Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev H – December 2009)

Institution Name: College Of Southern Maryland	Date <u>8/30/2010</u>					
Address: 8730 Mitchell Road, LaPlata MD 20646-0910						
Year Accredited/Reaffirmed: 2006 This Report Covers Years: 2008-2010						
List All Accredited Programs (as they appear in your catalo	og):					
Business Administration A.S.						
Management Development A. A. S.						
Accounting A.A.S.						

List all campuses that a student can earn a business degree from your institution: LaPlata, Leonardtown, Prince Frederick

Person completing report Name: Rex Bishop

Phone: <u>240-725-5422</u>

E-mail address: rex.bishop@csmd.edu

ACBSP Champion name: Rex Bishop

ACBSP Co-Champion name: Mike Green

A. Faculty Qualifications

1. Complete the following tables for new full-time and part-time faculty members only since last Report (Table VI):

TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document)

******Please see attached

Table VI - Part Time Faculty			Table VI - Part Time Faculty		
Name	Teaching Fields	Courses Taught	Earned Degrees	Other Professional Certifications	ACBSP Qualifications
Armstrong, Jeffrey	ACC	ACC 2010	B.S. Business	Enrolled Agent (EA), Professional HR	B plus 2
Dennis, Stacy	BAD/ECN	BAD 1330, ECN 1015	MBA		М
Faust, Frank	ECN	ECN 2010, ECN 2020	MBA		М
Howard, Dave	BAD	BAD 1330	B.S. CMIS, MS Management		М
Kabia, Richard	ECN	ECN 2010	M.A. Economics, B.A	M.A. Economics, B.A. Economics and Business	

Lohn, Victoria Hodge	ACC	ACC 2010	M.S. Forensic	CPA, Certified Fraud	М
			Accounting, B.S.	Examiner	
			Accounting		
Mudd, Frank	BAD	BAD 2700	MBA		М
Padgett, Donovon	ECN	ACC 2681, ECN 1015,	MBA		М
		ECN 2020			
Richardson, Mike	BAD/ECN	BAD 1330, ECN 2010	M.S. Org. Mgt.		М

Table VI - Full Time Faculty

Name	Teaching Fields	Courses Taught		Other Professional Certifications	ACBSP Qualifications
Williams, William	BAD/ ECN	ECN 1015, BAD 1210, BAD 1780	M.S. Industrial Relations Institutional Management		Μ

B. Curriculum

- 1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII Curriculum Summary for each program. None
- 2. List any **new** degree programs that have been developed and attach a Table VII Curriculum Summary for each new program since your last report.

*******Hospitality Management A.A.S. Please see attached

Table VII Hospitality Management Curriculum Summary

Associate in Applied Science degree

Professional Component: 18 credits 28.6%

ACC 2010 Principles of Accounting I (3) a ACC 2020 Principles of Accounting II (3) a ACC 2340 Cost Accounting or ACC 2681 Business Finance (3) h BAD 2070 Business Law (3) e BAD 2700 Human Resource Management (3) i Mathematics (College Algebra or Higher) (3) c

General Education: 18 credits 28.6 %

ENG 1010 English Composition (3) a ENV 1300 Environmental Science (3) f ENG 2050 Business and Technical Writing (3) a COM 1250 Interpersonal Communication (3) a COM 1350 Intercultural Communication (3) a, b, c ECN 1015 Business in a Market Economy (3) b, d, e, h, j

Major: 27 credits 42.9%

Credits required: 63

HPM 1015 Introduction to Hospitality (3) HPM 1310 Managing Service in Hospitality (3) HPM 110 Front Office Operations (3) HPM 1210 Food and Beverage (3) HPM 2310 MIS for Hospitality (3) HPM 1120 Housekeeping and Facilities Operation (3) HPM 2110 Supervision in the Hospitality Industry (3) HPM 2210 Marketing in the Hospitality Industry (3) HPM 2910 Cooperative Education (3)

3. List any accredited programs that have been terminated since your last report. None

C. Organization

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

2.

******Criminal Justice has been transferred to the Social Science Division. This reorganization does not affect the three ACBSP accredited programs.

- 3. List all new sites where students can earn an accredited business degree (off-campus or on campus, on-line) that have been added since your last report? None
- **D.** Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed (*Either for accreditation or from feedback by commissioners for the Quality Assurance Report*) None

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

E. Program Outcomes

List program outcomes for each accredited program.

*****Please see attached

E. Program Outcomes (part 1 of 3)

ACCOUNTING (AAS)

Intended Program Outcomes:

First Outcome:

Students shall be able to write effective business reports

Second Outcome:

Students shall be able to communicate effectively face to face and in groups.

Third Outcome:

Students shall be able to utilize computer software to accomplish routine accounting tasks.

Fourth Outcome:

Students shall be able to analyze financial statements to determine a company's strengths and weaknesses.

Fifth Outcome:

Students shall be able to record common business transactions manually and online.

E. Program Outcomes (part 2 of 3)

BUSINESS ADMINISTRATION (AS)

Intended Program Outcomes:

First Outcome:

Students shall be prepared to transfer into a business administration or business-related baccalaureate program at a 4-year College or University.

Second Outcome:

Students shall be able to communicate effectively orally.

Third Outcome:

Students shall be able to communicate effectively in writing.

Fourth Outcome:

Students shall be able to apply mathematics skills.

Fifth Outcome:

Students shall be able to apply critical thinking.

Sixth Outcome:

Students shall be able to use business software packages.

Seventh Outcome:

Students shall be able to demonstrate understanding of economic principles.

E. Program Outcomes (part 3 of 3)

MANAGEMENT DEVELOPMENT (AAS)

Intended Program Outcomes:

First Outcome:

Students shall be able to interrelate positively with a business work team.

Second Outcome:

Students shall be able to practice effective problem-solving skills.

Third Outcome:

Students shall be able to use business software packages.

Fourth Outcome:

Students shall be able to practice accurate mathematical procedures.

Fifth Outcome:

Students shall be able to practice sound interpersonal communication skills.

Sixth Outcome:

Students shall be able to effectively utilize accounting systems.

Seventh Outcome:

Students shall be able to demonstrate understanding of economic principles.

Eighth Outcome:

Students shall be able to practice effective written communication skills.

F. Performance Results

*****Please see attached

F. Performance Results

Table I - Student Learning Results – Accounting AAS Degree

Perform	ance Indicator		Definition			
1. Student Learnin	g Results	remediate det	ents succeed, commu ficiencies before stud iness programs.			
		Analysis	of Results			
Performance	Description of	Areas of	Analysis and	Results of	Trend for 3-5	
Measure	Measurement	Success	Action Taken	Action Taken	Years	
(Competency)	Instrument				(See Graphs)	
1a.	Written portion of	Average score	Large drop in	No data yet.	2006 = 90.7%	
Average writing	Capstone	exceeded target	2010. Will adopt		2007 = 95.6%	
score equal to or	Accounting.	in 4 out of 5	Language Dept.		2008 = 93.9%	
greater than 80%.	Exercise,	years.	scoring rubric for		2009 = 97.1%	
	(Internal),		writing in Intro to		2010 = 79.5%	
	(Summative).		Business course.		(Graph 1a)	
1b.	Writing score on	Average score	Fell short in	Average score	Spring 04 =114.7	
Average writing	Academic Profile	beat the national	Spring 2005.	rose to beat the	Fall 04 =115.2	
score higher than	Test from E.T.S.	average in 4 out	Began requiring	national average.	Spring 05 =111.1	
national average:	(External),	of 5 semesters.	writing exercises	Test no longer	Fall 05 = 115.5	
(113.9 in 2004)	(Comparative).		in all Accounting	offered by E.T.S.	Spring 06 = 114.6	
(113.7 in 2005).			courses.	No further data.	(Graph 1b)	
1c.	Program graduates	Graduate GPAs	Dropping since	No data yet.	2004 = 3.4	
Average GPA for	GPA for courses in	exceeded the	2006. Will adopt		2005 = 3.1	
composition equal	composition.	target in all years	scoring rubric for		2006 = 3.3	
to or greater than	(External),		writing in Intro to		2007 = 2.9	
2.5	(Summative).		Business course.		2008 = 2.8	
					(Graph 1c)	

 Table I Student Learning Results – Accounting AAS Degree – Graphs 1a, 1b, & 1c

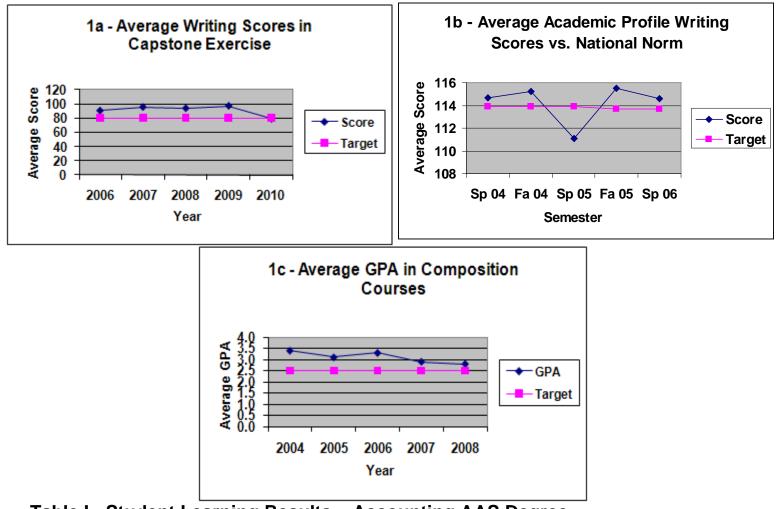


Table I - Student Learning Results – Accounting AAS Degree

Perform	ance Indicator	Definition			
1. Student Learnir	ig Results	To help students succeed, community colleges must both assess skills remediate deficiencies before students take more than 25 percent of t credits in business programs.			
		Analysis	of Results		
Performance Measure	Description of Measurement				

(Competency)	Instrument				(See Graphs)
1d.	Employer surveys	Average rating	Dropped in 2004.	Average rating	2005 = 4.6
Average rating for	of student	exceeded the	Began requiring	rose to 5.0 by	2006 = 5.0
writing equal to or	performance	target in all years.	writing exercises	2006, and has	2007 = 5.0
greater than 3.5.	(External),		in all Accounting	remained there.	2008 = 5.0
	(Formative).		courses.		2009 = 5.0
					(Graph 1d)
1e.	General Education	Average rating	Dropped in 2004.	Average rating	2006 = 4.4
Average rating for	Graduate Surveys	exceeded the	Began requiring	rose to 4.9 in	2007 = 4.5
writing items equal	asking students	target in all years.	writing exercises	2009. Will	2008 = 4.7
to or greater than	how well they were		in all Accounting	continue to	2009 = 4.9
3.5.	taught skills.		courses.	monitor.	2010 = 4.6
	(Internal)				(Graph 1e)
	(Summative)				
1f.	Program graduates	Graduate GPAs	Five year decline	None yet.	2004 = 3.7
Average GPA for	GPA for courses in	exceeded the	in graduate GPA		2005 = 3.5
communication	communication.	target in all years	in communication.		2006 = 3.4
equal to or greater	(External),		Exploring how to		2007 = 3.2
than 2.5	(Summative).		add presentations		2008 = 3.2
			to capstone.		(Graph 1f)

