

**Bergen Community College
Division of Business, Arts, and Social Sciences**



**Business Administration Department
Self-Study Report**

**Prepared by
The Business Department Faculty**

**Revision of the May 2016 Report
August 3, 2016**

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OVERVIEW

Prepared by Assistant Professor Mary Ryan, MS, CPA

This program review explores the effectiveness of the Business Department at Bergen County Community College vis-a-vis our stated mission and goals. This self-assessment has a focus not only on the Department's achievements, but, also, those areas where that may need improvement. The report is a collaborative and creative endeavor to capitalize on the strengths of the Department as well as to identify strategies to further enhance departmental objectives. This evaluation uses available quantitative and qualitative data to develop both current and long-range strategies to achieve the Department's mission.

The Program Review Committee is comprised of the spectrum of the Business Department and the Bergen County Community College Administration. The committee is headed up by Robert Saldarini, Chairperson of the Business Department and Team Chair. The Accounting faculty members on the committee are Christopher Mayer, Florence McGovern and Mary Ryan. The Business faculty members on the committee are Lucy Caruso-Dean, Barry Freeman, William Huisking, and Pierre Laguerre. Others involved with the Program Review process include Laura Ochoa, Interim Dean, Division of Business, Arts and Social Sciences; Carmen Martinez-Lopez, former Dean, Division of Business, Arts and Social; William Mullaney, Vice-President of Academic Affairs; and, Tonia McKoy and the staff at the Office of Institutional Research.

The mission and goals of Bergen Community College's Business Department complement the missions and goals of the College. The Department aspires to produce dynamic learning that supports collaboration and student knowledge and proficiency, in this case, within the various disciplines constituting business education. The faculty strive to help students develop the knowledge and skills that they need to be successful in their chosen fields within today's extremely competitive twenty-first century economy.

The following mission statement was developed as part of this current program review:

The mission of Bergen Community College's Business Department is to provide students with a solid foundation of knowledge relative to the field of business and related subject areas while developing the communication skills necessary to advance in today's 21st century business environment. The Department strives to maximize student success whether they plan to seek immediate employment in their chosen field, transfer to a four-year institution, or simply enhance their job skills. Specifically, the Department offers the following three program types to meet their educational needs required by employers and universities.

- Associate in Science (A.S.) Degree in Professional Studies- Business Administration and related Options
- Associate in Applied Science (A.A.S.) Degree in Business Administration and related Options
- Certificates of Achievement (COA) in Business Administration and related Options

The Bergen Community College's Business Department's review encompasses three distinct areas, Accounting, Business, and Finance. (While Hotel and Restaurant Management is associated with the Business Department, this academic discipline is conducting its own review and self-assessment. Therefore, the Discipline is not included as part of this study.) Within each of the aforementioned areas,

there are three separate programs of study to advance the specific needs required by potential employers or four-year colleges and universities.

The most popular course of study is the Associate in Science Degree (A.S.) for students in Accounting, Business, and Finance, who aspire to continue their education after matriculating from Bergen Community College to another institution of higher education. The Business Department offers A.S. Degrees in Business Administration, Business Accounting, International Trade, Business Management, Business Marketing, and Non-Profit Business Management. Using a four-year average from 2011 through 2014, (absent the Hotel and Restaurant Management students) there are 1,641 students enrolled in the Business Department's Associate in Science Degree program.

The second most popular course of study offered is the Associate in Applied Science Degree (A.A.S.). The Business Department offers A.A.S. Degrees in Accounting, Banking, e-Business Management, and Business Publishing. The A.A.S. degree caters to those students who plan to leave Bergen Community College and begin gainful employment in their chosen field of study. Using a four-year average from 2011 through 2014, (again discounting the Hotel and Restaurant Management students) there are 359 students enrolled in Business A.A.S. programs.

External Reviewer's Recommendation: *Perhaps the department should review carefully the number of students pursuing the A.A.S. course of study to ascertain which areas are indicating growth and which areas appear to declining.*

Finally, the Business Department at Bergen Community College offers a number of Certificates of Achievement (C.O.A.) for those students who want to enhance their business skill sets. Certificates of Achievement are offered in e-Commerce, Finance, Marketing, and Non-profit Management. Using a four-year average from 2011 through 2014, there are eight students enrolled in our Certificate of Achievement programs.

External Reviewer's Recommendation: *With only eight students enrolled in the Certificate of Achievement programs, serious consideration should be given as to whether this aspect should be continued or temporarily discontinued.*

The total number of students enrolled in all three programs offered by the Business Department presently exceeds 2000. Trend analysis, from 2015 through 2025, predicts increases in the number of jobs in almost all of the target occupations for these programs. As of the Fall 2015, the Bergen Community College Business Department staff consists of eight tenured professors, two lecturers, and 24 adjunct faculty members, a total of 34-professionals to meet the needs of our numerous and diverse student body. With only eight tenured or tenure-track professors to advise these students, the student-to-faculty advisor ratio is 250:1 making it nearly impossible to properly guide the students matriculated in business programs.

This Self-Evaluation and Program Review takes a look at all of the above as it relates to the students, the faculty and staff, the support as well as the greater community at large.

External Reviewer's Recommendation: *With the projections as per trend analysis pertaining to an increase in the number of jobs in almost all of the target occupations for these programs from 2015 - 2025, and with the projection that the growth in students pursuing a two year degree at a community college before pursuing the bachelor degree due to the escalation of the cost of four year college*

tuitions, it is hoped that the institution will favorably consider the hiring of more full time faculty members and counselors to meet these important projections for there appears at present to be a very very low student to faculty ratio. (This is one of the areas that Middle States Commission of Higher Education will be pursuing. On my site visit to the college on May 24th, I had the opportunity to observe a young adjunct Albert Cupo teach a summer session class pertaining to BUS 101 Introduction to Business and I was extremely impressed with his ability to relate to his students.

FOCUS on STUDENTS
Prepared by Associate Professor William Husking, MBA

The Business Department serves students who are enrolled in Business degree, career, and certificate programs – which includes Accounting, Banking and Finance, Not-for-profit Management, as well as a variety of business fields. In addition to formal classes, many students participate in various clubs, organizations and activities affiliated with, or related to, the Business Department; e.g., Future Business Leaders of America and the Business Honor Society. Often faculty assist in the guiding or advising the organizations; thus, providing additional avenues outside of the classroom for the students to engage with their instructors in a different more mentoring type relationship.

External Reviewer's Recommendation: *Perhaps the DECA Club which was so prominent years ago could be once again resurrected, for most of the Bergen County High Schools have active DECA chapters and this could be a source of recruitment for students.*

As shown in the Fall 2014, “Most Popular Majors” table, Business Administration represents the 4th largest enrollment with 665 enrollees behind General Professional Studies, General Liberal Arts, and Criminal Justice, numbers 1, 2, and 3 respectively.

Most Popular Majors, Fall 2014

Program Name	Program Code	Division	Enrollment, Fall 2014
General Professional Studies	AS.PS.GEN	MST	3,331
General Liberal Arts	AA.LA.GEN	AHW	1,682
Criminal Justice	AS.PS.CRIMJ	BSPS	904
Business Administration	AS.PS.BUS.ADM	BSPS	665
Psychology	AA.LA.PSY	BSPS	533

Source: SURE Enrollment File

However, when considering the total number of “options” comprising Business Administration, clearly Business would be the number 3 largest with enrollment of 1530.

