

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** 8/30/2010

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 catalog):

- 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: _____ 240-725-5422 _____

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		M
Faust, Frank	ECN	ECN 2010, ECN 2020	MBA		M
Howard, Dave	BAD	BAD 1330	B.S. CMIS, MS Management		M
Kabia, Richard	ECN	ECN 2010	M.A. Economics, B.A. Economics and Business		M

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

Table VI - Full Time Faculty

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

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

Credits required: 63

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%

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

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)
1a. Average writing score equal to or greater than 80%.	Written portion of Capstone Accounting Exercise, (Internal), (Summative).	Average score exceeded target in 4 out of 5 years.	Large drop in 2010. Will adopt Language Dept. scoring rubric for writing in Intro to Business course.	No data yet.	2006 = 90.7% 2007 = 95.6% 2008 = 93.9% 2009 = 97.1% 2010 = 79.5% (Graph 1a)
1b. Average writing score higher than national average: (113.9 in 2004) (113.7 in 2005).	Writing score on Academic Profile Test from E.T.S. (External), (Comparative).	Average score beat the national average in 4 out of 5 semesters.	Fell short in Spring 2005. Began requiring writing exercises in all Accounting courses.	Average score rose to beat the national average. Test no longer offered by E.T.S. No further data.	Spring 04 =114.7 Fall 04 =115.2 Spring 05 =111.1 Fall 05 = 115.5 Spring 06 = 114.6 (Graph 1b)
1c. 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	Dropping since 2006. Will adopt scoring rubric for writing in Intro to Business course.	No data yet.	2004 = 3.4 2005 = 3.1 2006 = 3.3 2007 = 2.9 2008 = 2.8 (Graph 1c)

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

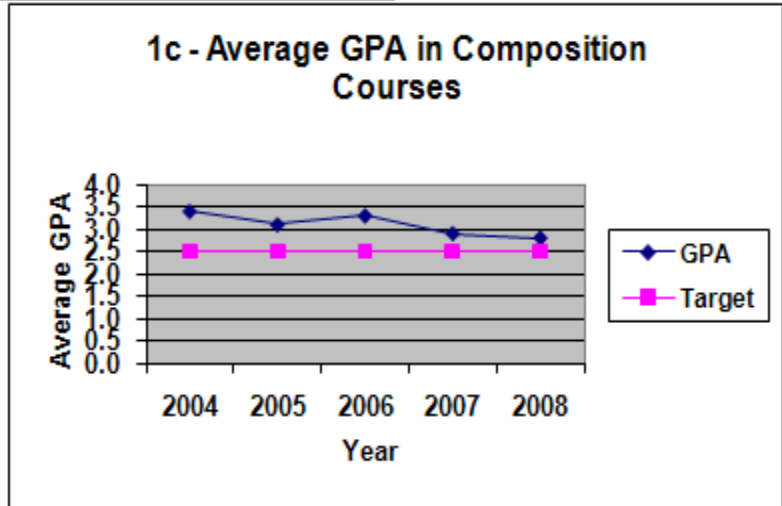
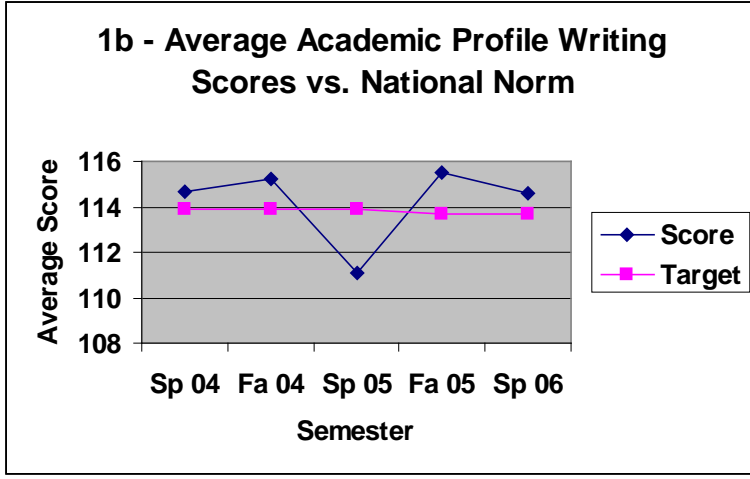
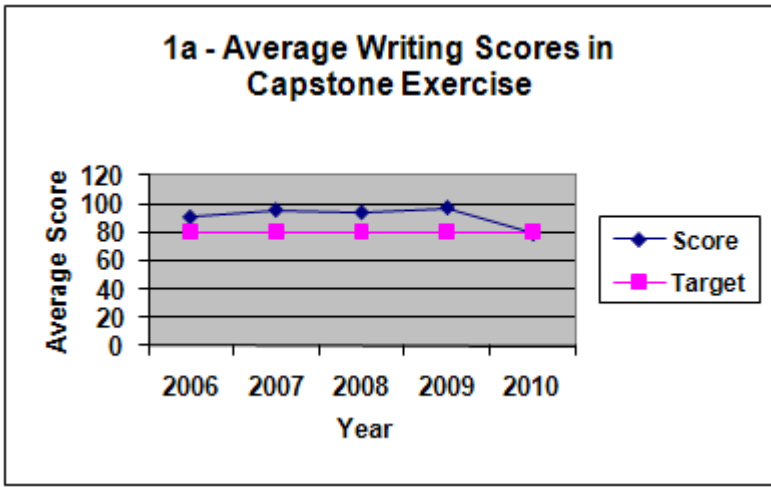