 Table I Student Learning Results – Accounting AAS Degree – Graphs 1d, 1e, & 1f

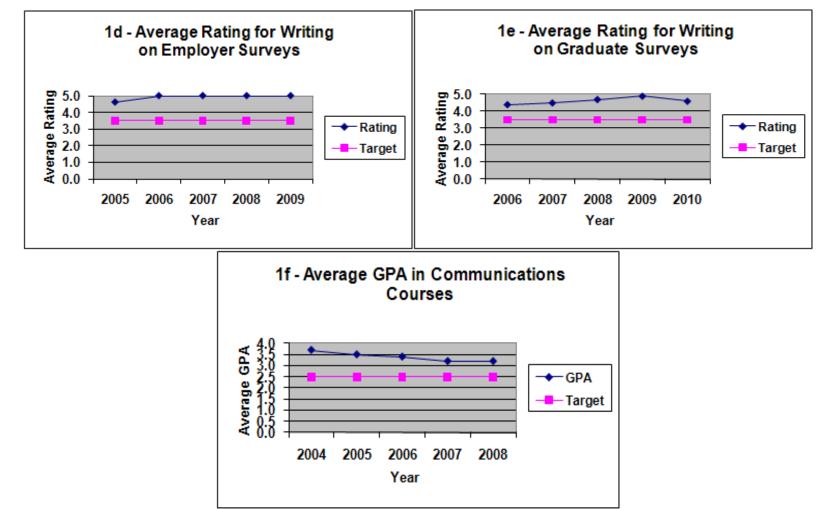


Table I - Student Learning Results – Accounting AAS Degree

Perform	Performance Indicator Definition				
1. Student Learning Results To help students succeed, community colleges must both remediate deficiencies before students take more than 25 credits in business programs. Analysis of Results					
		Anaiysis	ot Results		
Performance Measure	Description of Measurement	Areas ofAnalysis andResults ofTrend for 3SuccessAction TakenAction TakenYears			

(Competency)	Instrument				(See Graphs)
1g.	Employer surveys	Average rating	Fell in 2007.	Rating rose in	2005 = 4.9
Average rating for	of student	exceeded the	Added graded	2008 and 2009.	2006 = 5.0
communication	performance	target in all years.	presentations in		2007 = 3.8
equal to or greater	(External),		many business		2008 = 5.0
than 3.5.	(Formative).		courses.		2009 = 5.0
					(Graph 1g)
1h.	General Education	Average rating	Dropped in 2006.	Rose in 2007	2006 = 4.1
Average rating for	Graduate Surveys	exceeded the	Added graded	through 2009.	2007 = 4.4
communication	asking students	target in all years.	presentations in	Will continue to	2008 = 4.4
items equal to or	how well they were		many business	monitor.	2009 = 4.8
greater than 3.5.	taught skills.		courses.		2010 = 4.3
	(Internal)				(Graph 1h)
	(Summative)				
1i.	Computer-graded	Average rating	Fell in 2007.	Rose in 2009 and	2006 = 99.5%
Average general	set-up exercise in	exceeded the	Upgraded the	2010.	2007 = 99.0%
ledger set-up score	ACC 2015 course.	target in all years.	software in ACC		2008 = 98.2%
equal to or greater	(External)		2015 to a more		2009 = 98.9%
than 80%.	(Formative)		user-friendly		2010 = 99.0%
			version.		(Graph 1i)

 Table I Student Learning Results – Accounting AAS Degree – Graphs 1g, 1h, & 1i

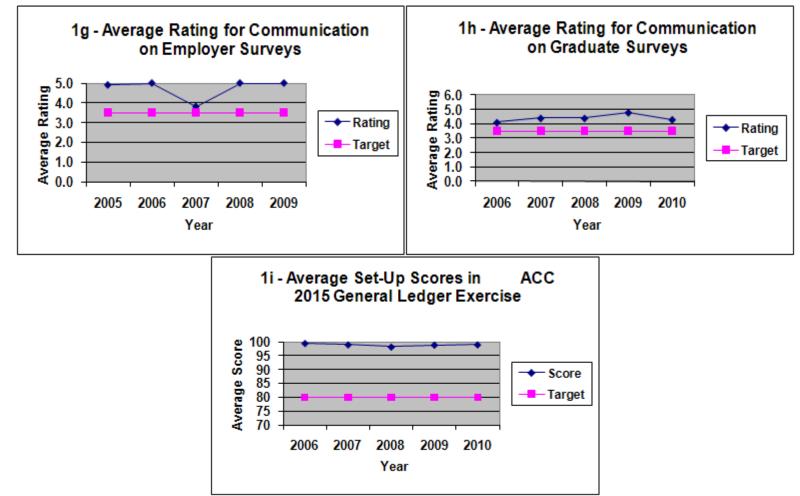


Table I - Student Learning Results – Accounting AAS Degree

Perform	rmance Indicator Definition				
1. Student Learnin	Ient Learning Results To help students succeed, community colleges must both ass remediate deficiencies before students take more than 25 per credits in business programs. Analysis of Results				
		Anaiysis	of Results		
Performance Measure	Description of Measurement	Areas ofAnalysis andResults ofTrend forSuccessAction TakenAction TakenYears			

(Competency)	Instrument				(See Graphs)
1j.	Employer surveys	Average rating	Fell in 2007.	Rose in 2009 and	2006 = 4.7
Average rating for	of student	exceeded the	Upgraded the	2010.	2007 = 4.6
computer skills	performance	target in all years.	software in ACC		2008 = 5.0
equal to or greater	(External),		2015 and BAD		2009 = 5.0
than 3.5.	(Formative).		1330 to more		2010 = 5.0
			user-friendly		(Graph 1j)
			versions.		
1k.	General Education	Average rating	Rating rose	No action needed.	2006 = 4.0
Average rating for	Graduate Surveys	exceeded the	steadily over the		2007 = 4.1
computer items	asking students	target in all years.	last five years.		2008 = 4.1
equal to or greater	how well they were				2009 = 4.3
than 3.5.	taught skills.				2010 = 4.3
	(Internal)				(Graph 1k)
	(Summative)				
11.	Ratio portion of	Average score	Dropped in 2008.	Rose again in	2006 = 92.3%
Average financial	Capstone Acctg.	exceeded target	Added math	2010. Will	2007 = 96.4%
ratio calculation	Exercise,	in all 5 years.	prerequisites to	continue to	2008 = 91.9%
score equal to or	(Internal),		many business	monitor.	2009 = 88.6%
greater than 80%.	(Summative).		and accounting		2010 = 90.8%
_			courses.		(Graph 1I)

 Table I Student Learning Results – Accounting AAS Degree – Graphs 1j, 1k, & 1I

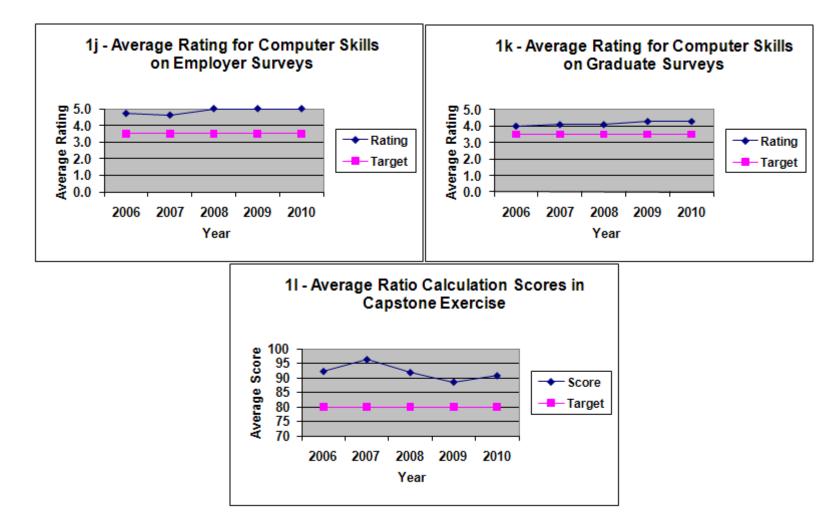


Table I - Student Learning Results – Accounting AAS Degree

Perform	ance Indicator		Definition			
1. Student Learnir	ng Results	To help students succeed, community colleges must both assess skills remediate deficiencies before students take more than 25 percent of the credits in business programs.				
		Analysis	of Results			
Performance Measure	Description of Measurement	Areas ofAnalysis andResults ofTrend feSuccessAction TakenAction TakenYear				

(Competency)	Instrument				(See Graphs)
1m.	Analysis portion of	Average score	Fell to target level	Average score	2006 = 80.0%
Average analysis	Capstone Acctg.	exceeded target	in 2006.	rose well above	2007 = 90.0%
score equal to or	Exercise,	in 4 of 5 years.	Began requiring	target in 2007 and	2008 = 97.3%
greater than 80%.	(Internal),		ratio analysis in	beyond.	2009 = 91.4%
	(Summative).		ACC 2010/2020.		2010 = 94.5%
					(Graph 1m)
1n.	Math score on	Average score	Fell short in Fall	Average score	Spring 04 =114.8
Average math	Academic Profile	beat the national	2004.	rose to beat the	Fall 04 =112.5
score higher than	Test from E.T.S.	average in 3 out	Added math	national average.	Spring 05 =112.1
national average:	(External),	of 5 semesters.	prerequisites to	Test no longer	Fall 05 = 113.0
(112.7 in 2004)	(Comparative).		many department	offered by E.T.S.	Spring 06 = 117.2
(112.6 in 2005).			courses.	No further data.	(Graph 1n)
10.	Critical Thinking	Average score	Fell below target	Average score	Spring 04 =111.0
Average critical	score on Academic	beat the national	in 2004.	rose to beat the	Fall 04 =109.6
thinking score	Profile Test from	average in the	Began requiring	national average.	Spring 05 =105.4
higher than	E.T.S.	first and last	ratio analysis in	Test no longer	Fall 05 = 107.5
national average:	(External),	semesters.	ACC 2010/2020.	offered by E.T.S.	Spring 06 = 110.2
(110.3 in 2004/5)	(Comparative).			No further data.	(Graph 1o)
(110.0 in 2005/6).					