Transfer Program Name	Reporting Code	# of Declared Majors				
		2010	2011	2012	2013	2014
Economics	AA.LA.ECON	42	43	49	52	57
Political Science	AA.LA.POLI.SCI	81	85	72	52	57
Psychology	AA.LA.PSY	574	604	556	554	533
Sociology	AA.LA.SOC	60	76	59	50	53
Social Sciences	AA.LA.SOC.SCI	28	22	30	26	25
Women's Studies	AA.LA.WMST	3	4	4	7	1
All Associate of Arts Majors		788	834	770	741	726
General Professional Studies	AS.PS.GEN	2,301	2,604	3,079	3,214	3,331
Computer Science	AS.NSM.COMP.SCI	187	226	244	276	323
Accounting	AS.PS.BUS.ACCT	361	353	371	362	317
Business Administration	AS.PS.BUS.ADM	670	688	719	697	665
Hospitality	AS.PS.BUS.HOSP	3	13	23	33	49
International Trade	AS.PS.BUS.INTL	114	86	67	49	55
Management	AS.PS.BUS.MGMT	394	363	349	309	316
Marketing	AS.PS.BUS.MKTG	216	204	206	195	171
Nonprofit Management	AS.PS.BUS.NONPRF.MGT	4	4	5	5	6
Criminal Justice	AS.PS.CRIMJ	887	940	856	819	904
Early Childhood Education	AS.PS.EARLY.CHILD	0	0	0	10	106
Education	AS.PS.EDUC	333	301	281	274	235
Information Technology	AS.PS.INFO	44	78	99	94	111
Social Work	AS.PS.SOC.WK	157	160	148	143	153
All Associate of Science Majors		5,671	6,020	6,447	6,480	6,742
ALL TRANSFER PROGRAM MAJORS		6,459	6,854	7,217	7,221	7,468

Source: SURE Enrollment File

When considering graduation rates, 2014 had 333 transfer degrees in the Business and Accounting area which represents an almost 22% graduation rate.

Degrees Awarded, Transfer Programs, AY2010 – AY2014

Transfer Program Name	Reporting Code	Degrees Awarded					5yr. Total
		AY2010	AY2011	AY2012	AY2013	AY2014	
Economics	AA.LA.ECON	1	3	-	4	5	13
Political Science	AA.LA.POLI.SCI	3	4	9	5	4	25
Psychology	AA.LA.PSY	46	57	56	57	75	291
Sociology	AA.LA.SOC	5	4	8	4	4	25
Social Sciences	AA.LA.SOC.SCI	2	1	3	3	4	13
Women's Studies	AA.LA.WMST	1	-	1	-	1	3
All Associate of Arts Majors		58	69	77	73	93	370
General Professional Studies	AS.PS.GEN	399	534	624	802	939	3,298
Computer Science	AS.NSM.COMP.SCI	16	14	14	21	27	92
Accounting	AS.PS.BUS.ACCT	71	62	55	84	78	350
Business Administration	AS.PS.BUS.ADM	146	110	132	144	172	704
Hospitality	AS.PS.BUS.HOSP	-	-	3	3	4	10
International Trade	AS.PS.BUS.INTL	17	20	10	17	11	75
Management	AS.PS.BUS.MGMT	75	69	54	54	46	298
Marketing	AS.PS.BUS.MKTG	32	29	24	25	26	136
Criminal Justice	AS.PS.CRIMJ	59	73	74	88	105	399
Early Childhood Education	AS.PS.EARLY.CHILD	-	-	-	13	1	14
Education	AS.PS.EDUC	18	12	7	15	18	70
Information Technology	AS.PS.INFO	5	4	4	8	8	29
Social Work	AS.PS.SOC.WK	11	24	21	16	28	100
All Associate of Science Majors		849	951	1,022	1,290	1,463	5,575
ALL TRANSFER PROGRAM DEGREES AWARDED		907	1,020	1,099	1,363	1,556	5,945

Source: SURE Graduate File

Clearly, students are interested in the business offerings at the College. A significant number of students complete their BCC transfer degrees and move onto many prestigious 4-year programs. Many utilize the over 40 existing articulation agreements with these institutions (e.g., include Berkeley, Binghamton, Columbia, Rutgers, Dominican, Felician, John Jay, Kean, Montclair, NJIT, St. John's, Seton Hall, Wesley, and William Paterson).

External Reviewer's Recommendation: *It is strongly suggested that articulation agreements be updated for currency by contacting these institutions and ascertain whether the same parameters are still valid.*

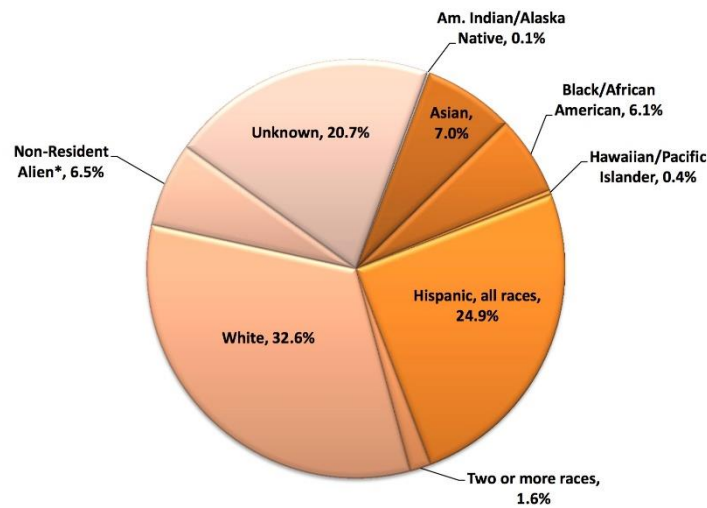
Career and related certificate programs are significantly below with respect to enrollment and that trend is continuing. Data suggest that even though several AAS programs that have value and high enrollment in other community colleges fall short within the Business Department. There is a tendency by advisement personnel for students not to enter these programs. The Department's faculty believe this to be short-sighted and should be revisited to better serve the students.

External Reviewer's Recommendation: *The business department's faculty believe this to be shortsighted and should be revisited to better serve the students.*

Students continue to favor distance learning as a venue to meet their educational needs. Enrollment in distance learning courses (online and hybrid) increased for the fifth year in a row. In Fall 2014, 27.5% of students were enrolled in at least one distance education course, up from 24.7% in Fall 2013. These data represent a continuation of a five-year trend. While statistics are not readily or easily available for individual programs, enrollment patterns suggest that this trend is even more prevalent within the Business Department courses and programs. Publishers acknowledge this tendency and have accelerated efforts to address online learning with current students (to be covered in more detail later in this section).

Student enrollment in the business courses is clearly diverse (see Enrollment by Race/Ethnicity Figure) and follows the same diversity demonstrated by the college overall. This element adds to the experience in the face-to-face classroom, particularly when covering the global nature of the business world. Often, these students can add to the classroom discussion for other students without the same background and experiences.

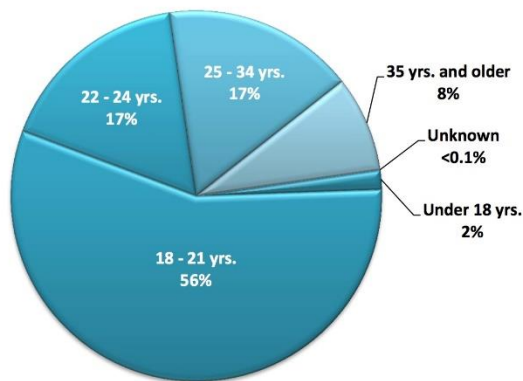
Enrollment by Race/Ethnicity, Fall 2014



*Category includes individuals of diverse ethnic/racial backgrounds

As the “Enrollment by Age” pie-chart shows, the Business department tends to mirror the overall nature of BCC. The majority, 56%, falls in the 18-21 years of age – representing students having recently left high school. While the numbers are not specifically available for the Business Department, there is a growing trend of veterans- particularly younger veterans- entering the College. And, it should be noted that BCC supports this group with various resources (financial and non-financial) to assist them in acclimating into the education environment. This is a growing population, and it is good to see BCC getting behind this most important group.

