committee examined the findings of the National Business Education Association’s (NBEA) 2001 National Standards for Business Education. The NBEA is the nation’s largest professional organization for business educators. Using the basic skills and competencies structure first presented in the SCANS Report, the NBEA articulated Level 4 achievement standards and performance expectations for postsecondary, community college and technical college students. In general, community college business students, whether transferring or entering the workforce, are expected to

1) develop advanced technological skill, 2) refine their understanding of economic principles and systems, and 3) enhance their proficiency in communication, critical thinking, management, personal finance, problem solving, team building, and decision making.
The State University of New York’s general education core competencies were also examined by the program review committee. It was determined that the required general education courses for the A.S. in Business Administration (207) provided students with additional opportunities to develop the infused competency skills of critical thinking and information management.

Based on the research, and input of committee members, the Review Committee is confident that the program goals and learning outcomes for the Business Administration A.S. (207) curriculum are appropriate for students preparing to transfer to a 4-year college or university to continue their business studies. Moreover, the goals and learning outcomes/objectives of SCCC’s new 207 curriculum are consistent with contemporary workforce development initiatives.
CHAPTER III

A. CURRICULUM/ASESSMENT

1. The Business Department faculty review literature in the fields to stay current and they integrate updated information/curricula ideas into their courses. With this in mind, syllabi are reviewed and periodically updated. The academic chair of business regularly attends the SUNY council of 2- and 4-year schools of business where there is a dialogue between peers related to curriculum and articulation. Recently, guidelines were established with regard to computer competency of 2- and 4-year business degree graduates. These were used in the development of a new computer class Computing for Business (BA22), presently required in the A.A.S. (315) Business Administration program and under consideration for the 207 A.S. program.

Since the last program review, there haven’t been substantive revisions to the 207 program. However, there has been a major effort on the three campuses to integrate the use of technology within business courses. Thus, as classrooms have been “fitted” with internet connection possibilities, many of the faculty began to bring “real life” and up-to-the minute business information directly into the classroom. With this in mind, syllabi and course requirements have been reviewed and adjusted to take into account this new modality. The obvious rationale was to provide students with real time business exposure in addition to the expanded realm of information available on line.

The college has moved away from four letter/number course codes to six letter/number codes and these changes will be implemented in the fall 2002. These changes will be reflected in the new fall 2002 catalog and the business administration changes are reflected as follows:

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Old Course Designation</th>
<th>New Course Designation</th>
</tr>
</thead>
</table>

15
2. There has been a major trend in business programs to reduce the number of business electives (see III A 4 charts, p. 18-19), and to include a capstone course to assess business student abilities to integrate curriculum skills and measure their ability to navigate pre-established learning objectives. Thus, the Business Administration Department has developed a course titled Contemporary Issues in Business (BA/BUS70), which will serve to measure student outcomes as related to the A.A.S. (315) program. One outcome of this review is to create a capstone outcomes class to measure the same for the (207) business student, where the (315) capstone course will consist of (3 credits) the (207) version will be (1 credit). Additionally, Computing for Business (BA22) (Appendix B) was created as a computer business elective for business students, we believe it should replace the CI/CM elective presently required in the 207 program. College/Workplace Skills Seminar (BU15) (Appendix B) was developed to replace Freshman Seminar (OS15) and is now required in the A.A.S. (315) program. We will recommend that it replace OS15 in the 207 program, too. Other courses that have been recently developed are Fundamentals of Importing and Exporting (BA63), International Finance Management (BA64), International Marketing (BD80), The Business Plan (BA54), New Venture Management (BA59), Accounting for Small Business (AC19), and The Law for Business (BL70).

These courses have been used primarily for the A.A.S. (315) program, however, we feel that they
should also be available for 207 students. This can be accomplished by removing the restriction on the business electives in the 207 program.

3. The 207 curriculum provides sequential learning experiences. Sequential learning is organized through the consistent use of prerequisites. Principles of Accounting I (AC11) prepares students for Principles of Accounting II (AC12). These courses help students to focus more effectively on financial segments of future courses. Introduction to Business (BA11) gives the foundation for nearly all business courses; it is a prerequisite for Management Principles and Practices (BA51), which prepares students for the advanced/senior courses to come. Business Law I (BL71) is the prerequisite for Business Law II (BL72) to develop the basic concepts of the legal aspects of business, which is further developed in the second tier to prepare students for transfer.

4. The program satisfies the SUNY General Education course requirements, with specific courses meeting particular requirements. EG11 and EG13 satisfy the Humanities requirement; EG11, CO11 or CO15 satisfies the Communications requirement; Economics satisfies the Social Science requirement; MA64 satisfies the Mathematics (elective) requirement; 2 out of 3 History electives are satisfied either with American, other World Civilizations or Western Civilization requirement. If the student is advised the program is structured to meeting 7 of 10 SUNY Gen Ed requirements. This is in line with the college goal of SCCC transfer programs meeting 7 of the 10 survey General Education requirements.

<table>
<thead>
<tr>
<th>SUNY GEN. ED. REQUIREMENTS</th>
<th>BUSINESS PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANITIES</td>
<td>EG11 &amp; EG13</td>
</tr>
<tr>
<td>COMMUNICATIONS</td>
<td>CO11 or CO15 or EG11</td>
</tr>
</tbody>
</table>
MATH       MA64

SOCIAL SCIENCE   EK21 or EK22

WESTERN CIVILIZATION   Take HS11 using Social Science Elective

NONWESTERN CIVILIZATION  HS51-57-90

AMERICAN HISTORY   HS33

NOTE: Only two of three histories can be earned.

The following chart compares our curriculum with similar curricula at other colleges:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCCC</td>
<td>67.5-69.5</td>
<td>26-27</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>NauCC</td>
<td>66-69</td>
<td>27</td>
<td>0</td>
<td>24-27</td>
</tr>
<tr>
<td>QueCC</td>
<td>60</td>
<td>30</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>WesCC</td>
<td>65</td>
<td>33</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>RocCC</td>
<td>66</td>
<td>33</td>
<td>6</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th># of Business Electives</th>
<th>International Requirement</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCCC</td>
<td>6 credits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cayuga CC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clinton CC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hudson Valley CC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nassau CC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Delhi</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adirondack CC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fulton-Montgomery</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Queensborough CC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Westchester CC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Elective offerings have figured prominently in the SCCC program historically. However, few community colleges include electives in their programs. Rockland has 2 elective courses and Fulton has 1, in comparison to the 2 courses (6 credits) in the SCCC program. Reducing the number of electives at Suffolk Community College is paramount, as demonstrated by the comparison chart above.

Among the community colleges reviewed, only Rockland Community College requires an international business course. However, at the 4-year institutes, such a course is more prevalent. Harriman School at Stony Brook requires an international business course; Dowling requires an international course in each respective core; LIU/CW Post does not require an international course, but strongly encourages a business internship.

6. The Business program has two advisory boards. The SUNY Advisory Board for Business Academic Chairs serves the purpose of sharing academic ideas, philosophies and strategies going beyond the assurance of consistency among SUNY programs, leading to better articulation agreements to better serve the needs of the business industry with qualified graduates. A more traditional college advisory board represented by local businesspeople connects the program to the Long Island Business Community. This group provides program faculty with “needs” in the workplace-skills in demand from graduating business students. In other words, with our curriculum eye on what we want 4-year graduates to know and be able to do, we can far better prepare them in their first two years of college. Each of these boards meets annually to assure the program is current, from both an academic as well as industrial perspective. At the last meeting of the advisory board, members reviewed and approved the new A.A.S. (315) program, which will be in place Fall 2002. Some of the recommendations of the committee members were incorporated into the program.

7. The program’s outcomes are produced through specific instructional and learning activities in the
curriculum. Text-based Internet exercises are rapidly becoming a large part of the overall strategy. The use of current events is an important component of classroom instruction. In addition, elementary simulations, group and individual presentations are utilized to develop collaborative skills. Business case studies integrate theory and practice concepts and assure students are applying business principles to practice. All of these instructional strategies support a continuous effort to bridge the student of SCC to the student’s choice of a four-year college, and/or placement into the workplace.

8. The assessment method that is being recommended for the A.S. (207) Business Administration program is case study analysis completed by business administration majors who have successfully completed at least 45 credits in the A.S. (207) program. Comprehensive case studies, selected by the accounting and business administration faculty, will require the business student to think critically; research and analyze appropriate elements; consider ethical and social issues pertaining to business activities; develop profitable strategies and implement timely business decisions. In the process of “solving” the case studies students will be required to use leadership and management skills; communicate effectively using computer assisted presentation skills; work efficiently in teams; demonstrate competencies originally introduced in general education and business classes; and integrate the global aspect of contemporary business management.

The development of a new, required, one-credit hour, capstone course (entitled BAXX- Case Studies in Business Administration) (Appendix C) will be the vehicle used to implement the proposed assessment measure. The instructional design for this course, along with college documentation required for adoption of a new course, will be developed by a tri-campus faculty committee.

9. Assessment of student learning will be measured using a rubric developed by the business faculty on all three campuses. The rubric will include the student learning outcomes as well as a four criteria-rating scale. The scale will include ratings of “exceeds the standard”, “meets the standard”, “approaches the
standard”, and “does not meet the standard.” Based on established criteria, the rubric will be applied to the case study measure to assess the degree to which student learning outcomes were achieved.

As part of the development process this instrument will be subjected to recommended evaluation for reliability and validity. Reliability refers to the consistency or reproducibility of test results. When assessed statistically, reliability will indicate the degree to which the 207 assessment tool/instrument consistently measures the knowledge base 207 students have attained through the 207 program. Inter-rater (scorer) reliability, which is employed in the subjective evaluation of performance objectives (like the 207 measure) to establish the reliability of a scoring rubric, refers to the level of agreement that a group of two or more raters achieve when they evaluate the performance, knowledge, skill or ability of a group of individuals. Using this method, development of the instrument will continue until a reliability (r or alpha) of .80 or better, as is recommended, has been established.

In addition the content validity of the 207 measure will be evaluated in order to establish the extent to which the rubric measures some aspect of the 207 learning outcomes/objectives. This will assure that the 207 instrument measures the full range and variety of the aspects of the 207 learning outcomes/objectives (domain sampling). It will also assure that the instrument can distinguish among the various 207 elements and their dimensions to ensure that students receive ratings on all of the appropriate 207 dimensions. Using this method, development of the instrument will continue until a minimum validity coefficient of .81 (indicating 90% overlap between the items and the content area domains) is established, ensuring adequate domain sampling and measurement among the represented domains.