Table I - Student Learning Results – Accounting AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

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

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

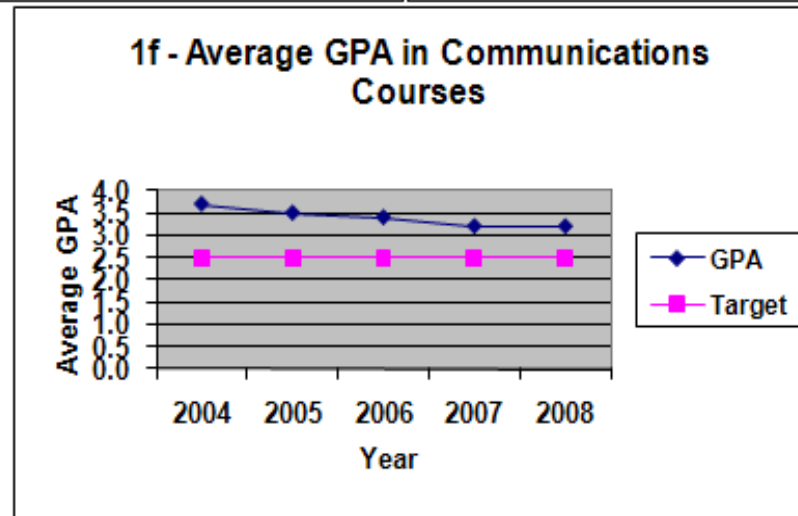
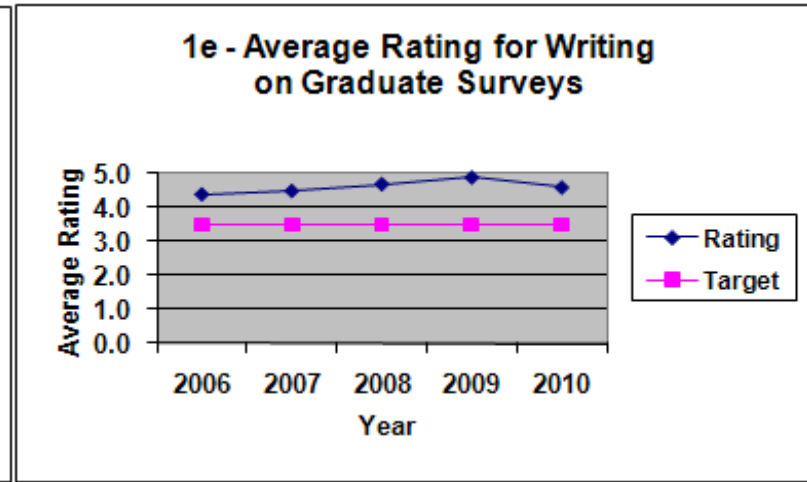
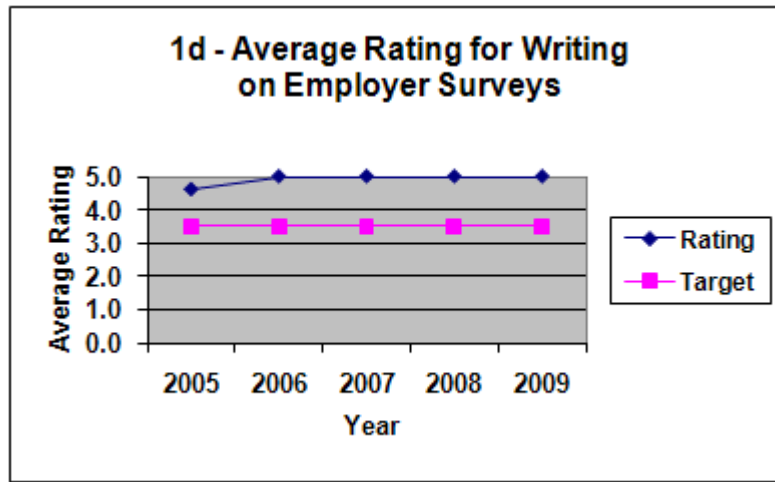