Enrollment by Age, Fall 2014



Given the student demographics, coupled with the fast changing nature of technology, the business department is on the forefront. For example, the Department uses SMART room technology that brings the Internet and state-of-the-art education software programs into every classroom. In addition, faculty has been working with the top publishers who have developed learning programs that are geared toward the students of today. McGraw-Hill has developed a LearnSmart MH Connect program that several BCC faculty are using for the student of today. Independent studies by education higher

institutions have proven statistically significant improvements in engagement and grades for students using these programs. While McGraw-Hill tends to be a leader in this approach, others are quickly following suit, which certainly represents a “Focus on Students” – particularly “Today’s Students.”

FOCUS on FACULTY AND STAFF
Prepared by Professor Barry Freeman, EdD, MBA, MS

Full-time Faculty

The Business Administration is comprised of three academic disciplines, i.e., Accounting (ACC), Banking and Finance (BNF), and Business Administration (BUS). There are three accounting faculty (McGovern, Mayer and Ryan), one full-time member in Banking and Finance (Laguerre), as well as four full-time faculty in Business Administration (Deane, Huisking, Friedman, and Saldarini). Of these nine full-time faculty, all are tenured, and have advanced degrees. The demographic establishes a senior group with the youngest in his 40s and the oldest in his 60s. It is estimated that 80% of these faculty will retire within the next five years. Gender count includes three women and five men. Racially, one person is of color and the eight faculty are white.

***External Reviewer's Suggestion:** A timeframe concerning estimation of retirement from tenured faculty should be developed so that replacements could be trained and future staffing requirements should be projected. With the current administration's philosophy to not replace absent faculty lines in the Business Department, this has resulted in the total number of fully engaged professional college educators to dwindle to almost half of the faculty of five years ago. This has also contributed to the toll of evolutionary change to the Department's creativity and flexibility to create innovative projects.*

Lucy Deane, Professor

Academic Degrees:

- M.B.A., Fairleigh Dickinson University
- M.A.T., Montclair State University
- Ed.S., Northcentral University

Primary Courses of Instruction:

Business Math, Introduction to Business, Customer Service

Barry Freeman, Professor

Academic Degrees:

- Ed.D., Higher Education, Columbia University
- MBA, Marketing, Baruch Graduate School, City Univ. of New York
- M.S., Education, Columbia University
- B.S. Economics, University of Vermont

Primary Courses of Instruction:

Marketing Principles, Personal Finance & Money Management

Years Teaching at the College: 27

Experience Prior to Bergen Community College:

Executive positions in Marketing Management at Best Foods, Lipton and Unilever.

Comments:

I truly enjoy the opportunity to share my wide range of real-world experience in both Marketing and Personal Finance with students, in order to help them live more productive and fulfilling lives.

Florence McGovern, Professor

Academic Degrees:

- M.B.A., Finance, Fairleigh-Dickinson University
- B.B.A., Accounting, Pace University

Professional License(s): C.P.A.

Primary Courses of Instruction:

Financial Accounting, Managerial Accounting, Intermediate Accounting

Years Teaching at the College: 33

Experience Prior to Bergen Community College:

Arthur Young, Certified Public Accountant performing tax, auditing and consulting duties

Comments:

I like to help motivated students see their abilities and help them to achieve their goals.

Robert Saldarini, Professor

Academic Degrees:

- M.B.A, Fairleigh Dickinson University
- M.A.L.S., Thomas Edison State University
- B.S., Business Administration, Montclair State University

Primary Courses of Instruction:

Business Communications, Marketing Principles, Principles of Management

Years Teaching at the College: 33

Experience Prior to Bergen Community College:

Systems Analysis and Computer Programmer

Comments:

The background and diversity of the student population enhances a greater snapshot of global awareness and experience.

William Huisking, Associate Professor

Academic Degrees:

- M.B.A., University of Connecticut
- B.S., Chemical Engineering, Notre Dame

Primary Courses of Instruction:

Introduction to Business, Small Business Management, Intro to Non-Profit Management, E-Tailing

Years Teaching at the College: 10

Experience Prior to Bergen Community College:

C.E.O., Lonza Specialty Chemical Division (Global Swiss Company)

Comments:

I enjoy students who are motivated to achieve an education leading to a successful career in the business field.

Pierre Laguerre, Associate Professor

Academic Degrees:

- D.B.A., University of Phoenix (UOP)
- M.B.A., Finance, Saint Thomas Aquinas College
- B.S., Business administration: Ramapo College

Primary Courses of Instruction:

Introduction to Business, Principles of Finance, International Business, Principles of Banking

Years Teaching at the College: 14

Experience Prior to Bergen Community College:

International Finance in Wall street, Prudential Securities; Technical Financial Analyst, Hedge Funds Consulting, SSNC

Comments:

I enjoy helping the students to discover the connection between their academic preparation and the real world.

Christopher Mayer, Associate Professor

Academic Degrees:

- M.B.A., Accounting and Taxation, Fairleigh Dickinson University
- B.A., Business, Rutgers College

Professional License(s): C.P.A., C.G.M.A

Primary Courses of Instruction:

Financial Accounting, Managerial Accounting, Computerized Accounting

Years Teaching at the College: 32

Experience Prior to Bergen Community College:

Practicing CPA, primarily in the areas of accounting and taxation

Comments:

I like to help students develop the core foundation of knowledge they will use throughout their business careers.

Mary Ryan, Assistant Professor

Academic Degrees:

- M.S., Accounting, Saint Peter's College
- B.S., Accounting, Saint Peter's College

Professional License(s): C.P.A.

Primary Courses of Instruction:

Financial, Managerial, Intermediate Accounting, Federal Taxation

Years Teaching at the College: 11

Experience Prior to Bergen Community College:

Koch, Leeds, and Co., CPAs for more than 20 years.

Comments:

I love working with the diverse population at Bergen.

Currently Teaching - Part-time Faculty

Name	Degrees	License(s)	Years at BCC	Primary Course Assignments	Experience	Comments
Maxine Cohen	M.B.A., B.S.N.	C.P.A.	5	Financial & Managerial Accounting, Honors Financial Accounting	Accountant, Registered Nurse	I love to teach accounting at BCC. I would prefer to have a full time position at BCC, but I am currently willing to work part time since no full time positions are available.
Ilene Kleinman	Ed.D., M.B.A., B.A.		12	Introduction to Business	Associate Dean of Curriculum	I enjoy getting to know our students and helping them develop a love of learning. As I tell them, understanding business is the key to understanding the world we live in.
George Williams	J.D., L.L.M, B.S.	Member of the A.B.A., C.P.A.	20	Legal Accounting, Financial, Tax Accounting	Partner in a Tax, Legal Services and Financial Planning firms	I've been fortunate to have a great educational background. I love giving back to the students, seeing the "lights" come on when they can succeed in their endeavors. Usually, at a community college level, the introductory courses make or break a student in deciding whether or not that have desire to pursue a particular course, and the professor can play a support role in that endeavor.
Michael Patterson	M.B.A., B.A.		13	Principles of Management, Business Communications	Retired Owner & Executive in the Printing Industry	I teach at BCC because of the students, the terrific support from Prof. Saldarini and his staff. I believe in the community college mission.
Charles O'Gorman	M.B.A., B.S.	C.P.A.	7	e-Marketing, Principles of Marketing, Advertising, Financial Accounting	College Instructor	I enjoyed teaching as a full time BCC lecturer. I get along well with the students.