10. After each semester faculty teaching BAXX will meet to conduct a SWOT (strengths, weaknesses, opportunities for improvement, and threats/problems) analysis of the capstone course, assessment measure, and assessment process. In addition, the data from the rubrics applied to the assessment measure will be
analyzed by Institutional Research. The results of this analysis will be distributed to the business faculty, college-wide. Through a collaborative, tri-campus effort, curricula changes related to student learning will be addressed and appropriate suggestions considered for implementation. Examples of the assessment measures that clearly demonstrate the four rating-scale criteria will be shared and discussed with business faculty who plan to teach BAXX- Case Studies in Business Administration in upcoming semesters.

B. PROGRAM COURSES

1. Most of this information is discussed in Section III A1 and 2 (above) and B2 (below). Introduction to Business (BA11) has been removed as a prerequisite for BA61 in the program although the business faculty strongly recommends that students take this course as a foundation course for the business program. The introductory nature of Introduction to Business (BA11) lays the foundation for future business courses and the faculty concur that this foundation is very important for future success in the program. There has been discussion of adding Introduction to Business (BA11) as a prerequisite to a variety of business courses but no plan has been established as of this review.

   It is recommended, the new A.S. 207 curriculum be revised in the AY 2002-03 to include some of the new courses designed for the A.A.S. 315 degree program. Computing for Business (BA22) will ultimately replace the current Computer Information elective. It will help facilitate the college and department goal of incorporating technology into the curriculum. Courses in e-commerce, specifically, Introduction to E-Commerce, all strive to advance the current curriculum into the 21st century. A new freshman seminar, College/Workplace Skills Seminar (BU15) has been approved by the curriculum committee to replace the existing College Seminar (OS15) which the business faculty determined was not tailored to retention of business students. Other courses that have recently been developed are New Venture Management (BA59), the Business Plan (BA54), The International Business Practice Firm (BA73), International Marketing (BD80), International Financial Management (BA64), and Fundamentals of Importing and Exporting
(BA63). Any of these new courses could be selected by 207 students as program electives in consultation with their advisor.

All Business Administration classes are incorporating an Internet component into their curriculum bringing “real life” into the classroom. Moreover, partnerships with publishers and the SUNY Learning network are “web enhancing” courses to better serve the student and professors.

Department faculty and committees frequently review required course textbooks. Textbooks are generally changed every two to three years based on departmental consensus, publication dates and review of the publication of new material.

3. Course syllabi are generally “revisited” on a 5–10 year cycle. The last review was completed in 1996. During the school year 2001-2002, the Business Administration Department has begun to review the various syllabi of 207 the course offerings. The Business Law syllabi were reviewed as part of the Paralegal Program Review and accreditation, and comply with the American Bar Association (ABA). No formal review cycle has been planned.

4. Learning objectives for the major courses are written in behavioral terms and are measurable. The course objectives are consistent with, and support the student learning outcomes established for the program as a whole. Classroom assessment techniques generally consist of objective and essay tests, graded homework assignments, papers on related classroom topics and graded discussions. These activities should be designed to meet the program goals and student learning outcomes.

One example in particular included the use of a pretest and posttest assessment of student learning in Introduction to Business (BA11). The results indicates student learning had taken place at better-than-anticipated levels of achievement, which reinforced the structure of the course.

C. INSTRUCTIONAL METHODOLOGIES AND MODALITIES

1. In the last few years the Internet has become a resource during class time, first as a demonstration of
a new medium and currently as a resource to aid in student research, test preparation (companion activities in
textbooks and internet sites), and communication between the student and professor and student to student
via email. The business curriculum has also incorporated “smart classrooms” into traditional classrooms
with the additions of computers, projection systems and Internet access. One particularly innovative method
is the “smart board” which allows the instructor to touch a blackboard to navigate the Internet during class
time, as one would normally do on a keyboard on a computer in an office. Most recently, an Internet
component has been implemented in some courses to enhance group activities via web based “virtual”
discussions.

2. Business faculty actively pursue the teaching of asynchronous online courses. Currently,
asynchronous (online) courses offerings include Introduction to Business (BA11), Business Law I (BL71),
and Marketing (BD57). Business Law II (BL72) is being developed as an online course for the Spring 2003
semester, as is Business Math (BA21), Business Communications (BA25), and Organizational Behavior
(BA55). Currently, online courses are evaluated at the end of the course through a “culminating activity”
designed for the student to give his or her feedback on the course In addition, web enhanced courses
(hybrid), which allow a combination of web-based instruction with the more traditional face-to-face
instruction, are also being implemented. Business faculty have incorporated the use of the SUNY Learning
Network templates or Blackboard course management systems into their traditional classrooms to facilitate
web-enhanced instruction.

Traditional synchronous telecourses that are being offered are Introduction to Business (BA11),
Management Principles and Practices (BA51), Business Law I (BL71) and Business Law II (BL72). Human
Resource Management (BA56) is being offered in a synchronous environment using distance education
classrooms on three campuses.
D. TRANSFERABILITY/EMPLOYMENT

1. Suffolk County Community College has established a number of joint admissions and articulation agreements with four-year colleges and they are listed on pages 21-22 of the 2000-2002 Suffolk County Community College catalog. Currently the College has articulation agreements with LIU Southampton/CW Post Campus, Dowling College, St. Johns University, Hofstra University, Adelphi University, and a number of SUNY colleges.

   The articulation agreements are course specific and the articulation process is reviewed as program requirements change. The College has developed a 2 + 3 partnership with Dowling College where an articulation agreement will allow the students to complete two years at Suffolk County Community College, earning an A.S. degree, and continue his/her education at Dowling College for the next three years, ultimately earning a BBA and MBA. Therefore, the student completes three degrees in five years, culminating in a master’s degree and saving one year of time.

2. Most four-year colleges accept the SCCC business courses with a grade of C or better. A majority of the SCCC students transfer to local four-year colleges with which SCCC has current articulation agreements. Students have reported minimal problems with the transferring of SCCC credit.

3. The chair of the business program participated in the Title III Summer Institute project entitled Workplace Skills Survey in 2000. As a result of this project, the business program documented that employers are satisfied with Suffolk County Community College graduates. Employers’ expectations of entry level skills applicable to the workforce are less “stringent” with the 2-year graduates than we anticipated. Additionally, the survey identified workplace skills that are important for graduates to possess. These skills are introduced in business courses. The survey results served as the motivating force behind the development of the College/Workplace Skills Seminar, as an introductory freshman seminar for business majors.
CHAPTER IV

STUDENTS

1. Copies of all three surveys (non-returning, current and graduate) produced for this review are in Appendix H. The data from these surveys is pending and will be submitted as an addendum.

2. Since the last review, 207 enrollment has increased substantially. This increase is reflected in both the full-time and part-time student categories. Enrollment went from 255 in 1998 to 374 in 2001 (a 47% increase). Full-time and part-time enrollment have remained fairly consistent, with just under 2/3 full-time and just over 1/3 part-time, with full-time increasing from 164 in 1998 to 231 in 2001 and part-time increasing from 91 in 1998 to 143 in 2001.

Demographics: The increase in enrollment has been relatively consistent across all demographic groups (see appendix for data package). The gender split has been equal, with 55% male and 45% female. The largest proportion of students in the 207 program remain age 22 and younger (on average 28% age 19
and below, 40% age 20 – 22) and an additional 20% are age 23 – 30). The ethnic distribution of the program remains primarily White/Non-Hispanic, with a slight increase in minority representation recently.

3. On average it takes about 2 ½ years to graduate from the 207 program.

Graduation trends for the 207 program and College-wide show similar slight increases over the four-year period. On average the 207 program has graduated 56 students across the four years. However, this period is most marked by considerable fluctuation. The student profile and admission criteria since the last 207 program review have not changed.

The following assessment of trends in business programs at three surveyed local community colleges indicates that there are certain patterns present at all of the schools.

According to Professor Mazzola at Nassau Community College, part-time enrollment is down in their transfer program (in contrast to SCCC), but enrollment in the full-time program has significantly increased. Professor Mazzola was unable to give specifics regarding actual graduation numbers within the transfer
program. The number of graduates from the program are down, however, the increase in full-time enrollment is due to an increase in student “drop-ins.” These “drop-ins” consist of students who are enrolled at Hofstra, Adelphi, or C.W. Post who, in attempt to save money, take classes at NCC. While NCC administration would like to see more program graduates, the department is satisfied with the fact that the overall attendance is up; a trend similar at SCCC. With regard to enrollment in specific majors, NCC’s transfer program is somewhat of a “liberal arts of business” in that there is no emphasis placed on any specific concentration in business. They have noticed that enrollment in business administration, marketing, and computer science courses is up and that enrollment in accounting is down. With regard to the ethnic background of enrolled students, they have noticed an increase in Asian, Hispanic, African American, and Portuguese students similar to SCCC’s 207. Caucasian enrollment has remained relatively unchanged. Dr. Falik, at Queensborough Community College is could not provide specifics regarding the number of part-time and full-time business students, but he indicated that approximately three thousand students are enrolled in various business courses representing an increase in enrollment. Enrollment in the business transfer program has been exceptionally strong due to their arrangement with the CUNY system, specifically Baruch. As to the ethnic background of enrolled students similar to the trend at SCCC, there is an observed increase in minority (Asian, South American, African American, and Russian) students. Caucasian enrollment has remained relatively unchanged.

According to Professor John Christessen at Westchester Community College, enrollment in their business transfer program and various business courses is up. With regard to specific program graduation rates at the college, business administration program graduates at WCC rank second. Once again enrollment in the accounting transfer program is down, the travel and tourism program has been dropped, and enrollment in international business courses is “going through the roof.” With regard to the ethnic background of enrolled students, there is an increase in the Asian, African American, Russian and South
American population at WCC, similar again to SCCC. Caucasian enrollment has remained relatively unchanged.

To summarize the trends at the local community colleges, there has been an increase in enrollment in business department courses, specifically an increase in international business, marketing, business administration, and small business management. Various business electives, which could be transferred to four-year institutions, have seen a significant increase in popularity. Quality of education, cost, and transferability seem to be the key reasons why students elect to take classes at community colleges. This seems to indicate that the importance of the role of the school as a liaison in assisting students who are hoping to complete four-year degrees cannot be understated.