Table I - Student Learning Results – Accounting AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1g. 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.	Fell in 2007. Added graded presentations in many business courses.	Rating rose in 2008 and 2009.	2005 = 4.9 2006 = 5.0 2007 = 3.8 2008 = 5.0 2009 = 5.0 (Graph 1g)
1h. 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.	Dropped in 2006. Added graded presentations in many business courses.	Rose in 2007 through 2009. Will continue to monitor.	2006 = 4.1 2007 = 4.4 2008 = 4.4 2009 = 4.8 2010 = 4.3 (Graph 1h)
1i. Average general ledger set-up score equal to or greater than 80%.	Computer-graded set-up exercise in ACC 2015 course. (External) (Formative)	Average rating exceeded the target in all years.	Fell in 2007. Upgraded the software in ACC 2015 to a more user-friendly version.	Rose in 2009 and 2010.	2006 = 99.5% 2007 = 99.0% 2008 = 98.2% 2009 = 98.9% 2010 = 99.0% (Graph 1i)

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

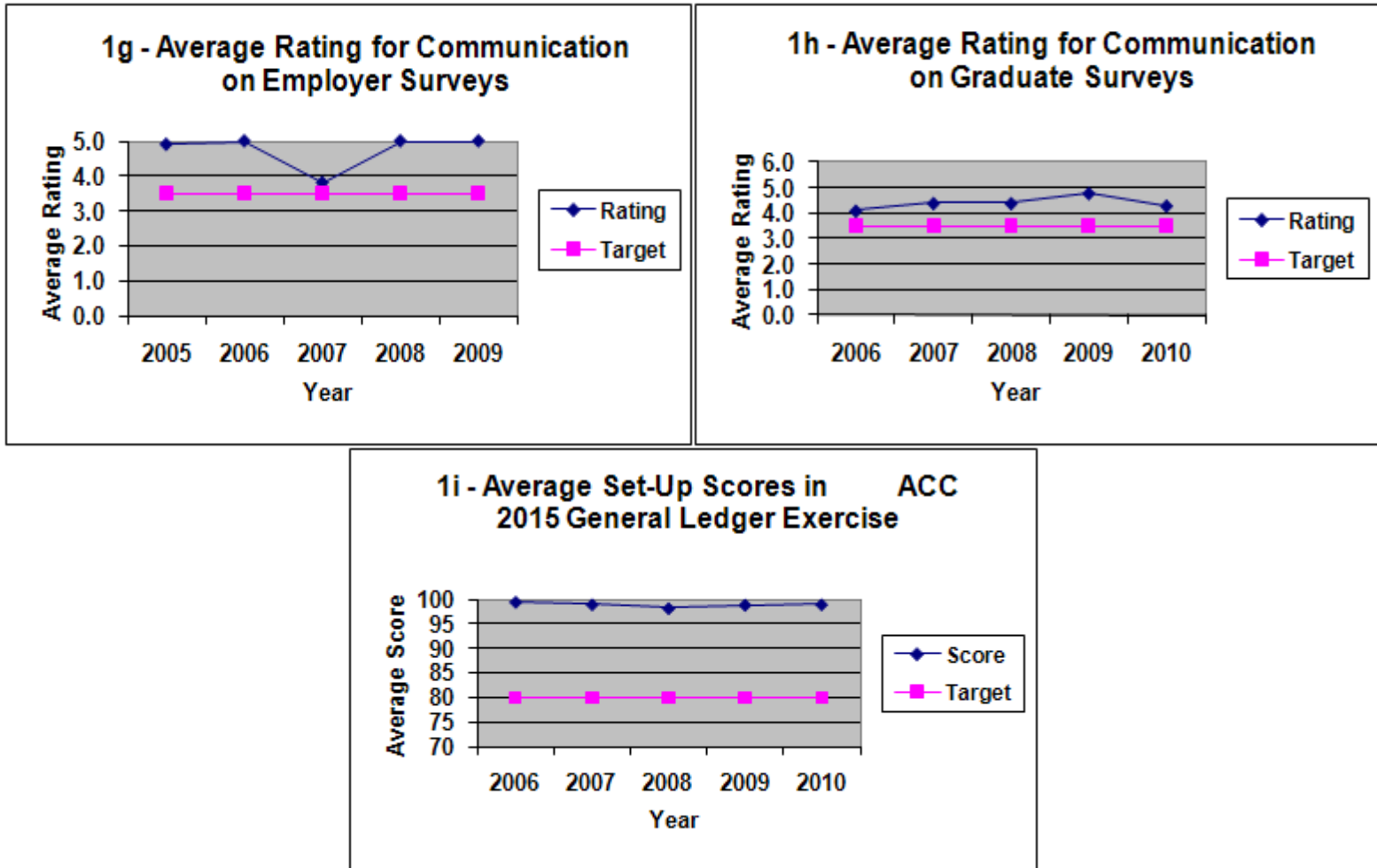


Table I - Student Learning Results – Accounting AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1j. 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 2007. Upgraded the software in ACC 2015 and BAD 1330 to more user-friendly versions.	Rose in 2009 and 2010.	2006 = 4.7 2007 = 4.6 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 1j)
1k. 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.	Rating rose steadily over the last five years.	No action needed.	2006 = 4.0 2007 = 4.1 2008 = 4.1 2009 = 4.3 2010 = 4.3 (Graph 1k)
1l. Average financial ratio calculation score equal to or greater than 80%.	Ratio portion of Capstone Acctg. Exercise, (Internal), (Summative).	Average score exceeded target in all 5 years.	Dropped in 2008. Added math prerequisites to many business and accounting courses.	Rose again in 2010. Will continue to monitor.	2006 = 92.3% 2007 = 96.4% 2008 = 91.9% 2009 = 88.6% 2010 = 90.8% (Graph 1l)