Name	Degrees	License(s)	Years at BCC	Primary Course Assignments	Experience	Comments
Irene Gottesman	M.B.A., B.A.		4	Principles of Marketing, Small Business Management	Manager, 46th Street Associates Real Estate Management Director of Marketing and Sales, Blends by Orly Gluten Free Flour	I love working with the BCC students. Every semester, I have students who are engaged, enjoy the class and tell me they've learned much in my class. This is a unique fulfilling job. My goal is to instill a love of learning and elevate the level of confidence in my students. I work hard to achieve this goal. When I've been successful, I'm thrilled.
John Cannon	M.S., B.S.		2	Social Networking for Business, e-Commerce	Small business owner; Bitera Corporation.	Teaching as an adjunct at BCC is rewarding. The students always hold good discussions and it is great to motivate them to push themselves to do better in life. It is very fulfilling to inspire, educate and share my knowledge with students.
Albert Cupo	M.B.A., B.S., A.A.S.		1	Marketing Principles, Introduction to Business	Customer Service Department Manager	The experience at Bergen so far has been incredible. I see so much potential in my students each day I teach and it has really inspired me to want a full time position. It was a pleasure to have coached the BCC Honors Business Team to win a Rutgers Univ. competition.
Steven Porzel	M.B.A., B.S.	C.P.A.	14	Financial Accounting, Managerial Accounting	Manager, Financial Control at Pearson Education	I genuinely enjoy teaching the students and providing them with the skills they will need to achieve success in today's workplace. Nothing is more rewarding than having students thank me after the semester for what they have learned or being able to motivate a student during the semester and see that student succeed. I appreciate the opportunity to teach at Bergen as it's a rewarding experience for me.

Name	Degrees	License(s)	Years at BCC	Primary Course Assignments	Experience	Comments
Tajudeen Towolawi	M.B.A., B.S.		3	Introduction to Business, Entrepreneurship	Entrepreneur	I want to give back to the community. To help our students realize their dream.
Noman Chester	M.B.A., B.S.	C.P.A.	4	International Finance, Financial Accounting	Retired VP Controller, Global Restructuring Group, Royal Bank of Scotland.	I like BCC's focus on helping students progress toward their degree, and I like to bring my experiences from the financial world into the classroom.
Kerry McNerney	M.B.A., B.S.		10	Cash Management, Principles of Management, Corporate Finance	Full-time Adjunct Professor. I teach courses at both BCC and Felician University.	I love teaching at Bergen because of the diverse student body, I enjoy making the material 'come alive' for the students' and share experiences to help the students' understand why they need to learn the material in the course.
Melody Irvin	M.B.A., B.A.		6	Entrepreneurship, Small Business Management	Management Consultant	I combine practical experience with required learning to hopefully better prepare students for academic and life challenges
Timothy O'Connell	B.A.	C.P.A.	10	Financial Accounting, Managerial Accounting	Controller/CFO	I like teaching at BCC because I get the chance to share how interesting and fun accounting can be. I enjoy sharing that passion with students, as well as raising the bar in the more advanced classes.
Robert Koller	M.B.A., B.S.	Licensed Engineer	10	Introduction to Business	Major construction projects.	I enjoy the students at BCC. I learn as much from them as they do from me!

Name	Degrees	License(s)	Years at BCC	Primary Course Assignments	Experience	Comments
Jean Fornasieri	M.B.A., B.A.	C.P.A.	10	Hospitality Accounting, Financial Accounting, Principles of Management	Senior Vice President & Managing Director, Elle, Mirabella & George Magazines, Hachette Filipacchi Magazine Group, NYC	
Gloria Cevallos	M.S.		1	Introduction to Business	Coordinator, BCC Events Planning Department	I enjoy teaching and this gives me the opportunity to grow. Teaching also gives me the opportunity to be closer to our students and impact their lives.

FOCUS on Curriculum
Prepared by Professor Florence McGovern, MBA, CPA

Summary of Program Curriculum

The Business departmental course syllabi are available on the BCC website at Syllabi Central:

<http://www.bergen.edu/academics/syllabi-central>

The Business departmental AS Transfer Programs degree requirements can be found at

<http://www.bergen.edu/portals/0/Docs/Business/AS-degrees-BUSINESS-ONLY.pdf>

The Business departmental AAS Career Programs degree requirements can be at

http://www.bergen.edu/portals/0/Docs/Business/AAS_BUS-ONLY-2015.pdf

Articulation agreements can be found for our programs at

http://njtransfer.org/index.asp?mu=menu_student&mn=transfer_agreement&vmode=student

Curricular Issues

- A.A.S-Accounting

The Program altered its degree requirements by substituting the sequence ACC-110 Financial Accounting and ACC-210 Managerial Accounting for the sequence ACC-101 Accounting I and ACC-201 Accounting II. This was done because of a weak enrollment in ACC-201.

- A.S. Business Administration-Professional Studies

No changes have been made in this program the last two years.

Recommend a prerequisite of Developmental English for IBA,
Appropriately 50% of my students do not pass this class.

- A.S. Business Administration-Accounting

No changes have been made in this program the last two years.

- A.S. Business Administration-Management; A.A.S. Publishing & A.A.S. MIS

- Articulation with Thomas Edison State College, Montclair, Ramapo, William Paterson, and Felician College have been updated in the past two years.
- AS Degree in Professional Studies, Business Administration, Not-for-profit option as well as Certificate of Achievement in Not-for-Profit: Courses added to the program, ACC-115 Government and Not-for-Profit Accounting, BUS-115 Introduction to Nonprofit Organizations, BUS-116 Funding and Grant Management and BUS-117 Fundraising for Nonprofit Organizations.
- Certificate in Sports Merchandising: Supporting the Wellness program, the Business Department created and has successfully run, BUS-203 Sports Marketing, BNF-103 Sports Finance, BUS-150 Sport and Team Branding, BUS-251 Sports Merchandising and Promotion
- AAS in Business Administration, e-Business Management. Courses added BUS-107 e-Tailing, and BUS-110 Transportation Logistics and Supply Chain Management.
- In collaboration with the English and Communications Department created the A.A.S Degree in Professional Studies – Publishing Operations and Management. Business

courses added to the program are BUS-118 Principles of Publishing Operations and BUS-120 Social Media for Business,

- To support the Health Professions Division, added BUS-111 Introduction to Healthcare Administration.
- All degrees and certificates were evaluated during the last five years; where necessary, courses and curricula were revised to meet the current demands of the four-year schools for transfer students and to meet industry expectations for those who are transitioning directly to the workforce.

External Reviewer's Recommendations: (a) As recommended by Prof. McGovern, a prerequisite of Developmental English for IBA should be considered. Approximately 50% of Prof. McGovern's students do not pass this class. (b) It is important to meet with the faculty of the neighboring four-year colleges to ascertain if any changes are being considered with regard to the 150 credit hour requirement for the CPA exam. (c) While articulation agreements have been updated in the past two years with Thomas Edison State College, Montclair, Ramapo, William Paterson and Felician College, changes in administration lead also to changes in requirements with regard to transfer agreements and should be updated on an annual basis. Articulation agreement should also be considered with other neighboring four-year colleges as NJIT, Rutgers, Seton Hall, NJCU, and Caldwell College. Caldwell College has in recent years provided strong stipends for student with high GPAs in order to boost their enrollment (d) While all these courses are interesting, a current survey of enrollment figures is strongly suggested to ascertain whether the interest is currently strong enough to warrant so many courses or perhaps combine a few courses to build the sections with enough students so that cancellations don't have to made for under-enrolled courses. (e) An option to be strongly considered is building a transfer program around Supply Chain Management. Both NJIT and Rutgers offer this major and Essex County College began with a certificate program two years ago and just developed a two-year transfer degree in SCM. The interest is extremely high in this area with over 250 students currently enrolled in this option.