Admission to the A.S. curriculum in Business Administration requires a minimum of a B average in high school and three years of mathematics (including Sequential III). Applicants desiring a degree, who do not have the above qualifications or who are transferring from a different degree program, must receive permission from the Business Administration Academic Chair or an appropriate administrator of the business program. Students who do not meet the admissions criteria may be admitted on a provisional basis and may enter the program when MA27 is completed and at least 2.0 GPA is maintained.

4. Retention and attrition (see appendix with data package, and the retention report at http://sccaix1.sunysuffolk.edu/Web/Central/IT/InstResearch/statrpts.htm) is documented in terms of first-time Full-time and first-time Part-time matriculation into the program. This data (discussed below) is not particularly representative of persistence within the Business AS program, as a majority of students matriculate into the program subsequent to first time enrollment. The proportion of the Business enrollment represented by first-time matriculants is small (21% in 1998, 11% in 1999, 19% in 2000, and 10% in 2001). However, despite small numbers, it is somewhat encouraging that 134 of the 176 (76%) first-time matriculants in the past four years (1998 – 2001) have graduated or remain enrolled in the 207 program.
Eighteen have graduated from Suffolk, 13 in Business, 116 are still attending, and 42 were lost to attrition (24%).

5. This information is not currently available from the SCCC database. The graduate survey, when analyzed, will supply some data on the transfer.

6. Students are made aware of joint admissions and/or articulation/unified programs when they apply to SCCC. The joint admissions agreements are on the initial application form. Actual articulation/unified programs are listed in the current catalog and listed in a brochure sent to applicants who request the form (Appendix E). Additionally, the college produces a “view book” which contains joint admissions programs.

7. According to the US Department of Labor the employment outlook for business program graduates is as follows:

- Employment and total job openings by education
  1. employees with an Associates degree can expect a 24.1% increase in demand
  2. employees with a Bachelor’s degree can expect a 22.5% increase in demand
  3. employees with a Bachelor’s degree and work experience can expect a 19.4% increase in demand.

- Ten-year projections for students who complete the 207 program and receive a bachelor’s degree in the following business areas:

  **Advertising.** Employment will be concentrated in large cities where there are more job seekers than there are jobs. Average Earnings in 2000 were $712/week. Employment in Industry is expected to grow 32% over the 2000-2010 period. Employment growth may be affected by the increased use of more efficient technologies.

  **Management and Public Relations.** This industry is projected to be one of fastest growing in the 2000-2010 period where the expected growth is 42%. Nearly 20% Services of all workers are or will be self-employed. 70% have a
bachelor’s degree or higher. This industry is one of the highest paying. These managers must deal with rapid technological innovations and how they affect business.

**Securities and Commodities**

Strong employment growth is projected due to the growing need for investment advice. Wage and Salary is expected to rise 20% in the 2000-2010 period. Globalization will continue to be a major factor affecting this industry along with technological advances. In 2000, the average earnings per week were $841.

**Insurance**

Employers prefer college graduates for sales, managerial and professional jobs within this industry. Medical service and health insurance is the fastest growing sector in this industry. Numerous job openings are expected as the industry expands. Wage and salary employment is expected to increase by 6% in the period from 2000-2010. Average weekly earnings in the insurance industry in the year 2000 were $675.

**Banking**

Office and administrative support workers constitute two out of three jobs in the industry. Employment is projected to decline as mergers and automation makes banks more efficient. Customer service representatives and financial service sales representatives can expect growth. Wage and salary employment in this industry is projecting a 2% decline in the 2000-2010 period. Average weekly earnings in the year 2000 was $417.

- The above represents a brief overview of what can be expected for students in the 207 program. The job outlook and opportunities available will be affected significantly by globalization and the implementation of new technologies. As companies merge and form multinational alliances, cultural understanding and the ability to work in teams will continue to be paramount in the success of the acquisition of jobs by college graduates. As companies continually strive to be competitive, various technologies will be utilized such as the Internet. As a result of which, students should be able to demonstrate proficiency in understanding the importance of globalization and the role technology will play in the years to come.
8. The Central Admissions Office doesn’t have nor is it aware of program target goals for admissions. The application and enrollment trends are as follows: (These trends are from Fall 1999 forward. This information is available as a result of the new Carr’s System, which went into full effect in the Fall of 1999.)

<table>
<thead>
<tr>
<th></th>
<th>Applications</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>172</td>
<td>137</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>97</td>
<td>74</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>172</td>
<td>122</td>
</tr>
<tr>
<td>Spring 2001</td>
<td>118</td>
<td>88</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>213</td>
<td>138</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>147</td>
<td>109</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

A review of the above table illustrates that over the last three years the application rates for the 207 has increased.

The basic marketing plan used in the Admissions Office gives students who attend open houses, college fairs or phone in, the view book and a follow-up college brochure related to their interest/program preference. That is, those students who fill out an inquiry sheet at any of the events will receive the above information.

9. The current advisement system finds that students are assigned to various departmental faculty by
specialization. New students and those on probation must see faculty advisors and they can’t register unless they have a signature from their faculty adviser. Those students in their second semester and who are in good standing can see their advisor and then can register by phone and online. Most of these students do not see their advisor and a number of these students “misadvise” themselves, which has caused the need for waiver/substitutions to be executed when applicable. The old system required all students to get a signature and see a faculty advisor. This system worked well, however, it was labor intensive and costly to manage.

The present advisement system is effective as it relates to cost and student self empowerment. It does cause problems when managing the schedule because a large percentage of returning students wait until the last moments to register causing problems with early class cancellations. We believe that in ways the older system worked better for students and the administration because students were better advised and connected to the institution. We also believe that late registration fees should be put in place to encourage early student registration.

Another problem is the descheduling of students who do not pay their tuition on time. We also believe a rescheduling fee should be put in place to encourage students to remit tuition on time.
CHAPTER V

RESOURCES

RESOURCES

1 & 2  Refer to Appendix J for library data.

AMMERMAN CAMPUS LIBRARY

BUSINESS ADMINISTRATION -- 2002 PROGRAM REVIEW

Note: Because of the state of autonomy of the three campus libraries with respect to one another, and because of the differences in holdings, acquisition practices, and usage of resources among the three libraries, individual narratives are being submitted by each of the libraries.

A review of course outlines shows that for most business courses use of library resources is explicitly or implicitly suggested or required. Utilization of audiovisual materials (exclusive of PowerPoint presentations and transparencies) is mentioned for many of the courses. Books and periodicals are specifically detailed in booklists and lists of periodicals in a few instances. A substantial percentage of the outlines list current business periodicals as assigned, supplemental, or suggested readings. Activities involving use of periodicals include class discussions, writing assignments, reaction papers, and group projects. In several instances, individual research activities, outside resource materials, or additional writing assignments are mentioned. Group projects to formulate model business plans involve use of books, periodicals, and the Internet. Approximately eight times in the course outlines, research specifies use of the Internet. The International Marketing course outline mentions utilization of appropriate [library] resources for gathering information about international business operations. In summary, it appears that most business administration faculty are cognizant of the value for their students of assigning readings and research, which needs can best be fulfilled at the Ammerman Campus Library.
Eight library lectures were presented for the program, all for BA courses and five of these for BA25s. Overall, the trend in the last few years has been toward fewer library lectures in the subject disciplines. The number of reference question transactions has slowly diminished over the last few years, though not necessarily on a month-by-month comparative basis. There have been fewer questions involving the history of corporations and industries, and fewer generally on business subjects. Part, but not all of this may be attributed to increased use of online databases and Internet searching, for which we have no statistics. There has been an increase in the number of phone reference questions. Very few students have taken advantage of the opportunity to E-mail reference questions to the librarian assigned to respond to these queries.

As part of the overall weeding of both the reference and circulating collections, the deadwood has been culled and new books have been added to the collection. Care was taken not to remove classics, seminal works, and other still useful, though old, materials. Faculty familiar with the literature in their subject specialty were called upon to assist in making some decisions, and the business department faculty were included in this process. Acquisitions continue to be made by the librarian assigned to the business and economics area. The library owns the International Directory of Company Histories, currently 39 volumes. We are on standing order to receive additional volumes as they are published.

The library’s business periodicals collection remains strong. This is evident from an examination of the list of titles that is part of this report. The library’s collection of periodicals in microfilm, bound volumes, and paper copies will always retain value, and not just as a backup collection to electronic resources. One reason is that paper and bound issues are often printed in color. An advertisement’s impact is diminished by black and white appearance. Another fact is that issues more than, on average, twenty years old are not indexed by online databases. A further consideration is that not all articles appear in online database indexes, and of those that are, a great many are not accessible in full text. This having been stated, it is difficult to understate the importance of online databases to our students. On a given topic, sufficient
articles generally are available to meet the research requirements of an assignment, though, as mentioned, not necessarily in their entirety. Interlibrary loan capability is underutilized, both for books and for photocopies of articles. Students would rather walk away with free printouts from our online databases for the articles that are available, and secondarily, make photocopies from articles in our periodicals collection, than wait one or two weeks for off-campus services at an approximate 80% fulfillment rate. Encouraging students not to wait until the “last minute” to do their research and write their papers is a good idea. It should be pointed out to students at the time that a paper is assigned—especially, a term paper—that the rich resources of the libraries other than the college’s are out there to be tapped, if the project is begun with sufficient lead time.

Finally, with the resources of the Internet being employed more and more by students, educating them to evaluate Internet sources becomes more and more important. This can be done by our more independent students through websites posted on the Ammerman Campus Library Web Page. For the average student, who probably would not think to do this, a library lecture in the business area, related to a definite assignment and topic, would be an excellent idea, not only to point out the hazards in the Internet and how to overcome them, but to better prepare the student to do the necessary research.

In conclusion, we note that there is a moderately high level of awareness on the part of most business administration faculty of the importance of including library research in some form as part of the coursework. Suggestions for book orders from business faculty are encouraged. As the need for reinforcing specific areas of the collection is closely related to the assignments given by business faculty, the library encourages input from said faculty.

Library lectures attuned to specific student assignments are a good way to help teach library research and to provide information about sources. It is hoped that more opportunities for librarians to assist students
in this way will be made available.

The resources of the library are deemed to be generally adequate for the above purposes, with the reservations noted above.

WESTERN CAMPUS LIBRARY

BUSINESS ADMINISTRATION – 2002 PROGRAM REVIEW

A review of course outlines shows that many business administration instructors use only examinations to measure student learning. A few instructors require term papers while other instructors assign short, written reports or oral presentations on current topics. Only three library lectures were conducted for the program. The reference faculty indicates that both the number and comprehensiveness of reference questions have declined since the last program review. Enrollment in the campus program has declined from 9% to 2.2% and this drop would partially account for the decline in quantity. In the past, reference librarians would be asked by students to help find comprehensive information on various industries, corporations and current issues. This type of reference question rarely surfaces today. Clearly, there has been a decline both in the number and depth of research assignments.