Table I Student Learning Results – Accounting AAS Degree – Graphs 1m, 1n, & 1o

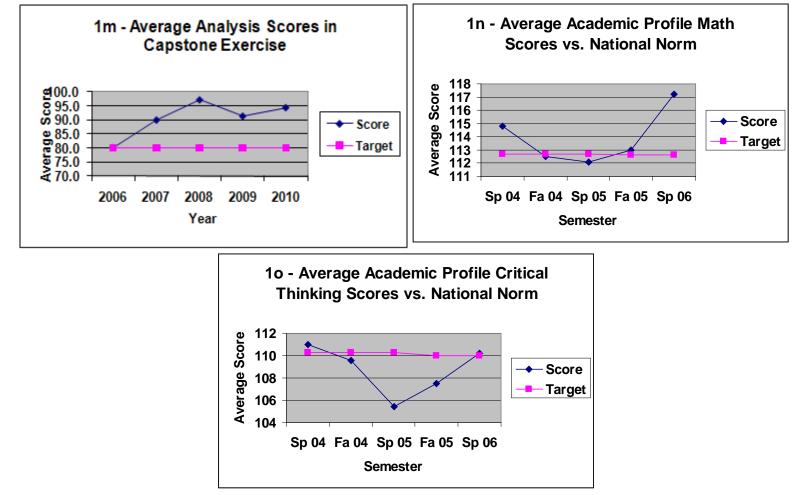


Table I - Student Learning Results – Accounting AAS Degree

Perform	ance Indicator		Definition				
5		remediate def credits in bus	To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.				
		Analysis	of Results				
Performance Measure	Description of Measurement	Areas ofAnalysis andResults ofTrenSuccessAction TakenAction TakenNo					

(Competency)	Instrument				(See Graphs)
1p.	Employer surveys	Average rating	Dropped in 2007.	Rose to 5.0 in	2006 = 5.0
Average rating for	of student	exceeded the	Added math	subsequent	2007 = 4.2
math skills equal to	performance	target in all years.	prerequisites to	years.	2008 = 5.0
or greater than 3.5.	(External),		many department		2009 = 5.0
	(Formative).		courses.		2010 = 5.0
					(Graph 1p)
1q.	General Education	Average rating	Slight drop in	Average rating	2006 = 4.7
Average rating for	Graduate Surveys	exceeded the	2008 and 2009.	recovered in 2009	2007 = 4.6
math items equal	asking students	target in all years.	Added math	and 2010.	2008 = 4.6
to or greater than	how well they were		prerequisites to		2009 = 4.9
3.5.	taught skills.		many department		2010 = 4.8
	(Internal)		courses.		(Graph 1q)
	(Summative)				
1r.	General Education	Average rating	Fell in 2006.	Average rating	2006 = 4.1
Average rating for	Graduate Surveys	exceeded the	Began requiring	rose to 4.7 in	2007 = 4.5
reasoning items	asking students	target in all years.	ratio analysis in	2008, and has	2008 = 4.7
equal to or greater	how well they were		ACC 2010/2020.	remained well	2009 = 4.5
than 3.5.	taught skills.			above target.	2010 = 4.6
	(Internal)				(Graph 1r)
	(Summative)				

 Table I Student Learning Results – Accounting AAS Degree – Graphs 1p, 1q, & 1r



Table I - Student Learning Results – Accounting AAS Degree

Performance Indicator	Definition
1. Student Learning Results	To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.
	Analysis of Results

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)
1s. Average rating for accounting equal to or greater than 3.5.	Employer surveys of student performance (External), (Formative).	Rating exceeded target in all years.	Fell in 2007. Added math prerequisites to ACC courses. Began requiring ratio analysis in ACC 2010 / 2020.	Rating recovered in 2008 and subsequent years.	2006 = 4.9 2007 = 4.4 2008 = 5.0 2009 = 5.0 2009 = 5.0 (Graph 1s)
1t. Average score for General Ledger Set-up equal to or greater than 80%.	Computer graded exercise in the Automated Accounting course. (External), (Formative).	Scores far exceeded target score in all years.	Dropped for three straight years. Upgraded software in ACC 2015 to a more user-friendly version.	Scores rose again for two years.	2006 = 99.5% 2007 = 99.0% 2008 = 98.2% 2009 = 98.9% 2010 = 99.0% (Graph 1t)

 Table I Student Learning Results – Accounting AAS Degree – Graphs 1s & 1t

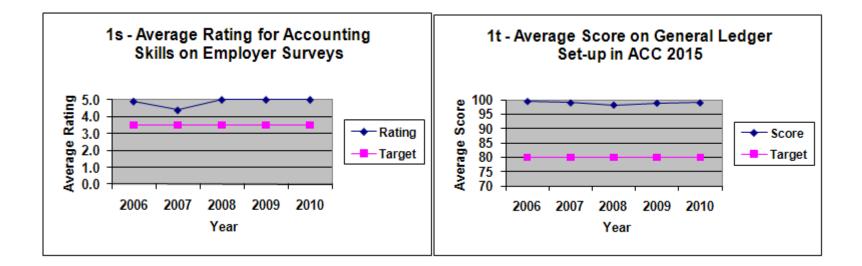


Table I - Student Learning Results – Business Administration AS Degree

Perform	ance Indicator		Definition			
remediate deficie			elp students succeed, community colleges must both assess skills and diate deficiencies before students take more than 25 percent of the ts in business programs.			
		Analysis of Results				
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)	

1u.	Maryland Higher	Target	Fell in 2005.	n/a	2000 = 90.0%
70% or more of	Education Grad	percentage met in	Students are now	New survey does	2002 = 100.0%
graduates will	Follow-up Survey.	all three surveys.	required to see an	not break out	2005 = 70.0%
report they were	(External)		advisor before	results by	(Graph 1u)
well prepared for	(Summative)		reaching 18 and	programs.	No further data.
transfer			36 credits earned.		
1v.	Maryland Higher	Target	Dropped in 2005.	n/a	2000 = 76.9%
50% or more of	Education Grad	percentage met in	Students are now	New survey does	2002 = 62.5%
graduates will	Follow-up Survey.	all three surveys.	required to see an	not break out	2005 = 57.9%
report they have	(External)		advisor before	results by	(Graph 1v)
transferred to a	(Summative)		reaching 18 and	programs.	No further data.
four-year college.			36 credits earned.		
1w.	Program graduates	Graduate GPAs	Dropped for three	Recovered in	2004 = 3.6
Average GPA for	GPA for courses in	exceeded the	straight years.	2008. Will	2005 = 3.6
communication	communication.	target in all years	Added	continue to	2006 = 3.2
equal to or greater	(External),		presentations to	monitor.	2007 = 3.0
than 2.5	(Summative).		many business		2008 = 3.4
			courses.		(Graph 1w)

Table I Student Learning Results – Business Administration AS Degree – Graphs 1u, 1v, & 1w

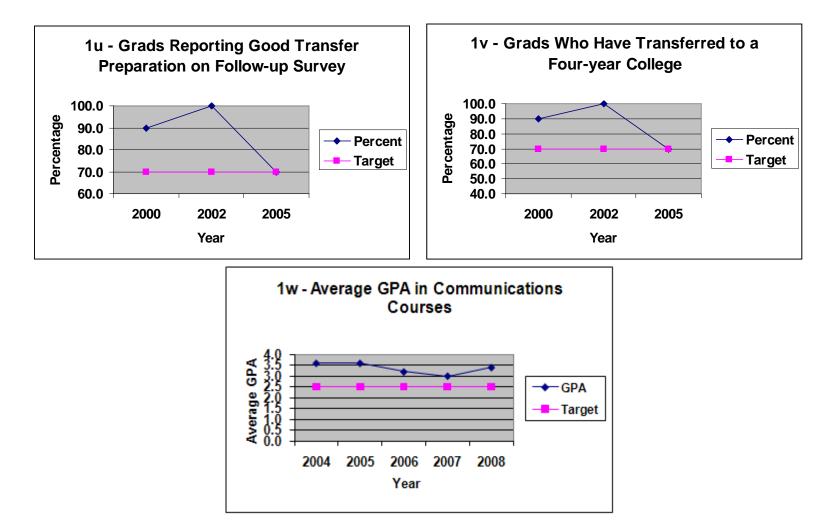


Table I - Student Learning Results – Business Administration AS Degree

Perform	ance Indicator		Definition			
1. Student Learnin	g Results	To help students succeed, community colleges must both assess skil remediate deficiencies before students take more than 25 percent of credits in business programs.				
Analysis of Results						
Performance	Description of	Areas of	Analysis and	Results of	Trend for 3-5	

Measure (Competency)	Measurement Instrument	Success	Action Taken	Action Taken	Years (See Graphs)
1x. Average rating for communication equal to or greater than 3.5.	Employer surveys of student performance (External), (Formative).	Average rating exceeded the target in all years.	Dropped in 2007. Added student presentations to many business courses.	Ratings rebounded in 2008 and 2009.	2005 = 4.9 2006 = 5.0 2007 = 3.8 2008 = 5.0 2009 = 5.0 (Graph 1x)
1y. Average rating for communication items equal to or greater than 3.5.	General Education Graduate Surveys asking students how well they were taught skills. (Internal) (Summative)	Average rating exceeded the target in all years.	Fell in 2007. Added student presentations to many business courses.	Average rating rose above 4.0 in 2008 and beyond.	2006 = 4.4 $2007 = 3.9$ $2008 = 4.2$ $2009 = 4.2$ $2010 = 4.1$ (Graph 1y)
1z. Average GPA for composition equal to or greater than 2.5	Program graduates GPA for courses in composition. (External), (Summative).	Graduate GPAs exceeded the target in all years	Dropped below 3.0. Will adopt Language Dept. scoring rubric for writing in Intro to Business course.	No data yet.	2004 = 2.8 2005 = 2.7 2006 = 3.2 2007 = 2.7 2008 = 2.8 (Graph 1z)

 Table I Student Learning Results – Business Administration AS Degree – Graphs 1x, 1y, & 1z

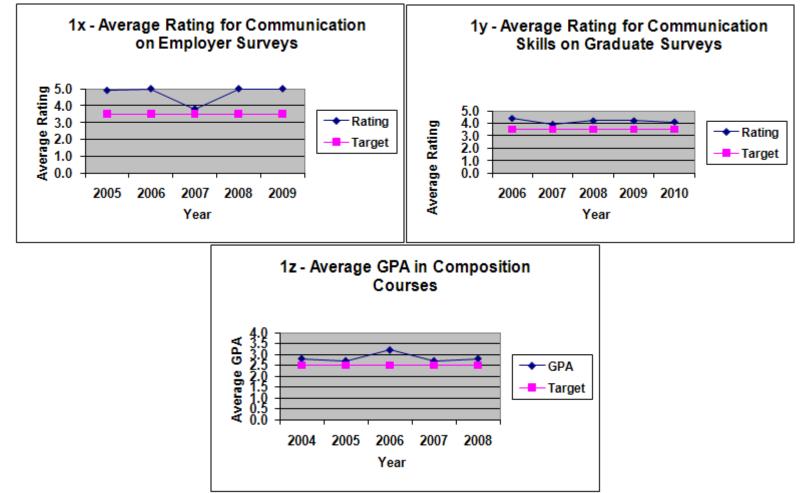


Table I - Student Learning Results – Business Administration AS Degree

Perform	ance Indicator		Definition				
1. Student Learning Results		remediate de credits in bus	To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.				
		Analysis	of Results				
Performance Measure	Description of Measurement	Areas of Success	Trend for 3-5 Years				

(Competency)	Instrument				(See Graphs)
1aa.	Employer surveys	Average rating	Fell in 2007.	Rating rose in	2006 = 5.0
Average rating for	of student	exceeded the	Added English	three subsequent	2007 = 4.4
writing equal to or	performance	target in all years.	prerequisites to	years.	2008 = 5.0
greater than 3.5.	(External),		many department		2009 = 5.0
	(Formative).		courses.		2010 = 5.0
					(Graph 1aa)
1ab.	General Education	Average rating	Fell for three	No data yet.	2006 = 4.5
Average rating for	Graduate Surveys	exceeded the	years. Will adopt		2007 = 4.4
writing items equal	asking students	target in all years.	Language Dept.		2008 = 4.7
to or greater than	how well they were		scoring rubric for		2009 = 4.6
3.5.	taught skills.		writing in Intro to		2010 = 4.3
	(Internal)		Business course.		(Graph 1ab)
	(Summative)				
1ac.	Writing score on	Matched national	Fell below the	Average score	Spring 04 =113.9
Average writing	Academic Profile	norms in 2004,	national norm in	rose on later tests	Fall 04 =111.4
score higher than	Test from E.T.S.	and exceeded	2004.	until it beat the	Spring 05 =112.0
national average:	(External),	them by 2006.	Added English	national norm.	Fall 05 = 112.1
(113.9 in 2004)	(Comparative).		prerequisites to	Test no longer	Spring 06 = 114.0
(113.7 in 2005).			many department	offered by E.T.S.	(Graph 1ac)
			courses.	No further data.	