Lead-in Courses

- A.A.S-Accounting
The program does not require remediation prior to taking any AAS-Accounting courses, however, it offers, as an elective, ACC-100 Introduction to Accounting for those students feeling that they need to prepare in advance for the more rigorous sequences in accounting.
- A.S. Business Administration-Professional Studies
 - No sequential Courses
 - No Capstone Courses
- A.A.S-Accounting
Sequential Courses
 - ACC-110 Financial Accounting
 - ACC-210 Managerial Accounting
 - ACC-202 Intermediate Accounting I
 - ACC-203 Intermediate Accounting IICapstone Courses
 - ACC-2015 Topics in Accounting
 - ACC-462 Co-Op Experience in Accounting

- A.S. Business Administration-Accounting

The program does not require remediation prior to taking any AAS-Accounting courses, however, it offers, as an elective, ACC-100 Introduction to Accounting for those students feeling that they need to prepare in advance for the more rigorous sequences in accounting.

External Reviewer's Recommendation: *In a meeting with full-time and part time-faculty during my onsite visit, an apparent problem that many students taking BUS 101 are lacking basic English skills was stressed. Students enrolled in Business 101 should have a passing grade in developmental English before they are allowed to enroll in that course.*

Follow-up Courses

- A.S. Business Administration-Accounting

Sequential Courses:

- ACC-110 Financial Accounting
- ACC-210 Managerial Accounting
- ACC-202 Intermediate Accounting I

- A.S. Business Administration-Management; A.A.S. Publishing & A.A.S. MIS

All transfer business programs (AS) require students to complete the required accounting core of education, i.e., ACC-110 Financial Accounting and ACC-210 Managerial Accounting. This two-part sequence of classes typically spans the University student's sophomore year. All business programs require a student to have a foundation in the field before taking field-specific coursework; therefore, all discipline specific classes, e.g., marketing, management, and law, require BUS-101 Introduction to Business as a prerequisite.

Scheduling

External Reviewer's Recommendation: *As recommended by the faculty in the self-study, the elimination of this aspect concerning overlapping of classes would better utilize faculty and provide greater flexibility in student schedules. In addition, as also recommended in the self-study, 4-contact hour accounting courses meet for longer periods of time than 3-contact hour courses, and this creates gaps when a particular classroom may be scheduled in accordance with the scheduling grid. Dedicate one or two computers labs to accounting courses and this would also make scheduling other labs easier, and it would eliminate the loss of classroom utilization due to the two-hour sessions overlapping other course offering in the labs.*

- A.A.S-Accounting

This program, like most business department programs, offers a mix of online, hybrid and traditional face to face classroom experiences.

While the majority of the college's departments offer a single degree, this program is one of many in our department. The college's lack of a cohesive scheduling pattern for the Business department degree and particularly this degree has, over time, created problems. Scheduling has become an issue. With the current trend for the institution to reduce the number of full-time faculty in our department, scheduling has become more difficult. Examples include the projected schedule for the Spring 2016 semester which has 4 sections of Accounting meeting during the Wednesday 8:20 am time slot. An additional 2 courses overlap on Tuesday afternoons. The elimination of this overlapping of classes would better utilize faculty and

provide for greater flexibility in student schedules. Unfortunately, the College's Scheduling Office prohibits changes and additions (due to space) on Monday through Thursday during primetime hours. The 3-credit, 2-hour lecture, 2-hour lab accounting courses are particularly problematic as they require space that can be filled by 2 3-credit lecture courses. Nevertheless, the Institution could make large advances and easily take corrective measures toward this problem. Schedule classes in such a way that

- Is consistent with student goals of receiving a quality education and graduate in a timely manner.
 - Best utilizes facilities
 - 4-credit accounting courses meet for longer periods of time than 3-credit courses. This creates gaps when a particular classroom may be scheduled in accordance with the scheduling grid.
 - Dedicates a number of computer labs to accounting courses.
 - Perhaps 1 or 2 dedicated labs would be necessary to accomplish this. It would also make scheduling other labs easier as it would eliminate the loss of classroom utilization due to the two-hour sessions overlapping other course offerings in the labs.
 - Recognizes that not all faculty scheduling requests are self-interested.
 - Faculty requests for schedule changes can be related to student needs as well.
 - Recognizes the size of the business student body.
 - If the institution wishes to retain these students a balanced approach to their needs is necessary.
- A.S. Business Administration-Accounting
Same as shown under the A.A.S.-Accounting program above.
 - A.S. Business Administration-Management; A.A.S. Publishing & A.A.S. MIS
Current enrollment trends show that evening enrollment has been declining while daytime enrollment increases. Therefore, to meet the needs and demands of the students, more sections are currently offered online compared to evening sections. In addition, to accommodate programs with lighter levels of enrollment, many advanced courses are offered face-to-face within the semester noted in the curriculum guide and an online section of the class is offered in the out-of-sequence semester to garner enough enrollment to have the course successfully run.

External Reviewer's Recommendation: To eliminate classes being offered in the out-of-sequence semester, the faculty should carefully review either the elimination of courses with very low enrollment or revising the out-of-sequence semester.

Assessment

- A.S. Business Administration-Management; A.A.S. Publishing & A.A.S. MIS
The Business Department engages and participate in all assessment plans and activities as outlined by the Center for Institutional Effectiveness. The details of the Center's requirements to assess student learning can be found at <http://www.bergen.edu/about-us/institutional-effectiveness/assessment/assessment-of-student-learning/curriculum-maps>
- A.A.S-Accounting

As part of the college's assessment program the A.A.S.- Accounting program choose one element of its program learning outcomes

Demonstrate introductory knowledge of the principles of financial accounting and, in particular, the accounting cycle through the recording of financial transactions and the preparation of financial reports in accordance with Generally Accepted Accounting Principles.

The rubric, from our latest completed program review, below describes the topics evaluated and the result.

While the overall score exceeded the minimum desired results (60%), Item #3 (Able to record transactions in a timely and efficient manner) scored at the minimum level of success. It was determined that faculty should monitor the final project as a mechanism for developing this very important skill set.

2014FA Accounting Program Review Student Evaluation Results
Steps 4

	1	2	3	4	5		
Student Name	Demonstrated an organized professional approach to assignment	Demonstrated conceptual understanding of the analysis and recording of financial transactions	Able to record transactions in a timely and efficient manner	Able to identify appropriate financial report information to answer inquiries	Able to communicate the financial results based on the various inquiries	Student Average	
1	0	0	0	0	0	0.00	Withdrawn
2	2	2	1	1	1	1.40	
3	3	3	3	3	3	3.00	
4	2	2	1	2	2	1.80	
5	3	3	3	3	3	3.00	
6	3	2	1	2	2	2.00	
7	1	2	0	0	0	1.50	
8	0	0	0	0	0	0.00	Withdrawn
Class Average	2.33	2.33	1.80	2.20	2.20	2.17	

Percentage Result

72%

Legend: (3) Able to Meet Standard (2) Able to Meet Standard with Little Help (1) Not Able to Meet Standard Without Significant Help (0) Did Not Meet Standard

- A.S. Business Administration-Accounting

Most recently the Discipline chose the Program Learning Objective:

Students should be able to prepare financial statements in accordance with Generally Accepted Accounting Principles.

The faculty chose a statement of cash flows problem from Wiley Plus to be assigned as a homework assignment. There were 46 students in the Intermediate Accounting class, which should be taken by students in their last semester of their program. The results were:

There were 39 students who did the problem and earned an average of 88.79. Three students did the homework assignment late resulting in a 90% penalty, which reduced the average down to 82.98. Four students never did the homework assignment resulting in zeroes which further reduced the average down to 75.76. Since the objective was for 75% of the students to earn a 70 or better we have more than exceeded our objectives. The faculty had discussed the results and were satisfied with the results.

External Reviewer's Recommendation: *With regard to the College's assessment program for the A.A.S. Accounting program, based upon the rubric from the latest program review, the learning objective "able to record transactions in a timely and efficient manner" received a score at the minimum level of success. As stated in the self-study the faculty should monitor the final project as a mechanism for developing this very important skill set.*

Innovations or Changes in Last Five Years

- A.A.S-Accounting

The most significant changes are the change of degree requirements discussed earlier and the use of technologies in the accounting offerings.