Both the reference and circulating book collections have been strengthened since the last program review, especially in the last two years. A major weeding of the business administration collection was undertaken in 1999-2000 and the collections were revitalized by acquiring new books. Efforts to strengthen the collection are ongoing and in 2000-01 the acquisition rate was 5% as compared to a circulation rate of 3.9%.

The number of periodical titles was reduced from thirty to twenty-two. The primary factors for the reduction were lack of usage and rising costs. Although the number of print periodicals has been reduced, student and faculty access to articles has dramatically improved through subscriptions to electronic databases. As a result, the circulation of print periodicals is only a fraction of what is once was. The
electronic databases for business are greatly underutilized by the students. One reason for the lack of use is that the students are not required to conduct in-depth research. Another reason is that students can often bypass the databases and find what they are looking for on the Internet. The dramatic growth of the Internet provides an immense amount of business information that once could only be found in journals, directories, handbooks and annual reports, etc.

In conclusion, the above findings indicate both a need for more research assignments and information literacy sessions for business administrations students.

EASTERN CAMPUS LIBRARY

BUSINESS ADMINISTRATION – 2002 PROGRAM REVIEW

DESCRIBE THE INFORMATION LITERACY COLLABORATION BETWEEN THE LIBRARY AND THE BUSINESS ADMINISTRATION PROGRAM.

One of the library's highest priorities is to work with discipline faculty to develop assignments for students that encourage information literacy and knowledge of the literature of the discipline. Selected Business Administration course outlines were reviewed to determine what types of assignments were given to students. Although there are several instances of written and oral reports being assigned, it is difficult to determine from the course outlines if these assignments required documentation or research. No course outline reviewed provided a bibliography of auxiliary readings or resource material beyond the text. However, for the period under study, four BA11 classes did come to the library to participate in lectures developed by the library faculty to introduce these beginning business students to library resources available at SCCC.

SUPPORT MATERIALS?

Books

Access to the book, as well as the media and periodical collections, is available through SCORE, the libraries' on-line catalog. The Library of Congress classmarks used to define the Business Administration program have been radically changed since the last program review. For the period under study, the Eastern Campus library had a total of 1,214 books to support the program that represented 3.9% of the total reference and circulating collection available on the campus. When the students enrolled in the program are viewed against total campus enrollment, the business administration program represents 2.24% of total campus enrollment. The size of the collection has a proportionate relationship to the size of the program.

The median publication dates of the books are studied to determine the relative age of the collection under study. The median age of the book collection is 1985. Unfortunately, an aging book collection is a matter of concern for all program areas as reflected in similar results in other discipline program reviews. Nonetheless, the East Campus Library added 88 titles to the book collection to support the business administration program in the last three years representing 3.8% of the total number of books added. The circulation rate of business administration materials as a percentage of total book circulation is 2.9% indicating a proportionate relationship between the program enrollment and circulation of books.

Periodicals

Since the last program review, the Eastern Campus library has evaluated its total print periodical collection and made priorities regarding the renewal of print publications. However, the campus library maintains 23 titles to support the program representing 8.36% of the campus print periodical collection. The circulation of these titles for 2000-2001 represented 4.4% of total periodical circulation.

Online Resources

Since the last business administration program review, the largest expansion in library resources in
all program areas has been the acquisition of online resources. Available through the library's home page, databases have become powerful tools to access and retrieve through full-text capability a wide variety of information sources in business administration. These resources range from popular news reporting databases, such as *SIRS Knowledge Source*, to indexes of scholarly research publications such as *First Search*, to highly specialized business and company data, such as *Financial Information Service*. These online resources are available to students who have access to the Internet at home and/or at work through the use of proxy server technology. The use of library's online databases is extremely popular with students and faculty both on and off campus.

**HOW ADEQUATE ARE THE PROGRAM'S AUDIO/VISUAL (MEDIA) MATERIALS? WHAT IS THE COMMITTEE'S ASSESSMENT OF THEIR NUMBER, VARIETY, AGE AND QUALITY?**

**Media Classroom Services**

It appears that the quantity and variety of media equipment available to the business administration program is adequate. Proportionately, the discipline faculty consistently request more hardware (37) than software (2). This appears to be a general trend at the campus.

**CONCLUSIONS FROM EAST LIBRARY**

- The library and the business administration faculty should continue to collaborate to design assignments that will encourage the use of library resources.
- It is recommended that the business administration and library faculty work together to build appropriate book, periodical, media and online collections to meet the information needs of the program.
- The business administration faculty and media librarian should work together to share information about media resources.

3. The availability of modern teaching tools is improving for the Business Programs on all three
campuses. To date, the business department has made use of teaching tools that are old but adequate. The introduction of web components to the class offerings has made it necessary to equip our classrooms with more up to date teaching tools. A number of classrooms in the Riverhead Building, Ammerman Campus, have been equipped with computers that are able to access the Internet. Projection systems have been installed to allow the computer screen to be projected onto a screen for proper student viewing. Further, one classroom has been fully equipped as an office simulation with 18 student computer terminals, a smart board, fax machine, printer and file cabinets. This classroom has been used in the International Business Practice firm class as well as Law Office Management and Business Communications. This classroom functions as a “lab” for practical applications of the curriculum teachings.

4. Students have access to writing and math labs, which are in place to help them further develop their skills. These centers have been effective in helping students with skills and assignment problems.

5. Classroom size in the Riverhead Building is a problem. All of the business courses are taught in the Riverhead Building. The existing classrooms were originally designed for 26 students many classes number 36 in size. This makes for a difficult teaching environment.

The faculty share office space with two faculty members per office. One computer is assigned to both faculty members who share the office. This presents a serious problem in that some faculty are now teaching online courses and need access to their own computer. The SUNY Learning Network Template supports only one user per computer. Therefore, two faculty who share an office and are both teaching online courses, cannot use the same computer. There is a need for one computer per faculty member.
CHAPTER VI
STAFFING

1. Presently, there are 16 full-time faculty (5-West, 8-Selden, 3-East) and 9 clerical employees (1 clerical and 4 college aides West, 2 clerical and 1 college aide at Selden, 1 share clerical East). In the Fall of 1997, there were 17.7 full-time faculty on all three campuses. It is the opinion of the review committee that the number of full-time faculty is adequate.

2. During the Fall 2000 semester, the ratio of full-time to part-time faculty was as follows:

<table>
<thead>
<tr>
<th>COLLEGE WIDE</th>
<th>Full-Time</th>
<th>Adjunct</th>
<th>Full-Time O/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>61.1</td>
<td>33.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Ammerman</td>
<td>47.3</td>
<td>30.8</td>
<td>22.0</td>
</tr>
<tr>
<td>West</td>
<td>43.8</td>
<td>37.5</td>
<td>18.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EAST CAMPUS</th>
<th>Full-Time</th>
<th>Adjunct</th>
<th>Full-Time O/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000 – East</td>
<td>61.1</td>
<td>33.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Fall 1997 - East</td>
<td>64.3</td>
<td>21.4</td>
<td>14.3</td>
</tr>
<tr>
<td>10 yr. avg. – East</td>
<td>41.8</td>
<td>41.3</td>
<td>16.9</td>
</tr>
</tbody>
</table>

A review of the Eastern Campus figures reveals that the ratio of full-time to part-time has shifted to include more Full-time faculty teaching courses. A review of Fall 2000 and Fall 1997, the last review, finds
a slight drop in Full-Time and Part-Time faculty and an increase in the 1997 figures relative to 2000.

<table>
<thead>
<tr>
<th>AMMERMAN CAMPUS</th>
<th>Full-Time</th>
<th>Adjunct</th>
<th>Full-Time O/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>F ’00 – Ammerman</td>
<td>47.3</td>
<td>30.8</td>
<td>22.00</td>
</tr>
<tr>
<td>F’97 - Ammerman</td>
<td>55.3</td>
<td>28.7</td>
<td>16.0</td>
</tr>
<tr>
<td>10 yr. avg. – Ammerman</td>
<td>50.4</td>
<td>31.7</td>
<td>17.9</td>
</tr>
</tbody>
</table>

A review of the Ammerman Campus shows a slight drop in full-time and part-time faculty of the ten-year average and an increase in full-time overload teaching. When looking at the last 207 review, the Ammerman full-time ration dropped and more adjunct and full-time overload assignments were used.

<table>
<thead>
<tr>
<th>WEST CAMPUS</th>
<th>Full-Time</th>
<th>Adjunct</th>
<th>Full-Time Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000 – West</td>
<td>43.8</td>
<td>37.5</td>
<td>18.8</td>
</tr>
<tr>
<td>Fall 1997 – West</td>
<td>48.1</td>
<td>34.6</td>
<td>17.3</td>
</tr>
<tr>
<td>10 yr. avg. – West</td>
<td>41.8</td>
<td>41.3</td>
<td>16.9</td>
</tr>
</tbody>
</table>

Of the ten-year average, we find slight increases in full-time teaching, including full-time overload and the use of adjuncts has dropped. Since the last review (1997), full-time has dropped, adjunct and full-time overload assignments have increased.

3. Faculty upgrade their teaching skills and expertise by attending discipline-specific seminars, attending graduate classes in addition to departmental and college activities designed to improve the effectiveness of the teaching faculty. The college has provided faculty, administrators and staff with training
opportunities that range from using the computer, distance education teacher training, on-line teacher training, Title III presentations, including outcomes assessment, critical teaching skills, among others.

The committee believes that SCCC provides its college members numerous opportunities to become more effective on the job. In addition to the various opportunities given by the college, faculty and administrators are provided the contractual amount of $950.00 which can be used to attend outside seminars and learning opportunities.
MAJOR FINDINGS

Chapter I: Introduction

1. The A.S. Business 207 program evolved out of the A.A.S.315 program as a recommendation from high school guidance counselors to focus on transferability of a 2-year business degree to a 4-year institution. The division of the two programs allowed for students to focus their education on courses that support their future career or education goals.