 Table I Student Learning Results – Business Administration AS Degree – Graphs 1aa, 1ab, & 1ac

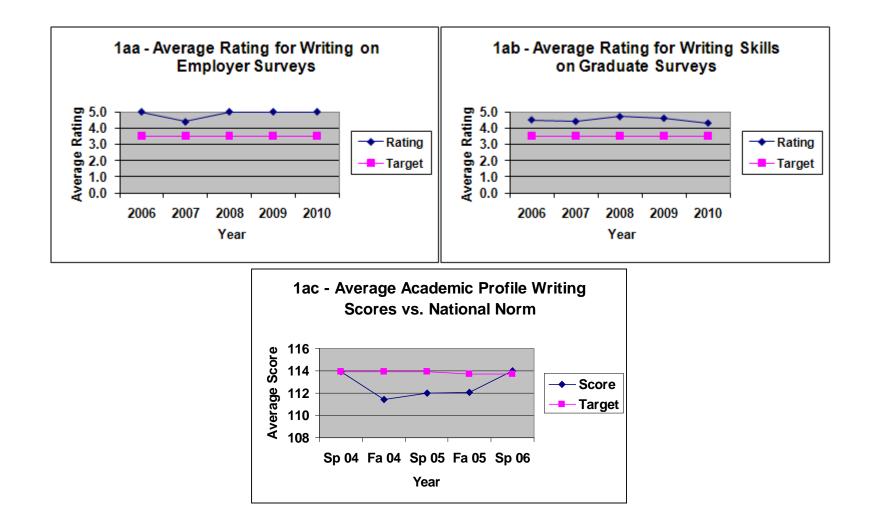


Table I - Student Learning Results – Business Administration AS Degree

Perform	ance Indicator		Definition				
1. Student Learning Results		remediate de	To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.				
		Analysis	of Results				
Performance Measure	Description of Measurement	Areas ofAnalysis andResults ofTrendSuccessAction TakenAction TakenY					

(Competency)	Instrument				(See Graphs)
1ad.	Employer surveys	Average rating	Fell in 2005.	Rose above 4.0 in	2004 = 3.9
Average rating for	of student	exceeded the	Added Math	following years.	2005 = 3.8
math equal to or	performance	target in all years.	prerequisites to		2006 = 5.0
greater than 3.5.	(External),		many department		2007 = 4.2
	(Formative).		courses.		2010 = 5.0
					(Graph 1ad)
1ae.	General Education	Average rating	Dropped in 2007.	Rose above 4.0 in	2006 = 4.3
Average rating for	Graduate Surveys	exceeded the	Added Math	three subsequent	2007 = 3.9
math items equal	asking students	target in all years.	prerequisites to	years.	2008 = 4.4
to or greater than	how well they were		many department		2009 = 4.7
3.5.	taught skills.		courses.		2010 = 4.3
	(Internal)				(Graph 1ae)
	(Summative)				
1af.	Math score on	Average score	Fell below the	Scores rose	Spring 04 =115.9
Average math	Academic Profile	was above the	norm in 2005.	above the norm in	Fall 04 =111.6
score higher than	Test from E.T.S.	national norm in	Added Math	2006. Test no	Spring 05 =116.5
national average:	(External),	three of five	prerequisites to	longer offered by	Fall 05 = 110.7
(112.7 in 2004)	(Comparative).	semesters	many department	E.T.S.	Spring 06 = 113.9
(112.6 in 2005).			courses.	No further data.	(Graph 1af)

 Table I Student Learning Results – Business Administration AS Degree – Graphs 1ad, 1ae, & 1af

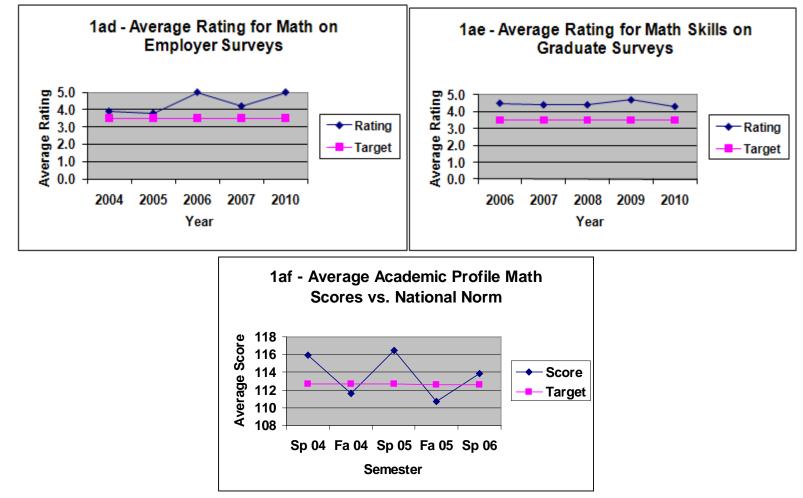


Table I - Student Learning Results – Business Administration AS Degree

Perform	ance Indicator		Definition				
1. Student Learning Results		remediate def credits in busi	To help students succeed, community colleges must both assess skills ar remediate deficiencies before students take more than 25 percent of the credits in business programs. Analysis of Results				
		Allalysis	of Results				
PerformanceDescription ofMeasureMeasurement		Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years		

(Competency)	Instrument				(See Graphs)
1ag.	General Education	Average rating	Dropped in 2007.	Scores rose for	2006 = 4.6
Average rating for	Graduate Surveys	exceeded the	Added financial	two years. Will	2007 = 4.0
critical thinking	asking students	target in all years.	analysis and	continue to	2008 = 4.3
items equal to or	how well they were		industry analysis	monitor.	2009 = 4.5
greater than 3.5.	taught skills.		exercises to many		2010 = 4.2
	(Internal)		department		(Graph 1ag)
	(Summative)		courses.		
1ah.	Critical Thinking	Average score	Fell below the	Scores rose	Spring 04 =110.6
Avg critical thinking	score on Academic	was above the	norm in 2004.	above the norm in	Fall 04 =107.3
score higher than	Profile Test from	national norm in	College-wide info	2005. Test no	Spring 05 =114.0
national average:	E.T.S.	three of five	literacy committee	longer offered by	Fall 05 = 108.3
(110.3 in 2004/5)	(External),	semesters	formed to improve	E.T.S.	Spring 06 = 108.8
(110.0 in 2005/6).	(Comparative).		instruction.	No further data.	(Graph 1ah)
1ai.	General Education	Average rating	Ratings dropped	Ratings came	2006 = 4.2
Average rating for	Graduate Surveys	exceeded the	for two years.	back up in 2009,	2007 = 3.8
computer items	asking students	target in all years.	Upgraded the	but fell again. Will	2008 = 3.7
equal to or greater	how well they were		software in ACC	continue to	2009 = 3.9
than 3.5.	taught skills.		2015 and BAD	monitor.	2010 = 3.7
	(Internal)		1330 to be more		(Graph 1ai)
	(Summative)		user friendly.		

 Table I Student Learning Results – Business Administration AS Degree – Graphs 1ag, 1ah, & 1ai

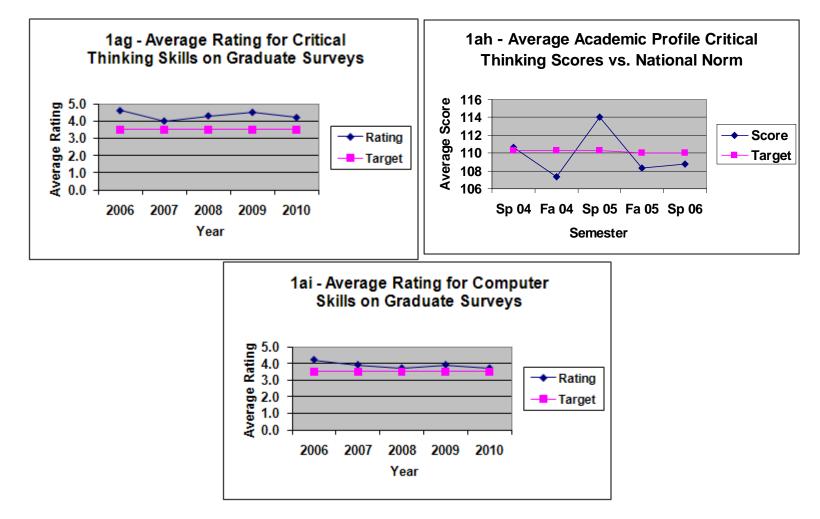


Table I - Student Learning Results – Business Administration AS Degree

Perform	ance Indicator		Definition				
1. Student Learning Results		remediate de credits in bus	To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs. Analysis of Results				
		Analysis	of Results				
PerformanceDescription ofMeasureMeasurement		Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years		

(Competency)	Instrument				(See Graphs)
1aj. Average rating for computer skills equal to or greater than 3.5.	Employer surveys of student performance (External), (Formative).	Average rating exceeded the target in all years.	Fell in 2006. Upgraded the software in ACC 2015 and BAD 1330 to more user-friendly versions.	Ratings rose to 5.0 and remained there for three years.	2006 = 4.1 2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 1aj)
1ak. Average rating for economics items equal to or greater than 3.5.	General Education Graduate Surveys asking students how well they were taught skills. (Internal) (Summative)	Average rating exceeded the target in all years.	Dropped in 2007. Added tougher prerequisites of math and reading to ECN courses.	Average rating rose steadily after changes.	2006 = 4.3 2007 = 3.9 2008 = 4.0 2009 = 4.3 2010 = 4.8 (Graph 1ak)

 Table I Student Learning Results – Business Administration AS Degree – Graphs 1aj & 1ak