All sections of our two-core course sequences require the use of WileyPlus. WileyPlus is an interactive learning platform which allows students to read, study and self-assess their progress within the online software. It is believed that this has allowed students to learn at their pace and to have the software tailor assessments to individual student's needs.

- A.S. Business Administration-Professional Studies

The foundations course, BUS-101, has infused McGraw Hill Connect software to assist with learning and retention. BUS-101 is one of the Colleges Gateway to Completion (G2C) classes. Every business course has been revisited and revised to meet the contemporary demands of industry, curriculum updates include large additions, e.g., Social Media for Business to refining course descriptions and syllabi, e.g., adding "idea marketing" to BUS-201 Principles of Marketing.

- A.S. Business Administration-Accounting

Same as the A.A.S.-Accounting program noted above.

- A.S. Business Administration-Management; A.A.S. Publishing & A.A.S. MIS

The current administration's philosophy to not replace absent faculty lines in the Business Department has resulted in the total number of fully engaged professional college educators

dwindle to almost half of the faculty of five years ago. The 2015 termination of 64-lecturers college-wide to be replaced with adjuncts contributed to the toll of evolutionary change to of the Department's creativity and flexibility to create innovative projects.

Data Needs

- A.A.S-Accounting

As NJTransfer.org has not been funded in a number of years, a current evaluation of course transferability to other institutions is somewhat outdated. While the program has an Academic Advisory Committee, a survey of graduates/employers would benefit faculty in future planning. These data then can be appropriately since many advisors currently counsel students away from the Program under the premise that to succeed in accounting a B.S. is required.

External Reviewer Recommendation: *As NJT Transfer.org has not been funded in a number of years, a current evaluation of course transferability to other institutions is somewhat outdated. As stated in the self-study, while the program has an Academic Advisory committee, a survey of graduates/employers would benefit faculty in future planning. This information then can be very important, since many advisors currently counsel students away from the A.A.S. program under the premise that to succeed in accounting a B.S. is required.*

- A.S. Business Administration – All options.

The Department does not receive any information relative to the successful transfer of A.S. students to four-year institution. In addition, data regarding enrollment is limited to what can be found in the "Fact Book," i.e., history of a count of how many students are in each concentration of the degree.

External Reviewer's Recommendation: *It is suggested that Department should develop a format for collecting such valuable information in order to plan future courses or programs and ascertain what problems transfer students are encountering that could be remedied by the BCC Business Department.*

FOCUS on SUPPORT
Prepared by Associate Professor Christopher Mayer, MBA, CPA

Bergen Community College has a long tradition of providing the academic support necessary to meet the needs of its students to take their first step towards a higher education, providing a path to furthering their education or providing job skills. The college has a diverse student body; academically, culturally and economically.

Technology

The Business Department has embraced the use of technology in the classroom. All courses use some form of technology; the days of chalk and talk have passed. The Department has offered online distance-learning courses, hybrid, and web-enhanced courses from 1999 to the present.

Every member of the department uses some of technology to enhance student learning. The college provides the training to do so. Bergen's TOPP (The Online Professor Program) courses enable faculty to not only instruct distance learning courses and hybrids but also enhance face-to-face courses through Moodle. Faculty members are also given the opportunity to take advantage of many workshops and one-on-one training sessions offered by the Center for Innovation in Teaching and Learning.

To further enhance classroom instruction, many faculty use innovative technology and social media to further facilitate lessons and support students. For instance, when appropriate, faculty often introduce a lesson using video resources available on the internet and direct students to real-world examples of the material to support and enhance the lecture.

The Business department faculty recognize that many students lack the financial resources to purchase texts and related materials. To meet the needs of students, many instructors have adopted material that is heavily supported online by publishers. These resources include e-books to replace traditional printed texts, online instructional videos, online interactive sample examinations and online graded homework assignments.

Facilities and Equipment

The college provides a multitude of smart classrooms and state-of-the-art computer labs spread throughout its campuses to support classroom activities. All hardware support needs are provided to faculty through the Help Desk office. In addition, all full-time faculty members are provided with an office, computer equipment and supplies necessary to conduct office hours and prepare for courses, whether face-to-face or online. Laptops are available upon request, particularly for those who teach online.

However, a major concern for the department is the disproportionate amount of capital resources directed away from the students primarily supported by this department. According to the 2015-2016 Preliminary Fact Book, the Business Administration major (AS.PS.BUS.ADM) at 660 students represented the 4th most popular major for Fall 2015. According to the same Fact Book the Business Department represents approximately 1 of 8 eight declared majors; the specific data can be seen within the Fact Book Data Table.

Fact Book Data Table

Major	Code	Students
Business Administration	AS.PS.BUS.ADM	660
Accounting	AS.PS.BUS.ACCT	314
Marketing	AS.PS.BUS.MKTG	181
Management	AS.PS.BUS.MGMT	288
International Trade	AS.PS.BUS.INTL	64
		<hr/> 1,507
Accounting	AAS.BUS.ACCT	111
Banking and Finance	AAS.BUS.BANK	72
E-Business Management	AAS.BUS.E-BUS.MGMT	38
Publishing Operations and Management	AAS.BUS.PUB	8
		<hr/> 229
Total Degree Seeking Students - Business		1,736
Total Degree Seeking Students - All		13,575
Percentage of Degree Seeking Business to all Students		12.79%

While the Business Department's students represent a significant percentage, little support is afforded the department when it comes to facilities and equipment. An apparent lack of vision and funding, by the administration, specifically for the Business Department has over time created problems. The areas of greatest concern are facilities and equipment and their effect on enrollment and retention. If students cannot enroll in classes that meet their needs they will leave.

It is in the best interest of the institution maximize enrollment. With the current trend for the institution to reduce the number of full-time faculty in our department, it would be best to maximize the number of sections that could be taught using full-time faculty. Scheduled classes should make more sense.

Examples include the schedule for the Spring 2016 semester had 4 sections of Accounting meeting during the Wednesday 8:20 am time slot. An additional 2 courses overlap on Tuesday afternoons. The elimination of this overlapping of classes would better utilize faculty and provide for greater flexibility in student schedules.

The faculty does not make the schedules. It is given to us. We simply suggest the names of faculty covering each section. The Business Department faculty has little, to no, say in where and when a class will meet. Suggesting changes by faculty are focused on self-interest and not student-centered does not produce a more efficient operation. Will it help faculty schedule opportunities? Yes, but does it make sense to provide greater opportunity to students? Yes.

We have on many occasions over the past few years requested that class schedules be reconsidered. Often, we are simply told "There are no more rooms at the inn". This is the recurring answer. The decision to not allow class time and location changes is a significant limitation. Clearly, a decision had

been made beyond the authority of the faculty and its Academic Department Chair regarding this limitation.

There was a time when the “B” wing stood for the Business wing; a place for business classes, business faculty offices and bulletin boards with business department related information in one central location. The department does not have a home. There is no central location where faculty offices, informational bulletin boards are posted and student classrooms co-exist. Some of these classes are in smart classrooms, some in state-of-the-art computer labs and some without any computer facilities at all.

Our department has been displaced from the “B” wing. Our accounting computer lab in B209 was taken away. Classes are scheduled wherever a space can be located with no clear vision of centralization. Our classes are now spread out among the B wing, S wing, C wing, the Tech building as well as Ender Hall.

Unfortunately, Business department courses, particularly Accounting courses, often are not scheduled for all class meetings in computer labs. Accounting courses heavily rely on technology as much of the content must be accessed online. Perhaps dedicating a single class, Tech-107, could solve this problem or alternatively re-purposing B-209 and others in the B-wing to be computer labs. This makes Accounting course classroom activities particularly stressful as most students look to the few students who brought textbooks to class for help. It severely handicaps and limits lower income/less fortunate students and immediately stigmatizes some. While smart classrooms help the situation, it is not the solution when many of the problems use detailed worksheets which are very difficult to see from any distance.