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

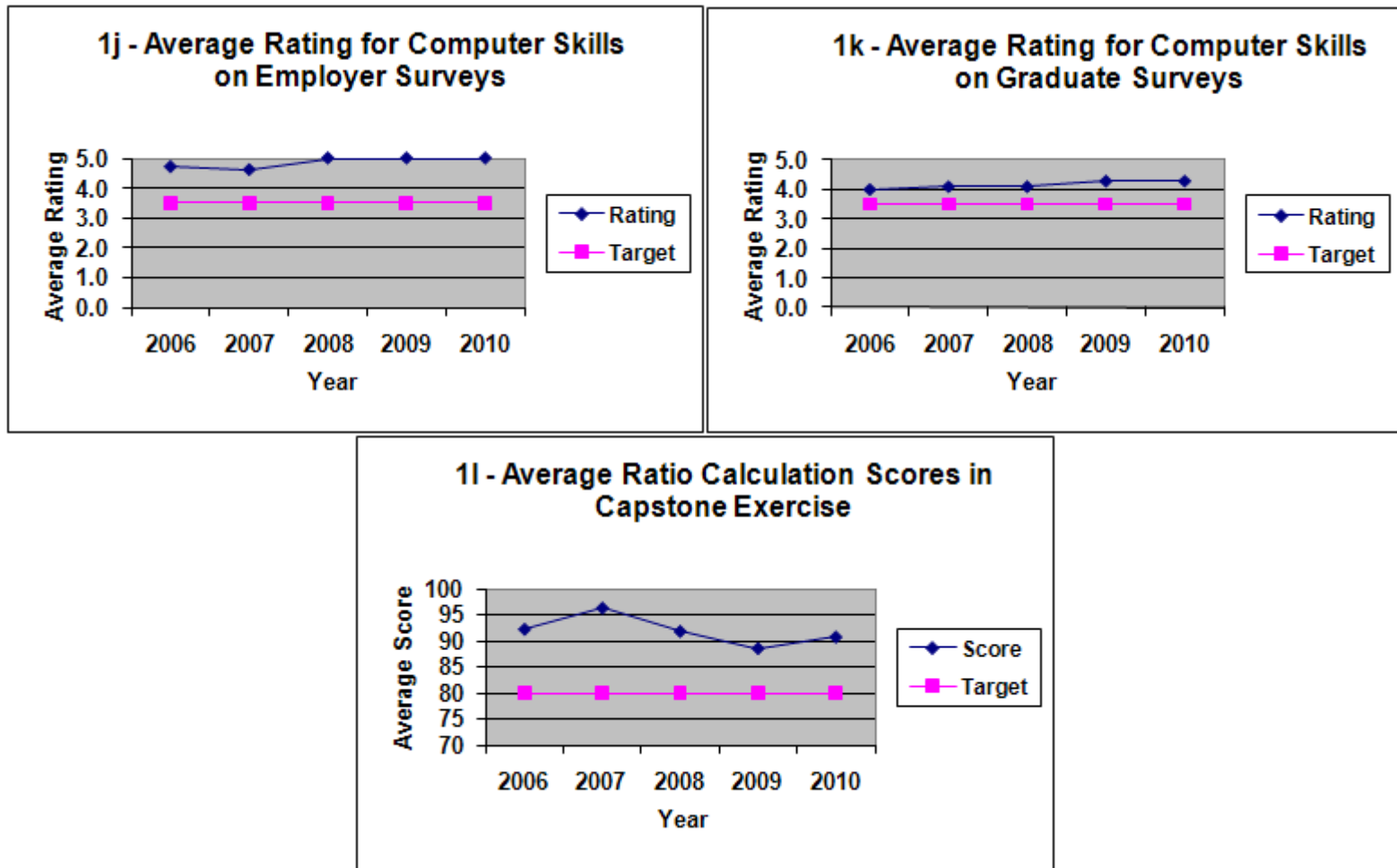


Table I - Student Learning Results – Accounting AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