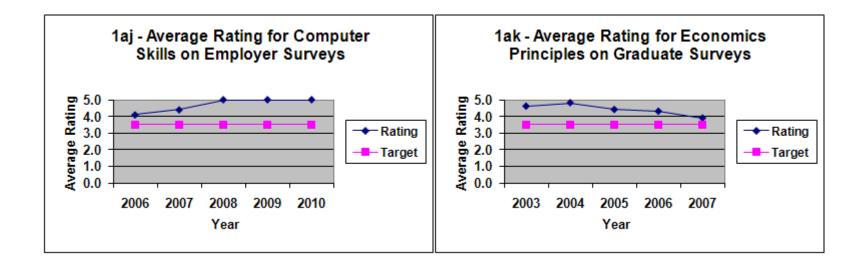


Table I - Student Learning Results – Management Development AAS Degree

Perform	ance Indicator		Definition				
1. Student Learnin	ig Results	remediate de	To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.				
		Analysis	of Results				
PerformanceDescription ofMeasureMeasurement		Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years		

(Competency)	Instrument				(See Graphs)
1al.	General Education	Average rating	Dropped in 2006.	Ratings rose in	2006 = 4.2
Average rating for	Graduate Surveys	exceeded the	Added group	2007, but tapered	2007 = 4.5
interpersonal items	asking students	target in all years.	projects to some	off afterwards.	2008 = 4.4
equal to or greater	how well they were		courses.	Will continue to	2009 = 4.3
than 3.5.	taught skills.			monitor.	2010 = 4.3
	(Internal)(Summa.)				(Graph 1al)
1am.	Employer surveys	Average rating	Fell in 2005.	Recovered in	2005 = 4.3
Average rating for	of student	exceeded the	Added group	2006 and all	2006 = 5.0
interpersonal skills	performance	target in all years.	projects to some	following years.	2007 = 5.0
equal to or greater	(External),		courses.		2009 = 5.0
than 3.5.	(Formative).				2010 = 5.0
					(Graph 1am)
1an.	General Education	Average rating	Dropped in 2007.	Average math	2006 = 4.6
Average rating for	Graduate Surveys	exceeded the	Added math	ratings rose in	2007 = 4.3
Math items equal	asking students	target in all years.	prerequisites to	2008, but fell	2008 = 4.7
to or greater than	how well they were		many courses in	again. Will	2009 = 4.3
3.5.	taught skills.		the department.	continue to	2010 = 3.8
	(Internal)(Summa.)			monitor.	(Graph 1an)

Table I Student Learning Results – Mgmnt. Development AAS Degree – Graphs 1al, 1am, & 1an

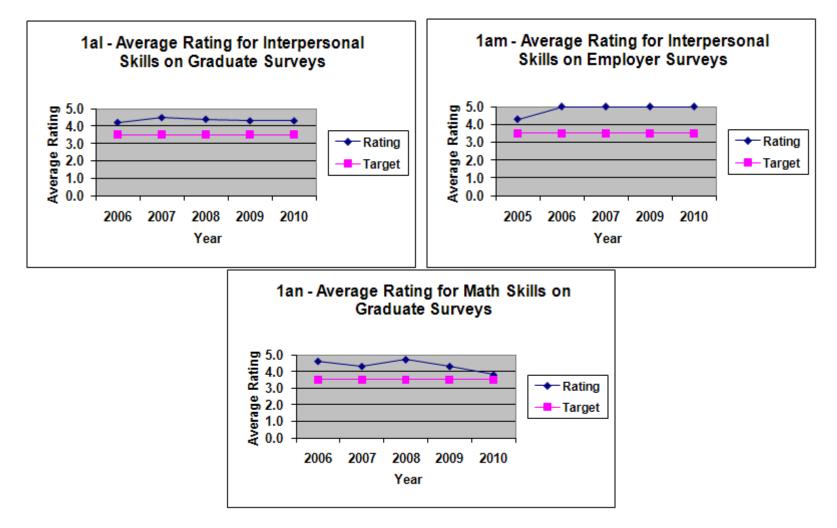


Table I - Student Learning Results – Management Development AAS Degree

Perform	ance Indicator		Definition				
remediat			ents succeed, commur ficiencies before stude siness programs.				
		Analysis	of Results				
Performance	Description of	Areas of	Analysis and	Results of	Trend for 3-5		

Measure (Competency)	Measurement Instrument	Success	Action Taken	Action Taken	Years (See Graphs)
1ao. Average rating for Reasoning items equal to or greater than 3.5.	General Education Graduate Surveys asking students how well they were taught skills. (Internal)(Summa.)	Average rating exceeded the target in all years.	Dropped in 2006. Added financial analysis and industry analysis exercises to many courses.	Ratings rose in 2008, but fell again. Will continue to monitor.	2006 = 4.3 2007 = 4.3 2008 = 4.5 2009 = 4.3 2010 = 4.2 (Graph 1ao)
1ap. Average general ledger set-up score equal to or greater than 80%.	Computer-graded set-up exercise in ACC 2015 course. (External) (Formative)	Average score exceeded the target in all years.	Fell in 2007 and 2008. Upgraded software in ACC 2015 to a more user-friendly version.	Rose again in 2009 and 2010.	2006 = 99.5% 2007 = 99.0% 2008 = 98.2% 2009 = 98.9% 2010 = 99.0% (Graph 1ap)
1aq. Average rating for Computer items equal to or greater than 3.5.	General Education Graduate Surveys asking students how well they were taught skills. (Internal)(Summa.)	Average rating exceeded the target in all years.	Dropped in 2007. Upgraded the software in ACC 2015 and BAD 1330 to be more user friendly.	Rating rose in 2008, but fell again in last two years. Will continue to monitor.	2006 = 4.4 2007 = 4.0 2008 = 4.6 2009 = 4.3 2010 = 4.0 (Graph 1aq)

Table I Student Learning Results – Mgmnt. Development AAS Degree – Graphs 1ao, 1ap, & 1aq

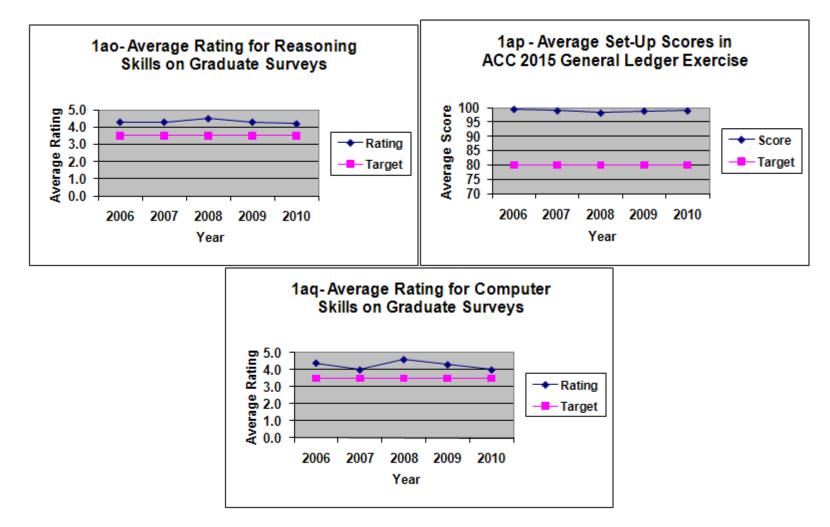


Table I - Student Learning Results – Management Development AAS Degree

Performance Indicator Definition						
1. Student Learnir	ıg Results	To help students succeed, community colleges must both assess skills an remediate deficiencies before students take more than 25 percent of the credits in business programs.				
	Analysis of Results					
Performance	Description of	Areas of	Analysis and	Results of	Trend for 3-5	

Measure (Competency)	Measurement Instrument	Success	Action Taken	Action Taken	Years (See Graphs)
1ar.	Employer surveys	Average rating	Fell in 2006	Ratings rose in	2006 = 4.1
Average rating for	of student	exceeded the	Upgraded the	2007 and all	2007 = 4.4
computer skills	performance	target in all years.	software in ACC	following years.	2008 = 5.0
equal to or greater	(External),		2015 and BAD		2009 = 5.0
than 3.5.	(Formative).		1330 to be more		2010 = 5.0
			user-friendly.		(Graph 1ar)
1as.	General Education	Average rating	Dropped in 2007.	Rose in 2008, but	2006 = 4.6
Average rating for	Graduate Surveys	exceeded the	Added math	fell again in 2009	2007 = 4.3
math items equal	asking students	target in all years.	prerequisites to	and 2010. Will	2008 = 4.7
to or greater than	how well they were		many department	continue to	2009 = 4.3
3.5.	taught skills.		courses.	monitor.	2010 = 3.8
	(Internal)				(Graph 1as)
	(Summative)				
1at.	Employer surveys	Average rating	Fell below 4.0 in	Recovered in	2004 = 3.9
Average rating for	of student	exceeded the	2004 and 2005.	2006 and beyond.	2005 = 3.8
math skills equal to	performance	target in all years.	Added math		2006 = 5.0
or greater than 3.5.	(External),		prerequisites to		2007 = 4.2
	(Formative).		many department		2010 = 5.0
			courses.		(Graph 1at)

 Table I Student Learning Results – Mgmnt. Development AAS Degree – Graphs 1ar, 1as, & 1at

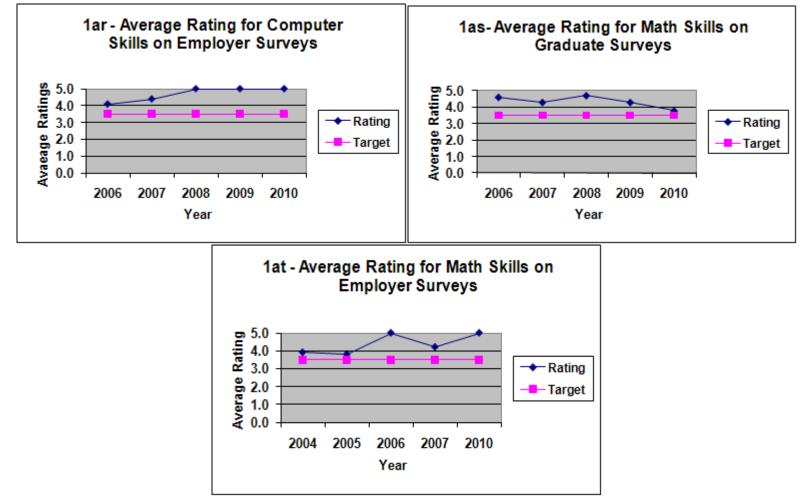


Table I - Student Learning Results – Management Development AAS Degree

Perform	ance Indicator		Definition			
1. Student Learning Results		remediate de credits in bus	ents succeed, communericiencies before stude siness programs. S of Results			
		Analysis	o oi resuits			
Performance Measure	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years	