The lack of resources and available space does not appear to be the case all other departments. We have the Science wing with its new labs, a new Allied Health building replacing the wing presumably now dedicated to it, a newer West Hall for the fine arts with a gallery and a Technology Building housing the Aviation and CAD-CAM programs. These are major capital projects.

It can generally be agreed that present federal and state grant funding is heavily weighted towards developing S.T.E.M. projects and funding basic skills programs. It does not appear that this department is much considered in any capital budget considerations. Often the faculty is told there is no available space and that changing the meeting times of course sections is a near impossible task. Perhaps funds can be allocated to upgrade/convert additional classrooms in a central location to more full-time computer labs. This is necessary in order to provide the appropriate state of the art classroom experience.

External Reviewer’s Recommendation: *More classrooms should be equipped with computers as well as more smart rooms should be made available as the capital budget allows. A more centralized vision should be developed with class schedules and Business Department faculty offices should be rearranged and placed in one main area.*

Learning Resources

The college provides support to students in many ways. The college provides accommodations to special needs students. This can range from those with learning disabilities to those with visual and hearing impairments. Additionally, the college provides services to those students who need additional instructional support.

Student and Faculty Learning Support Services contact information:

Office of Special Services For students who require accommodations in accordance with the Americans with Disabilities Act (ADA) can request these services from the Office of Specialized Services	Room L-115	201-612-5270 http://www.bergen.edu/ages/676.asp
The Distance Learning Office For student and faculty having problems accessing online courses	Room C-334	201-612-5581 psimms@bergen.edu
The Tutoring Center For students requiring additional services discussed below	Room L-125	201-447-7489 http://www.bergen.edu/current-students/student-support-services/tutoring/tutoring-center
The Writing Center For students needing additional help with writing assignments	Room L-125	201-447-7489 http://www.bergen.edu/wl
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436

Library

The Sidney Silverman Library at Bergen Community College provides an abundance of resources, services and support for faculty and students at the institution. The library has an extensive collection of books, magazines, newspapers, journals, electronic books and journals, DVDs, videos and databases. The library subscribes to hundreds of journals and databases, covering virtually every business related topic. The library has a section within its facilities dedicated to Business. Materials and books contained within these collections are acquired through the suggestions and request of faculty members. Additionally, there are copies of Business texts for many of the current courses on reserve. Books and materials requested by individual faculty members can also be placed on reserve at the library for student use.

The library provides tablets and e-readers that students can either use on loan in the library or check-out for up to fourteen days depending on the hardware. Also, adaptive technology is available for students with special needs as well as closed captioned videos.

The library allows for access to databases off campus for any faculty and students with a proper college ID. The library website also includes a well-developed citation guide for the various citation styles necessary for research papers and assignments. The library faculty also conducts, upon request of the classroom faculty, customized library classroom instructions to further equip students with the skills necessary for success in completing assignments.

It should be noted that library staff liaison to the Business Department, Paula Williams, often attends departmental faculty meetings to solicit additional suggestions on how the Library may better suit the needs of our students and faculty. She is very extremely supportive of our department's needs and strives bring a connection from classroom to the real world.

Tutoring

The Henry and Edith Cerullo Learning Assistance Center (CLAC), also known as the Tutoring Center, is located in Room L-125 and can be reached by telephone at 201-447-7489. The Tutoring Center provides many services to students in need of additional support. These additional services may be located at <http://www.bergen.edu/current-students/student-support-services/tutoring/tutoring-center>.

The CLAC offers an array of services within its sub-centers including Business and Accounting. The services include, but are not limited to, one-on-one tutoring, drop-in assistance, supplemental instructions and in-class tutoring.

Marketing and Public Relations

Marketing for the Business Department is primarily limited to brochures. Brochures for many, but not all, of the programs exist and are provided to prospective students at various events. The department has worked in the past with the Public Relations department to produce printed brochures for its various programs, though most such publications are outdated at this point and need attention. Greater effort should be made by the faculty to bring these items up to date. The department attends every Admissions Open House at the main campus in Paramus and participated in our Division-wide Open House. It also conducts group advising sessions for majors every semester. All of these events have been important in the recruitment and maintenance of our student populations. The brochure provides a good first impression on students and should be given the proper attention by the faculty.

Sample Brochure

The Department recognizes that a more aggressive and innovative marketing approach is needed. Attempts should be made by the Institution and the Department to increase recruitment and enrollment for all programs and locations, particularly targeting local media and current practitioners.

External Reviewer's Recommendation: Brochures should be developed for all programs and revisions be made to those programs which have outdated information. The department also recognizes that a more

aggressive and innovative marketing approach is needed and attempts should be made by the institution and the department to increase recruitment and enrollment for all programs and locations, particularly targeting local media and current practitioners.

Support Services

Bergen Community Colleges Student Services provide advising, academic, transfer and career counseling as well as internship and service learning opportunities

The department has worked closely with student services (and community groups) not only in providing service learning opportunities for students but also in advising students. The college is supportive of the Department by providing the facilities and refreshments to enable the faculty the opportunity to bring in outside individuals. These individuals advise the faculty on new trends and opportunities in our fields. One group, the Accounting Advisory Committee which is comprised mainly of the Bergen Chapter of the New Jersey Society of Certified Public Accountants, is extremely supportive of our faculty and students. They provide the primary internship and mentoring opportunities as well as thousands of dollars of scholarships to our students.

Resources and Budgets

Staffing the department is a primary concern. The department consists of eight tenured faculty, two full-time lecturers and 12-14 adjuncts (depending on semester). We have had a part-time stipend that pays for the Department Chair position.

As reflected on the summary of our department budget below, there has been a shift away from full-time faculty to the use of semi-permanent lecturers. This weakens the departments as lecturers do not have the responsibility to attend open houses and various advisory boards, advisement of students, updating curricula, developing and implementing assessment plans and other administrative tasks. While much of the budget remains flat from year to year, it is also noted that Memberships funding has declined sharply. It would seem counterintuitive that the institution fails to support faculty memberships to the very organizations that support the institution's programs.

Summary of the
Combined Accounting and Business Department Budgets
For fiscal Years 2014 and 2015

	FYE 2014	FYE 2015	Change
Faculty Salary	794,653.10	710,215.45	-84,437.65
Adjunct Salary	207,964.92	148,781.40	-59,183.52
Lecturer Salary	135,149.00	284,330.40	149,181.40
Overload	140,940.67	139,349.78	-1,590.89
Stipends	22,118.64	22,909.30	790.66
Visitation	149.86	717.20	567.34
Sub. Faculty Inload	3,813.38	703.08	-3,110.30
Memberships	1,435.00	355.00	-1,080.00
Books and Subscriptions	260.00	0.00	-260.00
Office Supplies	1,141.13	684.48	-456.65

Printing/Graphic Supplies	1,599.50	1,530.46	-69.04
Instructional Supplies	1,676.25	121.52	-1,554.73
	<u>1,310,901.45</u>	<u>1,309,698.07</u>	<u>-1,203.38</u>

Data Needs

Three-year comparative departmental operating and capital budgets by program.