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

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

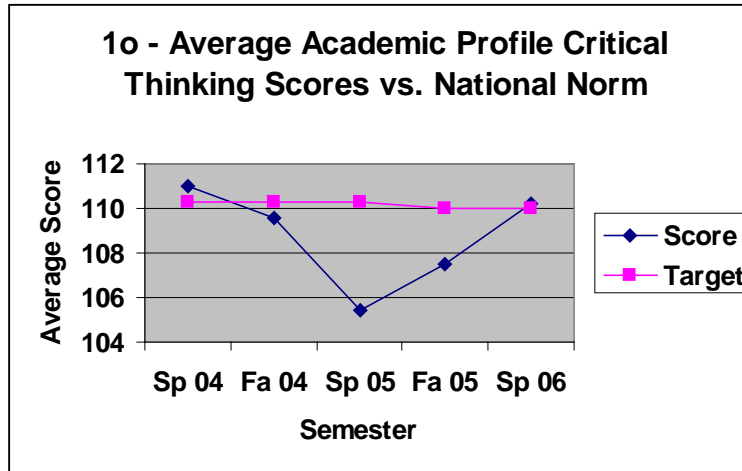
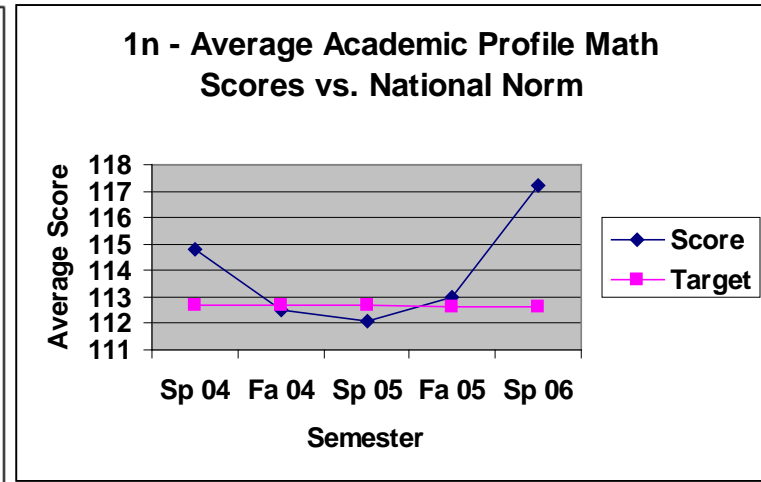
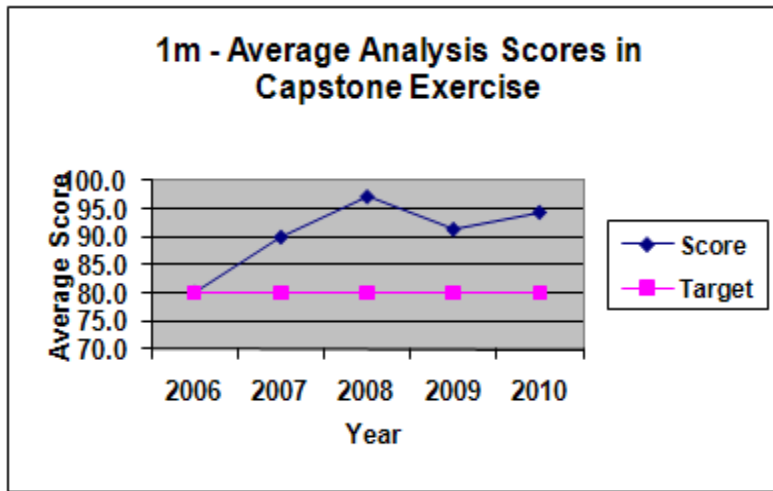


Table I - Student Learning Results – Accounting AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1p. Average rating for math skills 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 math prerequisites to many department courses.	Rose to 5.0 in subsequent years.	2006 = 5.0 2007 = 4.2 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 1p)
1q. 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.	Slight drop in 2008 and 2009. Added math prerequisites to many department courses.	Average rating recovered in 2009 and 2010.	2006 = 4.7 2007 = 4.6 2008 = 4.6 2009 = 4.9 2010 = 4.8 (Graph 1q)
1r. 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) (Summative)	Average rating exceeded the target in all years.	Fell in 2006. Began requiring ratio analysis in ACC 2010/2020.	Average rating rose to 4.7 in 2008, and has remained well above target.	2006 = 4.1 2007 = 4.5 2008 = 4.7 2009 = 4.5 2010 = 4.6 (Graph 1r)