(Competency)	Instrument				(See Graphs)
1au.	Employer surveys	Average rating	Dropped in 2007.	Ratings rose to	2005 = 4.9
Average rating for	of student	exceeded the	Added student	maximum score in	2006 = 5.0
communication	performance	target in all years.	presentations to	2009 and 2010.	2007 = 3.8
equal to or greater	(External),		many business		2009 = 5.0
than 3.5.	(Formative).		courses.		2010 = 5.0
					(Graph 1au)
1av.	General Education	Average rating	Fell in 2006.	Rose in 2007, but	2006 = 4.2
Average rating for	Graduate Surveys	exceeded the	Added student	slid again in 2008	2007 = 4.5
interpersonal items	asking students	target in all years.	presentations to	and 2009.	2008 = 4.4
equal to or greater	how well they were		many business	Leveled off in	2009 = 4.3
than 3.5.	taught skills.		courses.	2010. Will	2010 = 4.3
	(Internal)			continue to	(Graph 1av)
	(Summative)			monitor.	
1aw.	Program graduates	Graduate GPAs	Declined since	Finally rose again	2004 = 3.6
Average GPA for	GPA for	exceeded the	2004.	in 2008. Will	2005 = 3.4
communication	communications	target in all years	Added student	continue to	2006 = 3.3
courses equal to or	courses.		presentations to	monitor.	2007 = 3.0
greater than 2.5	(External),		many business		2008 = 3.2
	(Summative).		courses.		(Graph 1aw)

 Table I Student Learning Results – Mgmnt. Development AAS Degree – Graphs 1au, 1av, & 1aw

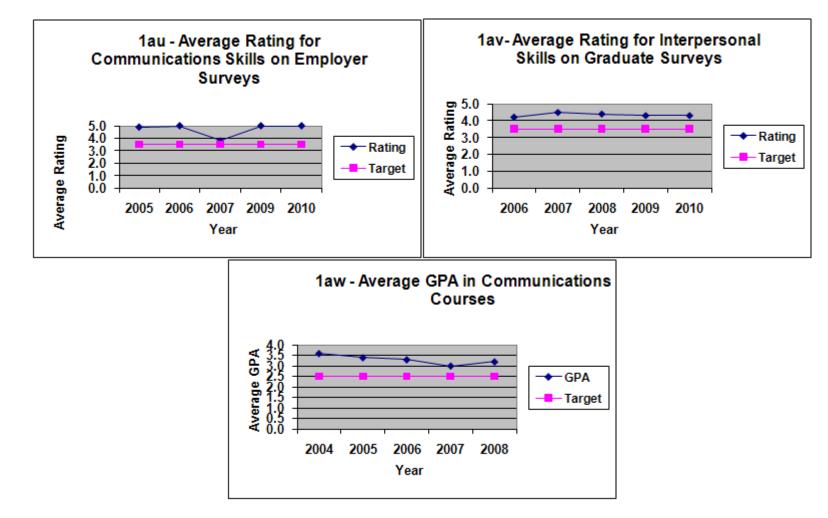


Table I - Student Learning Results – Management Development AAS Degree

Perform	ance Indicator		Definition				
1. Student Learning Results To help students succeed, community colleges normediate deficiencies before students take more credits in business programs.							
		Analysis	of Results				
Performance Measure	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years		

(Competency)	Instrument				(See Graphs)
1ax.	Employer surveys	Average rating	Fell in 2007.	Ratings recovered	2004 = 4.8
Average rating for	of student	exceeded the	Added math	in 2010.	2005 = 5.0
accounting skills	performance	target in all years.	prerequisites to		2006 = 4.9
equal to or greater	(External),		Accounting		2007 = 4.4
than 3.5.	(Formative).		courses.		2010 = 5.0
					(Graph 1ax)
1ay.	General Education	Average rating	Dropped in 2007.	Recovered in	2006 = 4.6
Average rating for	Graduate Surveys	exceeded the	Added math and	2008, but slid	2007 = 4.4
economics items	asking students	target in all years.	English	again in 2009 and	2008 = 4.7
equal to or greater	how well they were		prerequisites to	2010. Will	2009 = 4.3
than 3.5.	taught skills.		economics	continue to	2010 = 4.3
	(Internal)		courses.	monitor.	(Graph 1ay)
	(Summative)				
1az.	Computer-graded	Average rating	Fell in 2007.	Rose for two	2006 = 99.5%
Average general	set-up exercise in	exceeded the	Upgraded the	straight years	2007 = 99.0%
ledger set-up score	ACC 2015 course.	target in all years.	software in ACC		2008 = 98.2%
equal to or greater	(External)		2015 to a more		2009 = 98.9%
than 80%.	(Formative)		user-friendly		2010 = 99.0%
			version.		(Graph 1az)

 Table I Student Learning Results – Mgmnt. Development AAS Degree – Graphs 1ax, 1ay, & 1az



Table I - Student Learning Results – Management Development AAS Degree

Perform	ance Indicator		Definition			
1. Student Learning Results To help students succeed, community colleges must bot remediate deficiencies before students take more than 2 credits in business programs.						
		Analysis	of Results			
Performance Measure	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years	

(Competency)	Instrument				(See Graphs)
1ba.	Employer surveys	Average rating	Dropped in 2007.	Achieved	2006 = 5.0
Average rating for	of student	exceeded the	Added English	maximum ratings	2007 = 4.4
writing equal to or	performance	target in all years.	prerequisites to	in 2008 and	2008 = 5.0
greater than 3.5.	(External),		economics	subsequent	2009 = 5.0
	(Formative).		courses.	years.	2010 = 5.0
					(Graph 1ba)
1bb.	General Education	Average rating	Dropped in 2007.	Ratings rose in	2006 = 4.5
Average rating for	Graduate Surveys	exceeded the	Added English	2008, but fell	2007 = 4.3
writing items equal	asking students	target in all years.	prerequisites to	again in 2009 and	2008 = 4.6
to or greater than	how well they were		economics	2010. Will	2009 = 4.3
3.5.	taught skills.		courses.	continue to	2010 = 4.3
	(Internal)			monitor.	(Graph 1bb)
	(Summative)				
1bc.	Program graduates	Graduate GPAs	Fell in 2005 and	Rose in 2008, but	2004 = 3.5
Average GPA for	GPA for courses in	exceeded the	again in 2007.	will need to	2005 = 3.1
composition	composition.	target in all years	Added English	monitor because	2006 = 3.3
courses equal to or	(External),		prerequisites to	averages rise and	2007 = 2.9
greater than 2.5	(Summative).		economics	fall.	2008 = 3.0
			courses.		(Graph 1bc)

Table I Student Learning Results – Mgmnt. Development AAS Degree – Graphs 1ba, 1bb, & 1bc

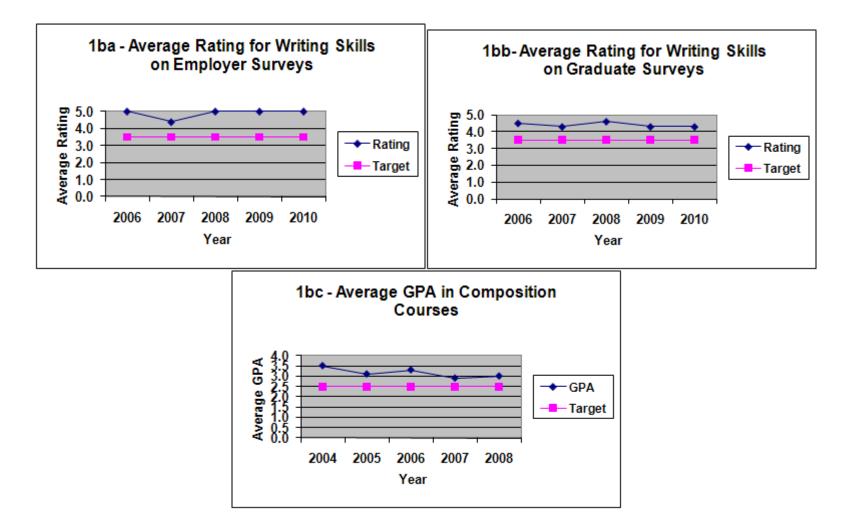


Table II - Student and Stakeholder-Focused Results

Performance Indicator Definition							
	akeholder-Focused	Each academic unit must demonstrate linkages to business practitioners and					
Results		organizatio	organizations, which are current and significant, including an advisory board.				
	Analysis of Results						
Performance	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5		

Measure (Competency)	Measurement Instrument	Success	Taken	Action Taken	Years (See Graphs)
2a. 70% of Graduates will express satisfaction with their preparation for employment.	Maryland Higher Education Commission Graduate Follow- up Surveys. (External) (Summative)	Percentage exceeded the target in all surveys.	Fell in 2005. Added tougher prerequisites to many courses. Upgraded computer software. Added critical thinking exercises. Added student presentations. Now require advising before reaching 18 and 36 credits earned.	n/a New survey does not break out results by programs.	2000 = 75.0% 2002 = 89.6% 2005 = 73.1% (Graph 2a) No further data.
2b. 50% of Graduates will report that they are employed full- time.	Maryland Higher Education Commission Graduate Follow- up Surveys. (External) (Summative)	Percentage exceeded the target in all surveys.	Dropped in 2002. A college advisor was assigned to work directly with the dept. Now require advising before reaching 18 and 36 credits earned.	n/a New survey does not break out results by programs.	2000 = 77.8% 2002 = 61.1% 2005 = 67.6% (Graph 2b) No further data.

Table II - Student and Stakeholder-Focused Results – Graphs 2a and 2b

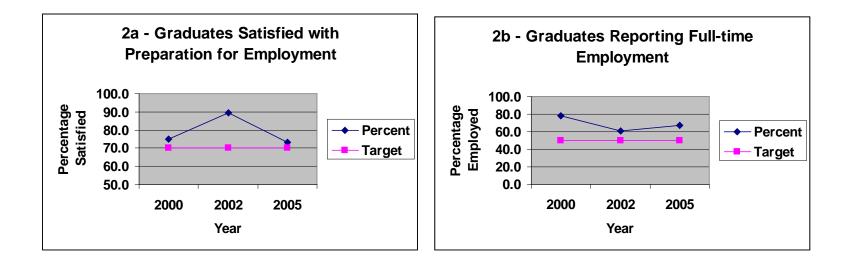


Table II - Student and Stakeholder-Focused Results

Perform	ance Indicator		Definition				
2. Student- and Stakeholder-Focused Results			lemic unit must demonstrate l ons, which are current and sig				
Analysis of Results							
Performance	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5		

Measure	Measurement	Success	Taken	Action Taken	Years
(Competency)	Instrument				(See Graphs)
2c. 70% of Graduates from the Business Administration transfer program will express satisfaction with	Maryland Higher Education Commission Graduate Follow- up Surveys. (External) (Summative)	Percentage met or exceeded the target in all surveys.	Dropped in 2002. A college advisor was assigned to work directly with the dept. Now require advising before reaching 18 and 36 credits earned.	n/a New survey does not break out results by programs.	2000 = 90.0% 2002 = 100.0% 2005 = 70.0% (Graph 2c) No further data.
their preparation for transfer. 2d.	Maryland Higher	Percentage	Fell in 2002 and 2005.	n/a	2000 = 76.9%
50% of Graduates from the Business Administration transfer program will report that they have transferred to a four-year college.	Education Commission Graduate Follow- up Surveys. (External) (Summative)	exceeded the target in all surveys.	A college advisor was assigned to work directly with the dept. Now require advising before reaching 18 and 36 credits earned.	New survey does not break out results by programs.	2002 = 62.5% 2005 = 57.8% (Graph 2d) No further data.