2. Students who do not meet the entrance requirements (80 HS GPA and Sequential III) for the AS 207 program are accepted on a probationary code until they successfully complete MA 27, College Algebra II (Note: This course is not included in program requirements)

3. The 207 program developed a mission statement for the program that supports the College mission statement.

4. Since the last review (1997) these recommendations were not addressed fully:

   ⇒ Create data-base articulation matrix

   ⇒ Funds should be allocated to hiring new faculty

   ⇒ Increase black and Hispanic students

   These recommendations are still relevant to the 207 program.

Chapter II: Program Goals and Objectives

1. The program’s primary goal of successful transfer to 4-year institutions is supportive of the College’s mission. The course work required to fulfill the 207-degree reflects the foundation courses required at 4-year institutions during the first two years.

2. The student learning outcomes for the program were developed to reflect the learning outcomes
needed to assure graduates have the foundation knowledge and skills required for transfer.

3. The student learning outcomes reflect external business and vocational educational reports, recommendations and business associations.

Chapter III: Curriculum

1. For the curriculum to be current there must be continued dialogue with 4-year transfer institutions.

2. Business course designations have been changed.

3. A number of new business courses have been developed for the 315 program. These could be considered as electives in the 207 program if business electives in the 207 program were not restricted. To discuss with business faculty removing the restrictions on business electives in the 207 program to increase flexibility in course selection.

4. There is no culminating business course that is required of all 207 business students.

5. The program is designed to meet 6 of the 10 SUNY GE requirements. With proper advising it can meet 7 of the 10 SUNY GE requirements.

6. The tri-campus business faculty advisory board was created after the last review. It has met infrequently.

7. Prior to this review, the 207 business program did not have a comprehensive program assessment measure to assess student learning. Case study analysis was agreed upon as the assessment measure by the review committee.

8. Access to the Internet, both during class time and by students preparing assignments for class, has expanded exponentially the information available to both faculty and students.

9. Currently 5 business courses are offered in various forms of DE supported by the College.

10. The business program has formal articulation agreements in place. These are current and assure the
seamless transfer of business courses to 4-year institutions.

A new 2+3 articulation agreement was just formulated with Dowling College. This is highly desirable as it assures the students of a bachelors’ and masters’ degree in 5 years.

Chapter IV-Students

1. Enrollment in the 207-business program has increased substantially since the last review.

2. The business students need to be advised by business faculty.

Chapter V-Resources

1. Library

Ammerman – Business faculty are adequately addressing information literacy through assignments in business courses.

West – Need more research assignments and information literacy sessions for business administration students.

East – It is not clear if business administration assignments require research documentation or auxiliary readings beyond the course textbooks.

2. Some of the current holdings are outdated in all three campus libraries.

The media supportive of the program is found both in the library and in the department holdings.

3. Since the last review a number of classrooms have been equipped with Internet access and proxima projectors. This has supported an increased technological component in the curriculum.

4. The number of classrooms allocated to the business area is reasonable to meet current student demand. The classrooms are designed to hold 26-28 students. However, on the Ammerman campus approximately 6-8 students overcrowd the classrooms. This impacts pedagogy in light of business classes require collaborative learning through group work.
Chapter VI-Staffing

1. The administration has supported replacing some faculty in the business program at Ammerman and East when faculty retire or leave. This has not happened at West. Over in the last 10 years no new faculty lines have been established in the business programs.
MAJOR RECOMMENDATIONS

Chapter I: Introduction

1. To continue to offer these two degree programs, 207 and 315, in the business department at SCCC.

2. These entrance requirements for 207 should be maintained to assure the academic ability of 1st year 207 students is adequate for the business courses in the 207 program.

2a. The probationary status code (207-P) should be reviewed by the business faculty.

3. The mission statement should be reviewed at the advisory board meetings conducted among the three campuses.

4. To include these past recommendations as part of an implementation plan developed for this review, within the focus of the program at the current time.

Chapter II: Program Goals and Objectives

1. To develop a 4-year transfer matrix to visualize for students their transfer possibilities.

2. The student learning outcomes need to be communicated to all full time faculty and adjuncts on the three campuses.

2a. The course objectives need to reflect the student learning outcomes established for the program. A committee should be formed to review business course syllabi.

3. The tri-campus faculty advisory committee should periodically review external agencies to assure the student learning outcomes are current.

3a. The tri-campus faculty advisory board for the business program should form a subcommittee to review the needs of the local business community and other outside agencies to assure the program reflects the current trends in business.
Chapter III: Curriculum

1. The College continues to support the academic chair of Business participating in the SUNY Council of 2- and 4-year schools of business.

2. The Academic Chair create a course grid reflecting the old and new designations to assure all faculty, full and part time, are aware of the changes.

3a. Replace Freshman Seminar (OS 15) with College/Workplace Skills Seminar (BU15).

3b. Consider replacing the CS elective with Computing for Business (BA22).

4. Develop the new 207 business capstone course and propose to the College curriculum committee in fall 2002.

5. Review the curriculum to revise the requirements to assure 7 of the 10 SUNY GE requirements are met.

6. To form a tri-campus business faculty committee that will interface with the business advisory board regularly. This will strengthen the relationship between the College business program and the business advisory board.

7. To establish an implementation plan for the proposed assessment measure in AY2002-03. This plan will include consultation with Institutional Research to establish content validity and reliability testing for the measure and rubric.

7a. To propose the new capstone course to the College curriculum committee in Fall 2002 as the vehicle to administer the assessment measure.

7b. To develop a rubric, to apply to the case study, to measure student learning outcomes in AY2002-03.

8. To advocate all fulltime and adjuncts are incorporating Internet exercises into their classroom instructional activities.
9. To offer more business courses which are supported with a hybrid course design. This would require faculty to attend college sessions on designing hybrid courses.

9a. To encourage faculty to consider offering additional business courses in an on-line format.

10. To consider developing additional formal articulations with 4-year colleges in 2+2 and 2+3 formats.

10a. To develop a transfer matrix to visualize these articulations to students and faculty. Set up a system to make students aware of the various articulation agreements.

Chapter IV - Students

1. To continue the positive enrollment trend:

⇒ Promotional material developed for the program should reflect the increased demand for business graduates and the transferability of the A.S. degree to four year institutions.

⇒ The business program should develop a college-wide business website with links to each campus business program. This will be one of the marketing tools for the business program.

⇒ The business club should make an effort to involve new students in their activities.

⇒ The business club can participate in the market of the program, i.e., attending high school recruitment efforts.

⇒ The business club should explore with students future career opportunities.

⇒ Use the new business freshman seminar as a retention tool by connecting the new students to business faculty early in their coursework.

⇒ Provide literature appropriate to the business program to the admissions office for recruitment.

2. The academic chair, in consultation with the tri-campus business faculty advisory committee should review advising procedures.
Chapter V-Resources

1. Library

Ammerman – Maintain research assignments incorporated into business courses; Academic Chair to review syllabi of part-time and full-time faculty teaching in business program to assure research is reflected in assignments.

West – The Chair at West will address, with full-time and part-time faculty, including more research assignments into required business classes.

East – The Assistant Dean at East will address, with business faculty (part-time and full-time), incorporating assignments requiring research and auxiliary readings beyond the textbook into business courses.

Overall, all three campuses must work with library faculty to assure holdings are current and databases relevant to the business discipline are available for students.

College/Workplace Skills Seminar (BU15) and Introduction to Business (BA11) should include an introduction to the importance of information literacy by library faculty and faculty should reinforce research in course assignments.

2. The tri-campus faculty advisory committee should generate a list of updated book and media requests for each campus.

3. Every classroom utilized by the business program must have Internet access capability with proxima projectors to assure technology is current in the curriculum.

4. Class size in business courses should be reduced to accommodate the classroom space required for collaborative work. This reduction will also support a safe teaching and learning environment.
Chapter VI – Staffing

1. The business program needs to assess new faculty lines on all 3 campuses that will assure the program maintains relevance. This new line can fill a void, such as, e-commerce and entrepreneurship, both electives in the 207 program.
APPENDIX

A. Catalogue Description of 207 (see p. 98-catalogue) with course breakdown over 4 semesters. p. 57

B. BU15 College/Workplace Seminar Course Syllabus p. 58

C. BU15 College/Workplace Seminar Course Outline p. 61

D. BA22 Computing for Business Course Proposal p. 64

E. BA22 Computing for Business Course Syllabus p. 66

F. BA22 Computing for Business Course Outline p. 69

G. Draft Course Proposal for Capstone Course p. 72

H. Copy of all surveys
   1. Non-Returning Student Survey p. 78
   2. Current Student Survey p. 79
   3. Graduate Student Follow-Up Survey p. 81

I. Sample Articulation Folder with Dowling p. 83

J. Campus Library Data
   1. Ammerman Campus p. 84
   2. West Campus p. 88
   3. East Campus p. 92
I. COURSE TITLE: Workplace Skills Seminar

CATALOG DESCRIPTION:

This course is designed to expose students to the general skills needed for success in the workplace. It will connect the college experience and its impact on the students’ skills necessary to compete in the world of work.

II. COURSE OBJECTIVES:

Upon the completion of this course, the students will be able to demonstrate:

1. an understanding of the work place skills required by industry.
2. greater insight into diversity in the workplace.
3. and understanding of basic time management, goal setting, writing skills necessary to be successful in the workplace and school.
4. an appreciation of teamwork and conflict resolution.
5. an understanding of resume creation, interviewing and letter writing needed to obtain employment.
6. greater insight into making the transition to the world of work.
7. an understanding of the connection of college programs, the college and the world of work.
8. an ability to use the college resources to advance the students career objectives.
III. SPECIAL INSTRUCTIONS/INFORMATION FOR THE TEACHER:

A. Prerequisite to the course: None

B. This course would be required of all students in all of the Business, Accounting, and Technology programs. It is also recommended for all students as an alternative to CS15.

C. None

D. External Jurisdictions: None

E. Supporting Information:
   A wealth of appropriate video and film is available through the Library (AV Department) and within the department. The New York Times business section and the Wall Street Journal serve as useful resources.