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

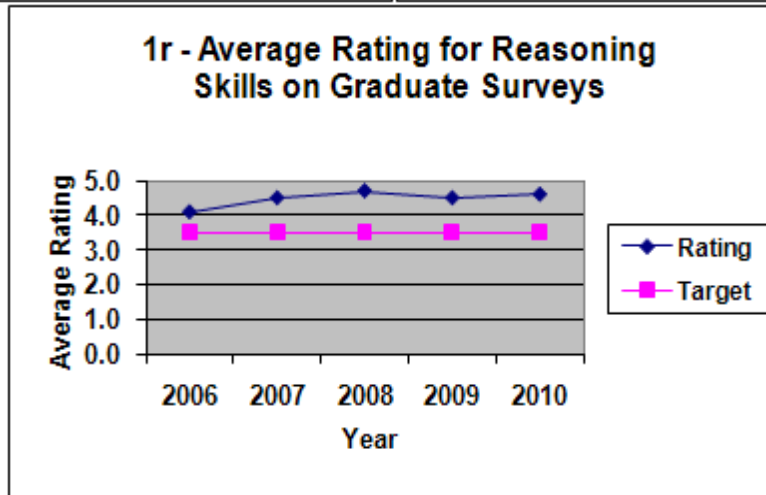
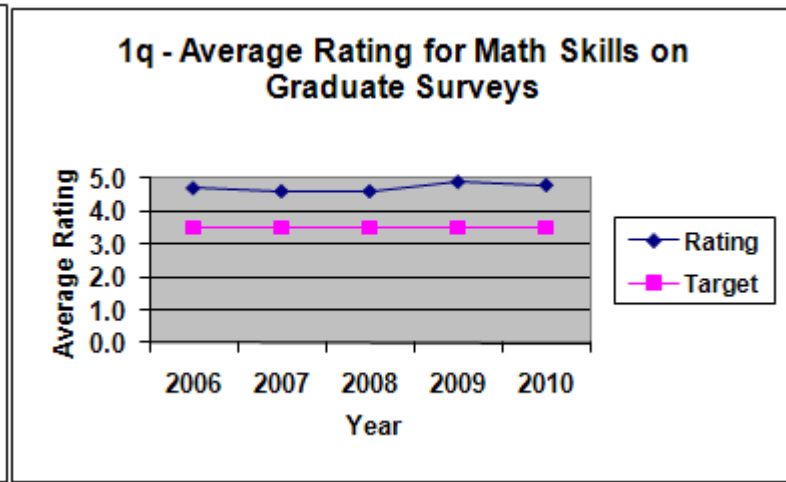
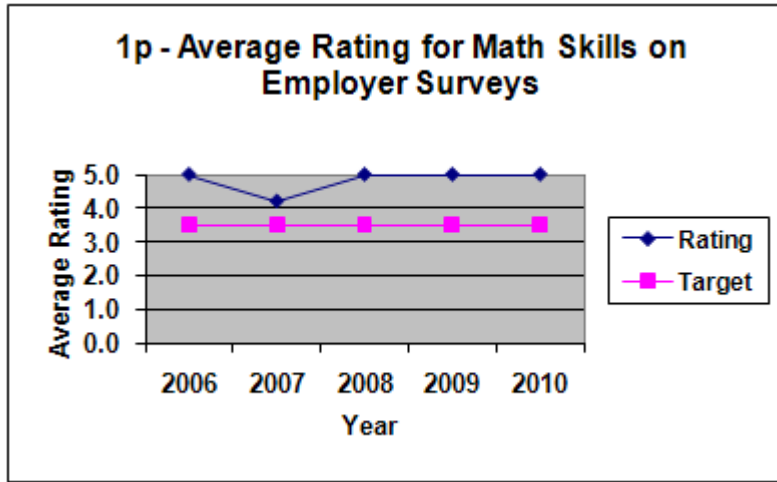