Table II - Student and Stakeholder-Focused Results – Graphs 2c and 2d

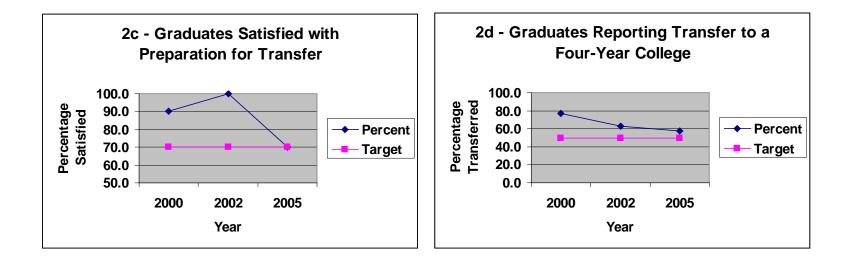


Table II - Student and Stakeholder-Focused Results

Perform	ance Indicator		Definition			
2. Student- and Stakeholder-Focused Results			Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.			
			ysis of Results		1	
Performance	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5	

Measure (Competency)	Measurement Instrument	Success	Taken	Action Taken	Years (See Graphs)
2e. Average rating for writing items equal to or greater than 3.5.	General Education Graduate Surveys asking students how well they were taught skills. (Internal) (Summative)	Average rating exceeded the target in all years.	Dropped in 2007. Added English prerequisites to many department courses. Required writing exercises in all Accounting courses.	Rose in 2008 and 2009, but fell again in 2010. Will continue to monitor.	2006 = 4.5 2007 = 4.4 2008 = 4.7 2009 = 4.7 2010 = 4.4 (Graph 2e)
2f. Average rating for Math items equal to or greater than 3.5.	General Education Graduate Surveys asking students how well they were taught skills. (Internal) (Summative)	Average rating exceeded the target in all years.	Dropped in 2006. Added Math prerequisites to many department courses.	Rose for three straight years, but dropped again in 2010. Will need to keep monitoring.	2006 = 4.5 2007 = 4.3 2008 = 4.6 2009 = 4.7 2010 = 4.4 (Graph 2f)

Table II - Student and Stakeholder-Focused Results – Graphs 2e and 2f

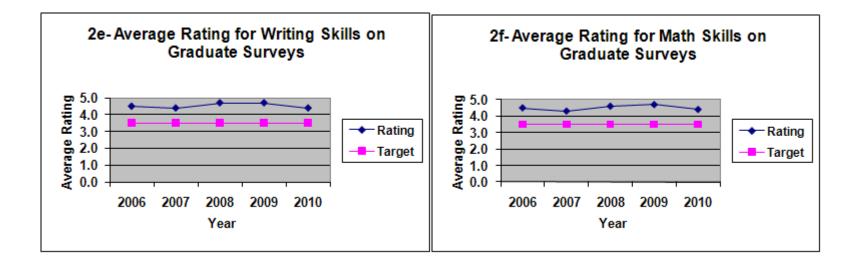


Table II - Student and Stakeholder-Focused Results

Performance Indicator	Definition		
2. Student- and Stakeholder-Focused Results	Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.		
	Analysis of Results		

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)
2g. Average rating for computer items equal to or greater than 3.5.	General Education Graduate Surveys asking students how well they were taught skills. (Internal) (Summative)	Average rating exceeded the target in all years.	Fell in 2007 and 2008. Upgraded software in ACC 2015 and BAD 1330 to more user- friendly versions.	Leveled off in 2009 and 2010. Will continue to monitor.	2006 = 4.2 2007 = 4.0 2008 = 3.9 2009 = 4.0 2010 = 4.0 (Graph 2g)
2h. Average rating for writing equal to or greater than 3.5.	Employer surveys of student performance (External), (Formative).	Average rating exceeded the target in all years.	Dropped in 2007. Added English prerequisites to many department courses. Required writing exercises in all Accounting courses.	Rose in 2008 and remained at maximum for three years straight	2006 = 5.0 2007 = 4.6 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 2h)

Table II - Student and Stakeholder-Focused Results – Graphs 2g and 2h

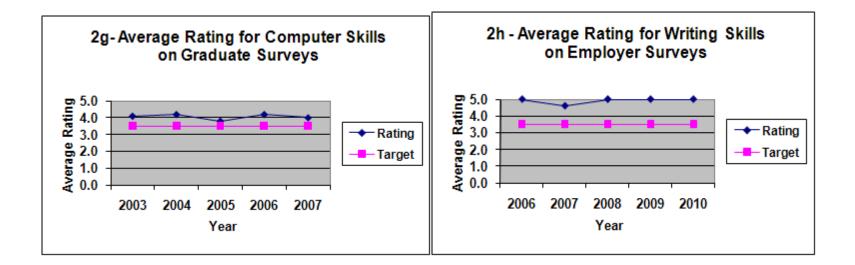


Table II - Student and Stakeholder-Focused Results

Performance Indicator	Definition
2. Student- and Stakeholder-Focused Results	Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.
	Analysis of Results

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)
2i. Average rating for Math equal to or greater than 3.5.	Employer surveys of student performance (External), (Formative).	Average rating exceeded the target in all years.	Fell in 2007. Added Math prerequisites to many department courses.	Rose in 2008 and all following years to the maximum rating.	2006 = 5.0 2007 = 4.2 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 2i)
2j. Average rating for computers equal to or greater than 3.5.	Employer surveys of student performance (External), (Formative).	Average rating exceeded the target in all years.	Dropped in 2007. Upgraded software in ACC 2015 and BAD 1330 to more user- friendly versions.	Rose in 2008 and all following years to the maximum rating.	2006 = 4.6 2007 = 4.5 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 2j)

Table II - Student and Stakeholder-Focused Results – Graphs 2i and 2j

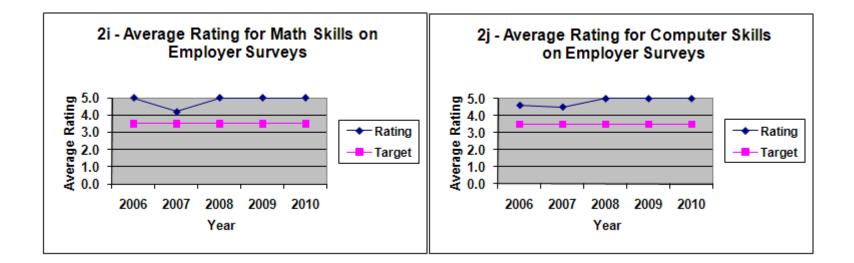


Table III – Budgetary, Financial, and Market Results

Performance Indicator	Definition			
3. Budgetary, Financial, and Market Performance Results	Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.			
Analysis of Results				

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)
3a. The Business Department budget should increase with growing enrollment.	Track the budget over time for increases. (Internal) (Summative)	The budget rose for three straight years until 2008.	The budget decreased in 2008 because a faculty member left and was not replaced. In 2009 the department was decreased when Criminal Justice moved to a new division.	Budget should grow again as we add a new program for Hospitality and Tourism.	2005 = 1,489,157 2006 = 1,618,184 2007 = 1,752,820 2008 = 1,727,618 2009 = 1,515,024 (Graph 3a.)
3b. The percent of change in the budget should mirror the percent of change in enrollment	Compare % changes in the budget to % changes in enrollment over time. (Internal) (Comparative)	Budget rose with enrollment until the department reorganized.	One full-time faculty member resigned in 2008 and was not replaced. Criminal Justice left the department in 2009. Adding Hospitality and Tourism program.	Too early to see the impact of the new program. Will continue to monitor.	2006 = 8.7% 2007 = 8.3% 2008 = -1.4% 2009 =-12.3% (Graph 3b.)

Table III – Budgetary, Financial, and Market Performance Results – Graphs 3a and 3b

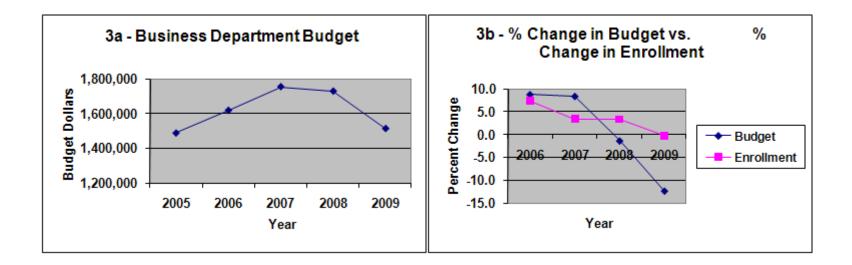


Table III – Budgetary, Financial, and Market Results

Perform	ance Indicator	Definition			
3. Budgetary, Fina Performance Resu		Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.			
		Analy	ysis of Results		
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)

3c. Dollars per student should remain stable, or increase over time.	Department budget divided by student enrollment. (Internal) (Summative)	Dollars per student rose until the department reorganized in 2008 / 2009.	One full-time faculty member resigned and was not replaced, and Criminal Justice was sent to another division. A new program, Hospitality and Tourism has been added.	Too early to see the impact of adding back a program to replace the Criminal Justice program which left.	2005 = 1,389 2006 = 1,406 2007 = 1,473 2008 = 1,406 2009 = 1,237 (Graph 3c.)
3d. The Business Dept. budget should remain stable, or increase, as a percent of the college's academic budget over time.	Department budget divided by college- wide academic budget. (Internal) (Summative)	Percentage remained stable until the department reorganized in 2008 / 2009.	One full-time faculty member resigned and was not replaced, and Criminal Justice was sent to another division. A new program, Hospitality and Tourism has been added.	Too early to see the impact of adding back a program to replace the Criminal Justice program which left.	2006 = 7.5% 2007 = 7.5% 2008 = 7.0% 2009 = 5.8% (Graph 3d.)