IV. REQUIRED TOPICS: (18 3/4 HOURS)

1. Course Introduction 1 hr. 15 min.
2. Basic Skills 1 hr. 15 min.
3. Workplace Diversity 1 hr. 15 min.
4. Goal Setting 1 hr. 15 min.
5. Library Visit 1 hr. 15 min.
6. Managing Time and Money 1 hr. 15 min.
7. Basic Skills Needed for School and Business Success 1 hr. 15 min.
8. Career Counselor Visit 1 hr. 15 min.
9. Develop Personal Marketability for Successful Employment 1 hr. 15 min.
10. Business Programs 1 hr. 15 min.
11. Resources for Success in School and at Work 1 hr. 15 min.
12. Entering the World of Work 1 hr. 15 min.
13. Interface of College and Career/Work 1 hr. 15 min.
14. Job Success 1 hr. 15 min.
15. Exam 1 hr. 15 min.
APPENDIX C

SUFFOLK COUNTY COMMUNITY COLLEGE
WORKPLACE SKILLS SEMINAR
COURSE OUTLINE

CATALOG NO:  BU15  COURSE TITLE:  College/Workplace Skills Seminar

INSTRUCTOR:  Prof. S. Saltzman  SEMESTER:

OFFICE:  R317  PHONE NO:  451-4032


COURSE DESCRIPTION:

This course is designed to expose students to the general skills needed for success in the workplace. It will connect the college experience and its impact on the students’ skills necessary to compete in the world of work.

OBJECTIVES OF THE COURSE:

Upon the completion of this course, the students will be able to demonstrate:

1. an understanding of the workplace skills required by industry.

2. greater insight into diversity in the workplace.

3. an understanding of basic time management, goal setting, writing skills necessary to be successful in the workplace and school.

4. an appreciation of teamwork and conflict resolution.

5. an understanding of resume creation, interviewing and letter writing needed to obtain employment.

6. greater insight into making the transition to the world of work.

7. an understanding of the connection of college programs, the college and the world of work.
8. an ability to use the college resources to advance the students career objectives.

STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

Students are expected to complete the following requirements in order to receive credit for the course:

1. Read assigned chapters in the text.
2. Obtain a passing grade on the exam.
3. Regularly attend and participate in classroom activities.
4. Submit all written work as assigned with an average of D or better.

GRADING PRACTICES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Skills Inventory Report</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Career and Curriculum Report</td>
<td>20%</td>
</tr>
<tr>
<td>2-Year Action Plan</td>
<td>20%</td>
</tr>
<tr>
<td>Campus Resource Project</td>
<td>10%</td>
</tr>
<tr>
<td>Library Unit Report</td>
<td>10%</td>
</tr>
<tr>
<td>Test</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

RULES CONCERNING STUDENTS ABSENCE AND LATENESS:

All students are expected to attend every class session of each course for which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The College defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness may lead to failure in a course or removal from the class roster.

WEEKLY OUTLINE OF TOPICS TO BE COVERED (to be used as a guide and may...
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TEXT READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Choosing Your Equipment: Finding the Right Mind Set</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Today’s World: The Diversity In the Workplace</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Keys to the Took Kit: Unlock Personal Power</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Library Visit</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Managing your Time and Money: Making the most of Key Resources</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Sharpening your Tools: Your Basic Skills</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Career Counselor Visit</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Becoming Marketable in the Work Place: Getting the Job Done through Communication</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Business Programs and Career Forms</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Tools that Create Opportunity: Resources to Power your Job Search</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>Putting your Tools to Good Use: Entering the World of Work</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Interface: College and Career/Work</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>Packing up your Tool Kit: Standing out o the Job</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>TEST</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office: R317</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone: 451-4032</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office Hours:To be announced</td>
<td></td>
</tr>
</tbody>
</table>
I. STATEMENT OF OBJECTIVES
   Introduce business applications and problems that can be solved using technology. Decision making and problem solving from business data via technological application and electronic methodologies.

II. RELATIONSHIP TO STUDENTS
   A. Eligibility - Primarily business students -- open to all with permission
   B. Credit - Four Credits
   C. Required
   D. Transferability - Will transfer as lower level elective
   E. Proposed cycle for offering - Spring and Fall
   F. Estimate of student enrollment - Average 153 New full time students in Curriculum 315
      Average of 61 Part-time students (last three year average)
      We also expect students in the 207 Curriculum to be taking this course. Open to all General Students.
   G. Prerequisites and/or corequisites - OT24 or equivalent.

III. RELATIONSHIP TO FACULTY
   A. Number available to teach proposed course - 4
   B. Number of other staff positions required - none
   C. Disciplines required and/or minimum preparation in order to teach the course. Business degree and 315/20 use as BA elective in other business programs.

IV. RELATIONSHIP TO LIBRARY
   A. No additional books, periodicals or visual aids needed.
   B. No audio-visual equipment required.
   C. No additional books or periodicals need to be ordered.
   D. No additional audio visual instructional material.

V. RELATIONSHIP TO EXISTING CURRICULUM AND/OR COURSES
   A. Is this course a substitution for an existing course or an addition? No.
   B. How is this course different from existing courses? This course will emphasize solving business problems, business analysis and decision-making using computers.
   C. Effect on curriculum offerings of the college. None
D. Not offered in General Studies

VI RELATIONSHIP TO OTHER COLLEGES AND/OR CAREER GOALS
A. Two year colleges offering this course: SUNY Farmingdale, Nassau Community College
B. Four-year colleges in NY state that offer course:
   1. CW Post (MGT 18);
   2. SUNY Albany (B Msi 215);
   3. Hofstra University (BCIS 10);
   4. Adelphi University (BFD 271);
   5. SUNY Old Westbury (BU 4130);
   6. Plattsburgh (MGM 272)
C. This course equivalent is required of freshmen and sophomore at the above listed colleges and universities.
D. Application to Career objectives

VII. ADDITIONAL COSTS

Utilize OT/IP/CIS/BA Technology Classrooms
APPENDIX E

Approvals: SUFFOLK COUNTY COMMUNITY COLLEGE
AMMERMAN CAMPUS

Academic Chair

COURSE SYLLABUS FOR BA22

Asst. Dean

I. COURSE TITLE: Computer for Business Applications

II. CATALOG DESCRIPTION

State of the art computer skills as they relate to the business major. Emphasis on an integrated, problem-solving approach. This course will train business students to make bottom-line decisions using “what if” models and decision trees. Business presentations skills will be presented using PowerPoint. Current technological business research skills will be emphasize. The students will be required to construct a one-page business Web Site.

Pre or Co-Requisites: OT24 or Challenge Exam for Keyboarding or equivalent

III. BEHAVIORAL OBJECTIVES

Upon completion of the course, the student will be able to:

a. integrate desktop programs to process complex business information.

b. demonstrate electronic messages, appointments, contacts, tasks, and electronic downloads.

c. utilize the Business Plan using (Excel) for the analytical skills, (PowerPoint) for the presentation skills, and (Outlook) for the organizational skills.

d. perform advanced business charting using Excel.

e. utilize business communication skills through group presentations and team projects.

f. construct a basic business web page.

g. conduct various business analysis using Excel.
INSTRUCTOR’S NOTE: Underlined statements must be inserted verbatim in individual course outlines.

IV. SPECIAL INSTRUCTIONS/INFORMATION FOR THE INSTRUCTOR:

A. Prerequisite to this course: OT24 Keyboarding or Challenge Exam for Keyboarding or equivalent.

B. Programs that require this course:
   1. Revised Business Administration/A.A.S. Degree (315)

C. Courses which require BA22 as a prerequisite or corequisite: None

D. External Jurisdictions: None

E. Supporting Information:
   Special Materials: Computer lab with the appropriate formentioned software.

F. Evaluation of Student Achievement:
   1. Textbook and handout assignments.
   2. All classwork will be keyed, grammar checked, printed and stored on a 3.5” disk to be used daily.
   3. Students will be required to utilize the computer outside of class for additional e-mail and Web assignments.
   4. Exam I -- Outlook, Word, and PowerPoint
      Exam II-- PowerPoint and Excel
      Exam III -- Presentation -- Original Web Page Design

V. COURSE CONTENT:

<table>
<thead>
<tr>
<th>Required Topics</th>
<th>Approx. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Outlook</td>
<td>8</td>
</tr>
<tr>
<td>MS Word (&amp; Graphics)</td>
<td>8</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>8</td>
</tr>
<tr>
<td>Excel</td>
<td>10</td>
</tr>
<tr>
<td>Front Page</td>
<td>10</td>
</tr>
<tr>
<td>Navigation Structure (Hyperlinks &amp; Visual)</td>
<td>6</td>
</tr>
<tr>
<td>Flash</td>
<td>2</td>
</tr>
<tr>
<td>Integrated Simulation and Presentations</td>
<td>6</td>
</tr>
<tr>
<td>Tests</td>
<td>2</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>60</td>
</tr>
</tbody>
</table>
APPENDIX F
SUFFOLK COUNTY COMMUNITY COLLEGE
AMMERMAN CAMPUS
COURSE OUTLINE

DEPARTMENT: Business Administration SEMESTER

COURSE: BA22 COMPUTING FOR BUSINESS APPLICATIONS

CATALOG DESCRIPTION

State of the art computer skills as they relate to the business major. Emphasis on an integrated, problem-solving approach. This course will train business students to make bottom-line decisions using “what-if” models and decision trees. Business Presentation skills will be presented using Powerpoint. Current technological business research skills will be emphasized - - The students will be required to construct a one-page business Web Site.

Pre or Co-requisite OT24 or Challenge Exam for Keyboarding or equivalent.

BEHAVIORAL OBJECTIVES

Upon completion of the course, the student will be able to:
   a. integrate desktop programs to process complex business information.
   b. demonstrate electronic messages, appointments, contacts, tasks, and electronic downloads.
   c. utilize the Business Plan using (Excel) for the analytical skills, (Power point) for the presentation skills, and (Outlook) for the organizational skills.
   d. perform advanced business charting using Excel.
   e. utilize business communication skills through group presentations and team projects.
   f. construct a basic business web page.
   g. conduct various business analysis using Excel.

MATERIALS

Textbook: To be announced

(6) 3.5" high density computer disks
Diskette carrying case

STUDENT REQUIREMENTS FOR COMPLETION OF COURSE

1. All textbook and handout assignments must be completed. Assignments will be collected prior to the beginning of class.
2. Completed assignments must be keyed, grammar checked, printed, and stored on a 3.5" disk for retrieval if necessary. Students should have classwork disks available during each class period. Students should plan for access to a computer either here at the college library, public library or at home, since many assignments reflect business trends related to e-mail and the Web.