External Reviewer's Recommendation: *As stated earlier, on the basis of the number of Business Department students, tenure track positions should be established as well as a review of the faculty who are soon to retire so that replacements can be trained. Membership funding should also be increased for the faculty desiring their continuation as members in their respective organizations.*

FOCUS on COMMUNITY
Prepared by Professor Lucy Deane, MBA, MAT

Community Groups

College:

- McGovern: Committee member of the Bergen Gallery · Accounting liaison to the Ciarco Learning Center · Accounting liaison to Wiley Publishers which handle our 3 major accounting courses
- Saldarini: Academic Department Chair Organization (ADCO) – Committee Chair

Community:

- Mayer: The Michael Robert Mayer Memorial Scholarship · Waldwick High School via Waldwick High School Athletic Booster Association
- McGovern: Volunteer for Center for Hope and Safety · Regular blood donator to the Community Blood Services, Paramus

Relationships with Other Institutions

When called upon by administration, the Business Department faculty review dual enrollment courses with Bergen County high schools and articulation agreements with four-year institutions. Saldarini worked closely with Thomas Edison State University, from idea generation to implementation, a B.S. in Professional Studies that allows students who graduate with an A.A.S. degree within any occupation full-transfer of up to 70-academic credits toward their four-year degree. A career-focused core of credits absorbs specialty courses vis-à-vis the A.A.S. program of study.

Community Issues Related to Program

Stakeholders should be surveyed for a program review; advisory board minutes shared with business faculty and encourage faculty to engage in community activities.

External Reviewer Recommendation: *As recommended by faculty, stakeholders should be surveyed for a program review, advisory board minutes should be shared with business faculty and encourage faculty to engage in community activities.*

External Requirements or Considerations

Full-time and part-time Accounting faculty are CPAs

Advisory Boards

- McGovern and Ryan: Co-advisors to the Accounting Advisory Committee
 - Committee Members hold current CPA or CMA licenses: Albert Casusus, Norman Chester, Joseph DeLorenzo, Frank Magnotta, Leonard Manis, Carmine Nogara, Michael Polito, Norman Roth, and Robert Traphagan
- Laguerre: Advisor to the Banking and Finance Advisory Committee
 - Committee Members: Lisa Abate, Joseph Azor (VP - Janney Management Scott, LLS), Diana Fabara (Senior Tax – Deloitte & Touche), George Friedman (Entrepreneur), Donald Hogan (Business Developer – Dunn and Bradstreet), Michael Mohring (COO, ComforFit Labs, Incorporate), Robert Traphagen (Partner, Traphagen & Trahagen CPA

External Reviewer's Recommendations: (a) Members of Advisory committee should be listed. [Note: Report revision now includes this information.] Minutes of recent advisory meetings should be made available and dates of recent and forthcoming advisory meeting should be listed in the self-study. (b) It is also strongly recommendation that Bergen County College apply for membership in ACBSP. At present County College of Morris and Essex County College are members. Caldwell College, New Jersey City University, and Thomas Edison State University have made applications. (c) For the past two years the BCC Business Department has not actively participated in the New Jersey Collegiate Business Administration Honor Society and it is hoped that in the future your top graduating students will be honored at this annual event.

SUMMARY
Associate Professor Pierre Laguerre, PhD, MBA

Program Achievement, Progress Made Since Last Review

This is the first program review.

Mission/Goals/Objectives

The mission of the Business Department is well-aligned with the mission of the college. Business practitioners need to innovate or evaporate in the real world. This sense of urgency has been instilled in the students in order to foster lifelong learning for success above and beyond the classroom. The students also benefit from the articulation agreements with many colleges and universities in the area.

Additionally, Dr. Pierre Laguerre and other Departmental faculty assist the students by reviewing their resumes, providing tips and strategies for job interviews, as well as conducting mocking interviews with current and former students of the college.

Strengths

Among the strengths being identified are:

- The administration vehemently supports student success and transferability.
- Increased student learning outcome
- Updated curriculum
- Dedicated and experienced professors with years of teaching and industry experiences.
- The library provides excellent support to students and faculty.

Challenges

Among the more crucial challenges are:

- Reduction of support to external faculty development
- Insufficient tenured/tenure-track faculty
- There is one business administration program with six options. The students are often unsure which one to select as a major.

External Reviewer's Recommendation: While the first two challenges have previously been addressed, a review of how the neighboring community colleges are addressing the third challenge could provide valuable information as to how to remedy this challenge.

Celebration and Recognition

The G2C Team was recognized for the Gateways to Completion program which was recognized as an exemplary practice by the visiting team of the Middle States Commission of Higher Education as part of the College's accreditation process.

Recommendation for Change

The following suggestions may contribute positively to the Business Department:

- Develop more partnerships with the business community
- Maintain contact with employers 'satisfaction in order to review the program based on their feedback
- Develop a comprehensive marketing and student service program that recruits, retains, and clarifies the current ambiguities regarding the quality of Bergen Community College's business programs as well as clarifies success pathways to individual goals.
- Increase the number of tenured/ tenure-track faculty
- Coordinate teaching materials as suggested by the G2C initiative
- Continue establishing partnerships with 4-year colleges and universities.

External Reviewer's Recommendation: *Actively search and apply for Grants that could assist the Business Department in developing new courses and Programs.*

ACTION PLAN
Prepared by Professor Robert Saldarini, MBA, MALS

- 1) *Goal: To secure new tenure-line positions across all disciplines of the Business Administration Department.* Over the past decade the Business Department experienced the loss of seven faculty lines, not one line has been replaced. Correspondingly, if the trend to hire only adjuncts to replace full-time faculty continues, by FY20-21, there may be only 2-faculty remaining.
 - a. Objective: To reestablish a decade-ago team of faculty and reduce the dependence on adjunct faculty.
 - i. Timeframe: Begin FY16-17 and continue over the next 5-years.
 - ii. Responsible Party(ies): Academic Vice President, Dean, Academic Department Chair to establish positions, Full-time faculty to assist with search processes.
 - iii. Resource Implications: Cost of salaries and benefits.
 - b. Objective: To rank in order of hire for the academic positions.
 - i. Timeframe: Commensurate with hiring approval by senior administration.
 - ii. Responsible Part(ies): Academic Department Chair and full-time faculty.
 - iii. Resource Implications: None.
 - c. Objective: To develop a succession plan.
 - i. Timeframe: Begin FY16-17 and continue over the next 5-years.
 - ii. Responsible Part(ies): Academic Department Chair and full-time faculty.
 - iii. Resource Implications: None.
- 2) *Goal: To market Business programs and revitalize the needed college-to-work AAS programs.* Currently, there is no program marketing available at Bergen Community College. Administration believes the College can survive on word-of-mouth advertising.
 - a. Objective: To secure approval and commitment of funds to prepare and implement a Departmental marketing plan.
 - i. Timeframe: FY16-17.
 - ii. Responsible Party(ies): Academic Vice President, Dean, Academic Department Chair.
 - iii. Resource Implications: Cost of funding allocation.
 - b. Objective: To develop a comprehensive marketing plan for all disciplines of the Business Department
 - i. Timeframe: Begin FY16-17 and continue over the next 2-years.
 - ii. Responsible Party(ies): Dean, Academic Department Chair and Full-time faculty to assist with promotional development.
 - iii. Resource Implications: None.
 - c. Objective: To evaluate Departmental Advisor Committees; i.e., establish new committees in fledgling areas, evaluation composition and personnel on existing committees to ensure a balanced group that represents today's industry.
 - i. Timeframe: Begin FY16-17 and continue over the next 2-years.
 - ii. Responsible Party(ies): Dean, Academic Department Chair and Full-time faculty to assist with committee review.
 - iii. Resource Implications: None.
- 3) *Goal: To execute a schedule that best supports the Business programs relative to three and four contact hour schedules in the best interest of serving students.*
 - a. Objective: To resigned the Business Department master schedule of classes.

- i. Timeframe: FY16-17 (Dependent upon space available due to the relocation of Nursing and Health Career courses to the new building.
- ii. Responsible Part(ies): Dean, Academic Department Chair and Full-time faculty.
- iii. Resource Implications: College commitment of physical space to implement new design.

External Reviewer's Recommendation: *The action plan has been well developed and the time-table is quite valid. Based on the self-study, there are definite problems that have been identified and the suggestions provided can assist in providing a remedy to the current situation in the Business Administration Department.*