 Table III – Budgetary, Financial, and Market Performance Results – Graphs 3c and 3d

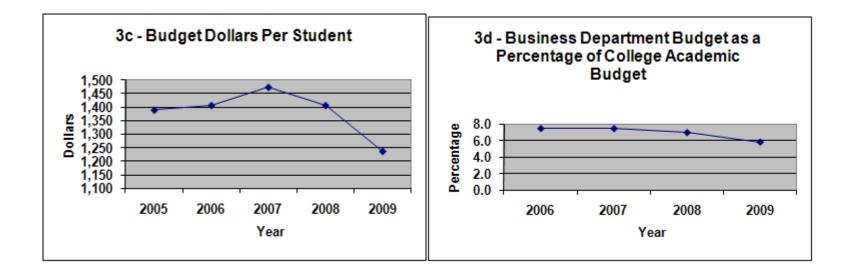
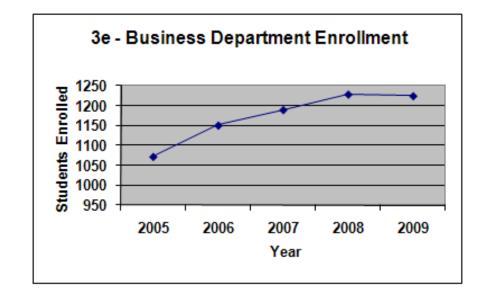


Table III – Budgetary, Financial, and Market Results

Perform	ance Indicator	Definition			
3. Budgetary, Fina Performance Resu		Adequate financial resources are vital to ensuring an outstanding fact and teaching environment. The resources budgeted for and allocated business units should be adequate to fund the necessary technology training to allow students to develop the requisite competencies for business environments.			and allocated to y technology and
		Anal	ysis of Results		
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)

3e. Department enrollments should increase annually.	Track enrollment over time.	Enrollment increased in four of five years.	Enrollment leveled off in 2009. Drops occurred in the Accounting and Management areas. Increased access for students in remote campuses by offering more courses online. Had advisors push Accounting in Leonardtown. New marketing brochures created.	Too soon to see the impact of efforts to increase the program enrollments.	2005 = 1072 2006 = 1151 2007 = 1190 2008 = 1229 2009 = 1225 (Graph 3e.)

Table III – Budgetary, Financial, and Market Performance Results – Graph 3e



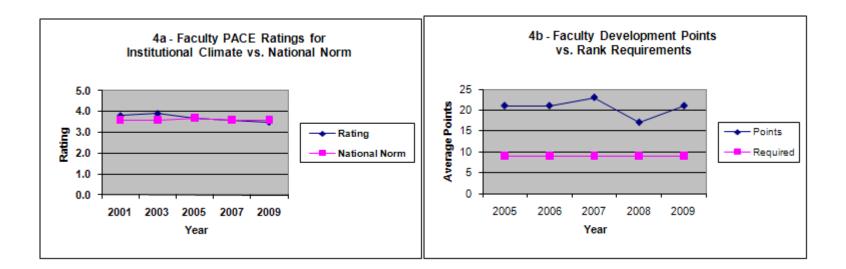
Year	Enrollment
2005	1072
2006	1151
2007	1190
2008	1229
2009	1225

Table IV Faculty- and Staff-Focused Results

4. Faculty and Staff Focused Results Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.					
Analysis of Results					
Performance	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5
Measure	Measurement	Success	Taken	Action Taken	Years
(Competency)	Instrument				(See Graphs)
4a.	Personal	Faculty	Ratings by the faculty	Too early to	2001 = 3.8
Overall rating by	Assessment of the	satisfaction	fell for three straight	gauge the	2003 = 3.9
faculty for	College	exceeded the	surveys. A new VP of	impact of new	2005 = 3.7
institutional climate	Environment	national norm	academic affairs has	leadership.	2007 = 3.6
will be equal to or	Survey (PACE)	in the first four	been appointed, and		2009 = 3.5
greater than the	(External)	surveys, but	several new division		(Graph 4a)
national norm.	(Summative)	fell below the	heads.		
		norm of 3.6 in			
		2009			
4b.	Average total	Faculty	While exceeding the	Productivity	2005 = 21
As a measure of	points for	productivity	9-point requirement,	rose in 2009.	2006 = 21
productivity, faculty	professional	exceeded rank	2008 was still the		2007 = 23
will exceed	development and	requirements	lowest year. More		2008 = 17
requirements for	professional	(9 points) in all	opportunities became		2009 = 21
their rank for	service on faculty	three years.	available for faculty		(Graph 4b)

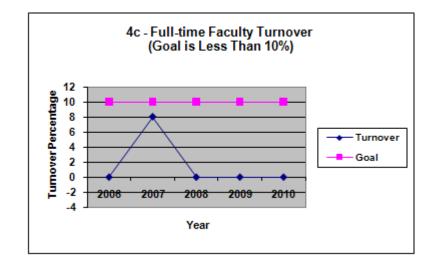
professional development and professional service	development plans vs. requirement for professor rank. (Internal)	development as the college reorganized in 2008.	
	(Formative)		

Table IV - Faculty- and Staff-Focused Results – Graphs 4a and 4b



4. Faculty and Staff Focused Results Faculty and staff-focused results examine how well the organiza maintains a positive, productive, learning-centered work environ business faculty and staff.					
		Analy	sis of Results		
Performance	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5
Measure	Measurement	Success	Taken	Action Taken	Years
(Competency)	Instrument				(See Graphs)
4c.	Full-time Faculty	No faculty	One full-time faculty	Department	2006 = 0%
Faculty turnover	turnover as	turnover in four	member resigned in	was	2007 = 8%
should remain	percentage of Full-	of five years	2007.	reorganized	2008 = 0%
below 10%	time faculty.		Department was	with cost	2009 = 0%
annually.	(Internal)		reorganized without	savings.	2010 = 0%
	(Formative)		the need to replace the vacant position.	5	(Graph 4c)

Table IV - Faculty- and Staff-Focused Results – Graph 4c



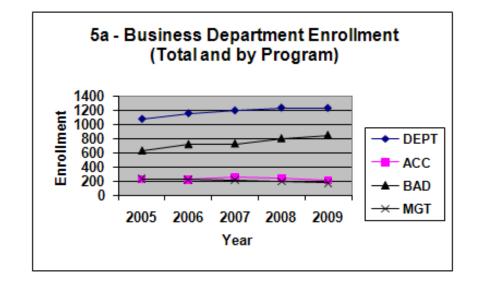
Year	Turnover	Goal
2006	0%	<10%
2007	8%	<10%
2008	0%	<10%
2009	0%	<10%
2010	0%	<10%

Table V Organizational Performance Results

5. Organizational I	Effectiveness Results	Each busin business pl academic s	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.			
Analysis of Results						
Performance	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5	

Measure (Competency)	Measurement Instrument	Success	Taken	Action Taken	Years (See Graphs)
5a. Enrollment in Business courses should increase each year.	Track enrollment by program and department total each fall. (Internal) (Summative)	Enrollment increased in four of five years.	Enrollment leveled off in 2009. Drops occurred in the Accounting and Management areas. Increased access for students in remote campuses by offering more courses online. Had advisors push Accounting in Leonardtown. New marketing brochures created.	Too early to see the impact of efforts to increase the program enrollments.	2005 = 1072 2006 = 1151 2007 = 1190 2008 = 1229 2009 = 1225 (Graph 5a)

Table V Organizational Performance Results – Graph 5a



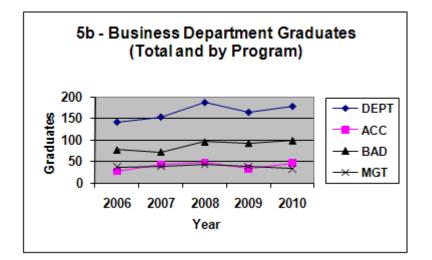
Year	DEPT	ACC	BAD	MGT
2005	1072	223	623	226
2006	1151	220	715	216
2007	1190	255	723	212
2008	1229	238	797	194
2009	1225	208	843	174

Table V Organizational Performance Results

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students'
	performance.

		sis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)
5b. The number of graduates in each program should increase each year.	Track graduates by program and department total each fall. (Internal) (Summative)	The number of graduates increased for the last three years.	Graduate counts fell in 2009. Increased access for students in remote campuses by offering more courses online. Had advisors push Accounting in Leonardtown. Created new marketing brochures.	The number of graduates rose again in 2010.	2006 = 141 2007 = 153 2008 = 187 2009 = 164 2010 = 178 (Graph 5b)

Table V Organizational Performance Results – Graph 5b



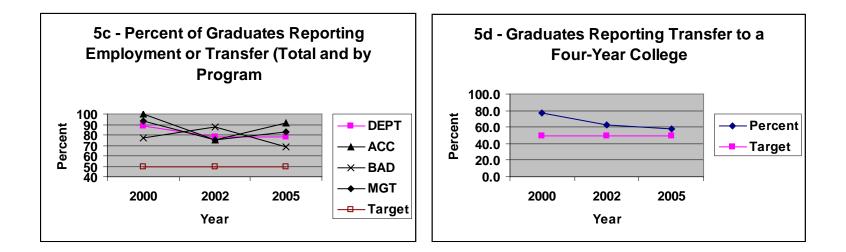
Year	DEPT	ACC	BAD	MGT
2006	141	27	77	37
2007	153	43	72	38
2008	187	48	96	43
2009	164	33	93	38
2010	178	46	99	33

Table V Organizational Performance Results

5. Organizational I	Effectiveness Results	Each busin business pl academic s	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, studen academic success, and other characteristics reflecting students' performance.			
Analysis of Results						
Performance	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5	

Measure (Competency)	Measurement Instrument	Success	Taken	Action Taken	Years (See Graphs)
5c. The percentage of graduates reporting that they are employed or have transferred should be greater than 70%	Maryland Higher Education Commission Graduate Follow-up Surveys. (External) (Summative)	Percentage exceeded target in all surveys.	Percentage dropped in 2002. A college advisor was assigned to work directly with the dept. Now require advising before reaching 18 and 36 credits earned.	n/a New survey does not break out results by programs.	2000 = 88.9% 2002 = 77.8% 2005 = 78.4% (Graph 5c) No further data.
5d. At least 50% of Graduates from the Business Administration transfer program will report that they have transferred to a four-year college.	Maryland Higher Education Commission Graduate Follow-up Surveys. (External) (Summative)	Percentage exceeded the target in all surveys.	Fell in 2002 and 2005. A college advisor was assigned to work directly with the dept. Now require advising before reaching 18 and 36 credits earned.	n/a New survey does not break out results by programs.	2000 = 76.9% 2002 = 62.5% 2005 = 57.8% (Graph 5d) No further data.

Table V Organizational Performance Results – Graphs 5c and 5d



Year	DEPT	ACC	BAD	MGT	Target
2000	88.9	100	76.9	93.3	50
2002	77.8	75	87.5	75	50
2005	78.4	91.7	68.4	83.3	50

Table V Organizational Performance Results

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)
5e. The department will offer more courses online each year to improve student access.	Count of online course sections each year. (Internal) (Summative)	Count increased in four of five years.	Count did not increase in 2008. Training in Web CT course delivery was offered to more part-time instructors.	Count increased in 2009.	2005 = 31 2006 = 41 2007 = 50 2008 = 45 2009 = 57 (Graph 5e)
5f. The department will increase the number of Associate Degrees and Certificates awarded in the Business program area.	Item 19a. on the Maryland Performance Accountability Report (MPAR). (Internal) (Summative)	Degrees and Certificates increased in the last three years.	Number awarded dropped in 2004 and 2005. Increased access for students in remote campuses by offering more courses online. New marketing brochures created.	Awards increased in 2006 and beyond	2004 = 144 2005 = 137 2006 = 162 2007 = 194 2008 = 218 (Graph 5f)

Table V Organizational Performance Results – Graphs 5e and 5f