3. One Exam -- Outlook, Word and Power point
   One Simulation -- Power point and Excel
   One Presentation - Original Web Page Design

GRADING POLICY

1. Assignments -- Reading, Researching, Internet Assignments 20%
2. One Exam Outlook and Graphics 25%
3. One Simulation - Excel Charting 25%
4. Presentation of Original web page design 30%

AUDIO-VISUAL MATERIAL TO BE USED

   Classroom with computer stations
   Overhead computer projection screen
   Scanner
   Front Page Software loaded to the network

ABSENCE/LATENESS POLICY

   To be designated by instructor

ACADEMIC INTEGRITY -- SCC STUDENT CODE OF CONDUCT

***PLEASE TAKE NOTE***

SCCC STUDENT CODE OF CONDUCT

...Although not all-inclusive, the following actions, activities or behaviors are expressly prohibited:
"Unauthorized or illegal use of College computer facilities or equipment, such as hacking; duplication or unauthorized use of copyrighted software; destruction, unauthorized transfer or alteration of files; unauthorized use of another individual’s identification, password or work."

Any student guilty of the above may receive a failing grade in that class, be dismissed from class and/or be referred to the Dean of Students for further discipline proceedings.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course and Microsoft Outlook</td>
</tr>
<tr>
<td>2</td>
<td>Microsoft Outlook</td>
</tr>
<tr>
<td>3</td>
<td>Graphic Interface Imports for Business Projects using MS Word</td>
</tr>
<tr>
<td>4</td>
<td>Graphic Interface Exports for Business Projects using MS Word</td>
</tr>
<tr>
<td></td>
<td>Exam #1 - Outlook and Graphics</td>
</tr>
<tr>
<td>5</td>
<td>Business Presentations Simulation using Power Point</td>
</tr>
<tr>
<td>6</td>
<td>Business Presentations Simulation using Power Point</td>
</tr>
<tr>
<td>7</td>
<td>Business Charting: using Excel</td>
</tr>
<tr>
<td>8</td>
<td>Business Decisions (Goal Seek) using Excel Worksheets</td>
</tr>
<tr>
<td>9</td>
<td>Business Decision Trees - Excel</td>
</tr>
<tr>
<td></td>
<td>EXAM #2 -- Power Point and Excel Simulation</td>
</tr>
<tr>
<td>10</td>
<td>Introduction to Web Authoring Tools - Front Page</td>
</tr>
<tr>
<td>11</td>
<td>Introduction to Navigation Structure - Hyperlinks and Visual-Uploads and Downloads - Introduction to Flash</td>
</tr>
<tr>
<td>12</td>
<td>Designing a Business Site Web Page</td>
</tr>
<tr>
<td>13</td>
<td>Internet Integrated Simulations and Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Internet Integrated Simulations and Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Presentation of Web Design - Exam #3</td>
</tr>
</tbody>
</table>
APPENDIX G

ORIGINATING CAMPUS: Ammerman/East/West

SUGGESTED RE-REVISION - May 2, 2002/dl

AREA/DIVISION: Business
DEPARTMENT: Business Administration

TITLE: BA XX– Case Studies in Business Administration

CATALOG DESCRIPTION: An advanced, capstone course for Business Administration (A.S.-207) majors to be taken the semester prior to graduation. Working individually and in teams, students will integrate, strengthen, expand, apply and document their business skills and competencies. Through the solution of case studies, students will demonstrate their abilities to think critically, solve managerial, quantitative, and ethical business problems, as well as utilize business-related technology. Other active learning assignments may be included as students are called upon to think globally and exercise effective leadership skills. (1 cr.)

I. STATEMENT OF OBJECTIVES:
Through successful completion of classroom activities and outside assignments A.S. (207) Business Administration majors will demonstrate their ability to effectively:

1. use contemporary business vocabulary and concepts;
2. apply a broad range of information management, quantitative, research, and technological skills to business-related tasks;
3. use critical thinking, problem-solving, and decision-making skills;
4. communicate well orally and in writing;
5. manage business resources through the functions of planning, organizing, staffing, leading, and evaluating.
6. demonstrate the appropriate development and use of business strategies associated with domestic and international business operations, marketing, accounting, and management.
7. identify and explain examples of ethical and social responsibility decisions faced by domestic and international businesses; and
8. discuss how globalization has affected U.S. business practices.

II. RELATIONSHIP TO STUDENTS
A. Eligibility: Students must be enrolled in the Business Administration A.S. degree program (207) and be in their final stage of study. Generally this would require
the student to have completed 75% of the degree program prior to enrolling for BA XX.

B. Credit: One (1) credit hour.

C. Required/Elective: BA XX is a required business course for A.S. (207) majors.

D. Transferability: The Business Administration A.S. (207) program is designed for students interested in business careers who plan to continue their studies toward a baccalaureate degree in Business at a four-year college or university. The instructional design for this course has been developed so that the student may transfer this course as business elective credit, or general elective credit, at the senior institution.

E. Proposed cycle for offering: BA XX will be offered in the Fall, Winter, Spring, and Summer day and evening master schedules to provide potential graduates with the ability to complete their degrees throughout the academic year.

F. Estimate of Student Enrollment: Approximately seventy day students and thirty evening and weekend students per fall and spring terms, with an additional thirty students in winter and summer sessions combined.

G. Prerequisites and/or co requisites: This course will be restricted to Business Administration A.S. majors (207). Students must have successfully completed 45 degree credits and completed EG11-Standard Freshman Composition, AC12-Principles of Accounting II, BA51-Management Principles and Practices, BD57-Marketing, and BL71-Business Law I. Enrollment may also be obtained by permission of an area administrator.

III. RELATIONSHIP TO FACULTY
   A. Number of current faculty available to teach proposed course:
      A minimum of ten full-time faculty are available to teach sections of BA XX. No additional faculty are required.
   B. Number of other staff positions required: None
   C. Discipline(s) required and/or minimum preparation in order to teach the course:
      Full-time faculty certified to teach course offerings in business administration and related business programs.

IV. RELATIONSHIP TO LIBRARY
   A. Books, periodicals, and audio-visual materials now available in Library: Existing collections support this capstone academic experience. Continuous updating of business collections will be required to support contemporary content.
   B. Audio-visual equipment required: VCR/DVD/TV is available in department as well as through the Library.
   C. Additional books, periodicals, and resource material: International business dictionaries, globes, maps, and business software upgrades may be required.
   D. Additional A.V. instructional materials: Updated videos or CD’s on contemporary business practices should be reviewed for rent or purchase.

V. RELATIONSHIP TO EXISTING CURRICULUM AND/OR COURSES
A. This is a new course that is a graduation requirement.
B. This course is a capstone course designed to integrate, strengthen, expand, apply, and document the business student’s domestic and global business competencies.
C. This course will provide a vehicle for graduating business students to analyze and synthesize their learning experiences in other courses in the Business Administration A.S. program.
D. Not applicable.

VI. RELATIONSHIP TO OTHER COLLEGES AND/OR CAREER GOALS
It is anticipated that this capstone course will both demonstrate and strengthen transfer business student’s academic skills. Moreover, it is expected that student’s will be able to explore a variety of business areas in anticipation of selected a “major” at the transfer institution.

ADDITIONAL COSTS
Not applicable.

VII. COURSE OUTLINE (Follows)
COURSE: BA-XX- Case Studies in Business Administration

INSTRUCTOR: Instructional Staff

TEXTBOOK: To be determined. Students will be advised to utilize their textbooks from previous business courses to assist in case solutions.

CATALOG DESCRIPTION: An advanced, capstone course for Business Administration (A.S.-207) majors to be taken the semester prior to graduation. Working individually and in teams, students will integrate, strengthen, expand, apply and document their business skills and competencies. Through the solution of case studies students will demonstrate their abilities to think critically, solve managerial, quantitative, and ethical business problems, as well as utilize business-related technology. Other active learning assignments may be included as students are called upon to think globally and exercise effective leadership skills. (1 cr.)

COURSE OBJECTIVES: Through successful completion of classroom activities and outside assignments A.S. (207) Business Administration majors will demonstrate their ability to effectively:
1. use contemporary business vocabulary and concepts;
2. apply a broad range of information management, quantitative, research, and technological skills to business-related tasks;
3. use critical thinking, problem-solving, and decision-making skills;
4. communicate well orally and in writing;
5. manage business resources through the functions of planning, organizing, staffing, leading, and evaluating;
6. demonstrate the appropriate development and use of business strategies associated with domestic and international business operations, marketing, accounting, and management.
7. identify and explain examples of ethical and social responsibility decisions faced by domestic and international businesses; and
8. discuss how globalization has affected U.S. business practices.

PROCEDURES FOR ACCOMPLISHING OBJECTIVES:
The predominant instructional methods used in BA XX will be case study analysis and discussion. However, the instructor may also use other active learning methodologies including discovery, project development, and other problem-solving techniques to meet the course objectives. Classroom work will be supplemented with audio-visual materials, handouts, team assignments, and individual research activities.

STUDENT REQUIREMENTS FOR COMPLETION OF BAXX:

Students are expected to arrive promptly and attend class regularly.

(1) Development and timely submission of case study assignments and all other required assignments, and (2) active participation in class activities, is required to successfully complete BAXX. To enhance learning, it is highly recommended students (1) read the section “Student Policies” on pages 60-61 of the current college catalog, (2) read assignments prior to class and (3) create study teams.

ATTENDANCE POLICY:
All students are expected to attend every class session for which they are registered. Students are responsible for all that transpires in class whether or not they are in attendance. The College defines excessive absence or lateness as more than the equivalent of one week of class meetings during the semester. Excessive absence or lateness may lead to failure or removal from the class roster. Please keep me informed of any situation or health issue that may cause you to be away from class.

GRADING SYSTEM:
The grading system used is described on page 53 of the current college catalog. Final grades will be determined using the following formula:
Case Study analysis and solutions ................................. 80%
(An alternative assignment may be substituted for a case study at the discretion of the faculty member)

Faculty evaluation of student’s in-class work .......................... 20%
(includes individual and group activities)

TOTAL 100%

STUDENT MEETINGS:
Office Location XXXXXXXXXXXXXXXX      Tele. 631.XXX.XXXX
E-Mail-XXXXXX@sunysuffolk.edu
Office Hours: Posted on office door and in classroom

SUGGESTED WEEKLY OUTLINE OF TOPICS COVERED: The outline below is offered as a general guideline for students to follow as we progress through the semester. *Topic coverage may vary.*

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be determined</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*To be determined*

NOTE: Casework assignment formats and dates for discussion will be announced in class and posted in the classroom. I look forward to working with you this semester.

Prof. XXXXXXXXXXX
APPENDIX H-1 Non Returning Survey
APPENDIX H-2 continued
APPENDIX H-3 Graduate Follow Up Survey
APPENDIX J-1

CAMPUS LIBRARY DATA FOR ACADEMIC PROGRAM REVIEW

Campus library    Ammerman

Statistical base year    2000-2001

Discipline with classmark(s)    Business Administration
    HD28-88,2321-8943;HF5001-6182;HG4001-4280,4501-6051;K1327-1333,1715-1814;KF3351-3372,3407-3427

I. TEACHING

1. Number of library lectures conducted for the program.
    8

2. Number of library workshops (program class visits w/assignments
    0

3. Review program course outlines for library assignments (analyze in report).
    10,835

4. Campus head count enrollment (use Fall data).
    734

5. Program head count enrollment (use Fall data).
    6.8%

6. What percentage of the total campus enrollment is the program enrollment?
    (No. 5 divided by No. 4 x 100).

II. BOOKS

1. Number of circulating and reference titles in the campus collection.
    108016

2. Number of circulating and reference titles that support the program.
    3338

3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)
    3.1%

4. Median age of circulating and reference titles that support the program.
    1976

5. Number of books circulated in the base year.
    7919

6. Number of books circulated that support the program.
    246

7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)
    3.1%
9 8. Number of books that support the program borrowed on intercampus and interlibrary loan.

5883 9. Number of book titles added to the campus collection in the last 5 years of the program review cycle.

189 10. Number of book titles that support the program added to the campus collection in the last 5 years of the program review cycle.

3.2% 11. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program? (No. 10 divided by No. 9 x 100)

III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

470 Current 1. Total number of periodical titles in the campus collection.
583 cancelled or ceased

67 2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)

6.4% 3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)

11,800 4. Number of periodicals circulated.

376 5. Number of periodicals circulated that support the program.

3.2% 6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)

31 7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.

3 8. Number of periodical subscriptions to support the program added to the campus collection in last 5 years of the program review cycle.

9. Attach an alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

IV. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

1890 1. Total number of software uses in Media Resource Center.
2. Number of programmatic software uses in Media Resource Center. (a+b below)

   a. Local collection (include unique and duplicate titles located at the campus).
   b. College-wide collection.

   290

3. Describe age, quality and usage of equipment by type and/or any unique needs for this program. (See Attachment)

B. Campus Classroom Services

1. Number of software uses in the classroom

   6836

2. Number of programmatic software uses in the classroom. (a+b+c+d below)

   a. Central collection
   b. Local collection
   c. Rental
   d. ILL

   n/a

3. Number of hardware uses in the classroom for the program.

4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program. (See Attachment)

C. College-Wide Media Collection (housed at Ammerman)

1. Total number of media titles.

   2863

2. Number of media titles to support the program.

   94

3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

   3.2

4. Number of media titles to support the program by format.

   A: Audiotape
   Not used
   OFS: Filmstrip
   SLD: Slide Set
   V: ¼" Videotape
   V: ¾" Videotape
   VX: Videodisc
   16mm: all films
0 CD ROM

n/a 5. Median age of software, if possible.

48 6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations, if other than college-wide collection at Ammerman. (See sample format attached.)
APPENDIX J-2

CAMPUS LIBRARY DATA FOR ACADEMIC PROGRAM REVIEW

Campus library  West

Statistical base year  2000-2001

Discipline with classmark(s)  Business Administration
   HD28-88,2321-8943;HF5001-6182;HG4001-4280,4501-6051;K1327-1333,1715-1814;KF3351-3372,3407-3427

I. TEACHING

1. Number of library lectures conducted for the program.  3
2. Number of library workshops (program class visits w/assignments)  0
3. Review program course outlines for library assignments (analyze in report).  5917
4. Campus head count enrollment (use Fall data).  130
5. Program head count enrollment (use Fall data).  2.2
6. What percentage of the total campus enrollment is the program enrollment? (No. 5 divided by No. 4 x 100).  

II. BOOKS

1. Number of circulating and reference titles in the campus collection.  40535
2. Number of circulating and reference titles that support the program.  1637
3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)  4.0%
4. Median age of circulating and reference titles that support the program.  1986
5. Number of books circulated in the base year.  4744
6. Number of books circulated that support the program.  187
7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)  3.9%
8. Number of books that support the program borrowed on intercampus and interlibrary loan.

9. Number of book titles added to the campus collection in the last 5 years of the program review cycle.

10. Number of book titles that support the program added to the campus collection in the last 5 years of the program review cycle.

11. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program? (No. 10 divided by No. 9 x 100)

III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

1. Total number of periodical titles in the campus collection.

2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)

3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)

4. Number of periodicals circulated.

5. Number of periodicals circulated that support the program.

6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)

7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.

8. Number of periodical subscriptions to support the program added to the campus collection in last 5 years of the program review cycle.

9. Attach an alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

IV. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

1. Total number of software uses in Media Resource Center.

2. Number of programmatic software uses in Media Resource Center. (a+b below)
a. Local collection (include unique and duplicate titles located at the campus).

b. College-wide collection.

3. Describe age, quality and usage of equipment by type and/or any unique needs for this program.

B. Campus Classroom Services

N/A  1. Number of software uses in the classroom

16  2. Number of programmatic software uses in the classroom.  (a+b+c+d below)

16  a. Central collection

0  b. Local collection

0  c. Rental

16  d. ILL

25  3. Number of hardware uses in the classroom for the program.

4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program.

C. College-Wide Media Collection (housed at Ammerman)

2863  1. Total number of media titles.

94  2. Number of media titles to support the program.

3.2  3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

4. Number of media titles to support the program by format.

0 A: Audiotape

Not used OFS: Filmstrip

2 SLD: Slide Set

In the process of being discontinued V: ¾” Videotape

92 VH: ½” Videotape

0 VX: Videodisc

n/a 16mm: all films
5. Median age of software, if possible.

6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations, if other than college-wide collection at Ammerman. (See sample format attached.)
### CAMPUS LIBRARY DATA FOR ACADEMIC PROGRAM REVIEW

Campus library: **EAST**

Statistical base year: **2000-2001**

**Discipline with classmark(s):** Business Administration  
HD28-88, 2321-8943; HF5001-6182; HG4001-4280, 4501-6051; K1327-1333, 1715-1814; KF3351-3372, 3407-3427

#### I. TEACHING

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1. Number of library lectures conducted for the program.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>2. Number of library workshops (program class visits w/assignments)</td>
<td></td>
</tr>
<tr>
<td>2,232</td>
<td>3. Review program course outlines for library assignments (analyze in report).</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>4. Campus head count enrollment (use Fall data).</td>
<td></td>
</tr>
<tr>
<td>2.24%</td>
<td>5. Program head count enrollment (use Fall data).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. What percentage of the total campus enrollment is the program enrollment? (No. 5 divided by No. 4 x 100).</td>
<td></td>
</tr>
</tbody>
</table>

#### II. BOOKS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30789</td>
<td>1. Number of circulating and reference titles in the campus collection.</td>
<td></td>
</tr>
<tr>
<td>1214</td>
<td>2. Number of circulating and reference titles that support the program.</td>
<td></td>
</tr>
<tr>
<td>3.9%</td>
<td>3. What percentage of the total number of circulating and reference titles in the campus collection is the number of circulating and reference titles that support the program? (No. 2 divided by No. 1 x 100)</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>4. Median age of circulating and reference titles that support the program.</td>
<td></td>
</tr>
<tr>
<td>2906</td>
<td>5. Number of books circulated in the base year.</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>6. Number of books circulated that support the program.</td>
<td></td>
</tr>
<tr>
<td>2.9%</td>
<td>7. What percentage of the total number of books circulated is the number of books circulated that support the program? (No. 6 divided by No. 5 x 100)</td>
<td></td>
</tr>
</tbody>
</table>
8. Number of books that support the program borrowed on intercampus and interlibrary loan.

2323

9. Number of book titles added to the campus collection in the last 5 years of the program review cycle.

88

10. Number of book titles that support the program added to the campus collection in the last 5 years of the program review cycle.

3.8% 

11. What percentage of the total number of titles added in the last 5 years of the program review cycle is the number of titles added to support the program? (No. 10 divided by No. 9 x 100)

III. PERIODICALS

NOTE: For holdings, count only the latest official titles, both active and inactive.

275  1. Total number of periodical titles in the campus collection.

23  2. Number of periodical titles that support the program. (For broader programs, i.e., Humanities, be as inclusive as necessary.)

8.36%  3. What percentage of the total number of periodical titles is the number of titles that support the program? (No. 2 divided by No. 1 x 100)

2,527  4. Number of periodicals circulated.

111  5. Number of periodicals circulated that support the program.

4.4%  6. What percentage of the total number of periodicals circulated is the number of periodicals circulated that support the program? (No. 5 divided by No. 4 x 100)

3  7. Number of periodical articles that support the program borrowed on intercampus and interlibrary loan.

1  8. Number of periodical subscriptions to support the program added to the campus collection in last 5 years of the program review cycle.

9. Attach an alphabetical list of periodical titles with holdings in the discipline. (See sample format attached.)

IV. MEDIA SOFTWARE, EQUIPMENT AND SERVICES

A. Campus Media Resource Center

31  1. Total number of software uses in Media Resource Center.

2. Number of programmatic software uses in Media Resource Center. (a+b below)
a. Local collection (include unique and duplicate titles located at the campus).

b. College-wide collection.

3. Describe age, quality and usage of equipment by type and/or any unique needs for this program.

B. Campus Classroom Services

1. Number of software uses in the classroom
   475
   2

2. Number of programmatic software uses in the classroom. (a+b+c+d below)

   2
   2
   a. Central collection
   c. Rental
   b. Local collection
   d. ILL

3. Number of hardware uses in the classroom for the program.

4. Describe the age, quality and usage of equipment by type and/or any unique needs for this program.

C. College-Wide Media Collection (housed at Ammerman)

1. Total number of media titles.
   2863
   94

2. Number of media titles to support the program.

3. What percentage of the total number of media titles is the number of media titles to support the program? (No. 2 divided by No. 1 x 100)

4. Number of media titles to support the program by format.
   0 A: Audiotape
   Not used OFS: Filmstrip
   2 SLD: Slide Set
   In the process of being discontinued V: ¾” Videotape
   discontinued VH: ½” Videotape

   92
0 VX: Videodisc
n/a 16mm: all films
0 CD ROM

5. Median age of software, if possible.

n/a
48

6. Number of media titles to support the program added to the collection in the last 5 years of the program review cycle.

7. Attach an alphabetical list of media titles to support the program with campus locations, if other than college-wide collection at Ammerman. (See sample format attached.)