Table I - Student Learning Results – Accounting AAS Degree

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

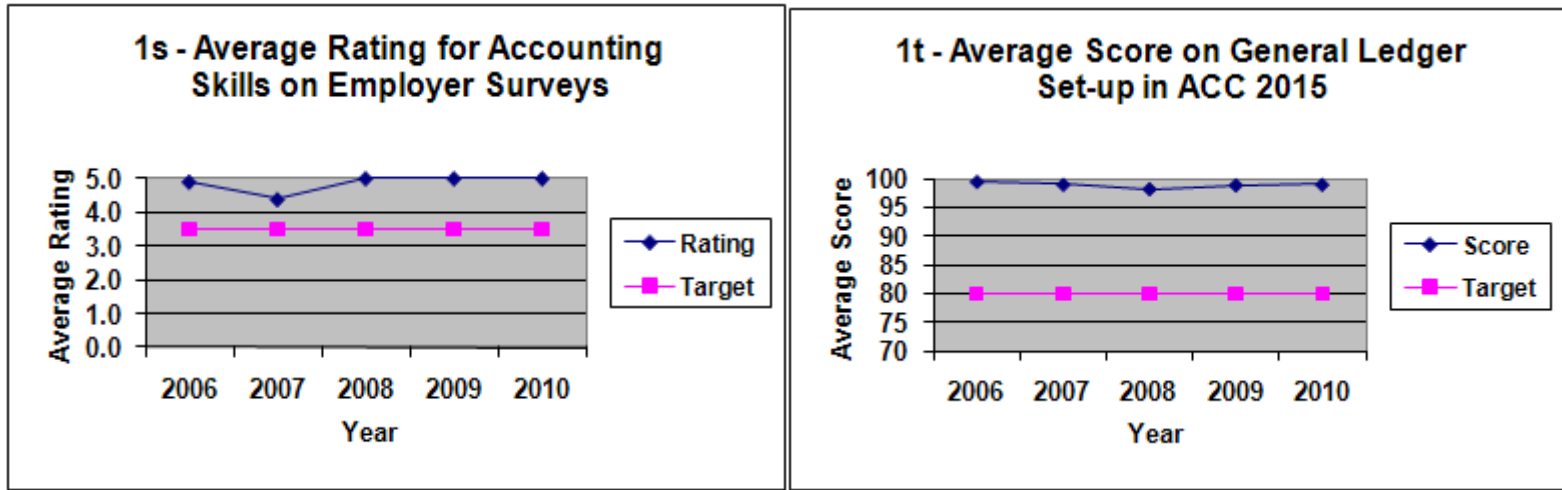


Table I - Student Learning Results – Business Administration AS Degree

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)

1u. 70% or more of graduates will report they were well prepared for transfer	Maryland Higher Education Grad Follow-up Survey. (External) (Summative)	Target percentage met in all three surveys.	Fell in 2005. Students are now required to see an advisor 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 1u) No further data.
1v. 50% or more of graduates will report they have transferred to a four-year college.	Maryland Higher Education Grad Follow-up Survey. (External) (Summative)	Target percentage met in all three surveys.	Dropped in 2005. Students are now required to see an advisor 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 = 57.9% (Graph 1v) No further data.
1w. Average GPA for communication equal to or greater than 2.5	Program graduates GPA for courses in communication. (External), (Summative).	Graduate GPAs exceeded the target in all years	Dropped for three straight years. Added presentations to many business courses.	Recovered in 2008. Will continue to monitor.	2004 = 3.6 2005 = 3.6 2006 = 3.2 2007 = 3.0 2008 = 3.4 (Graph 1w)

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

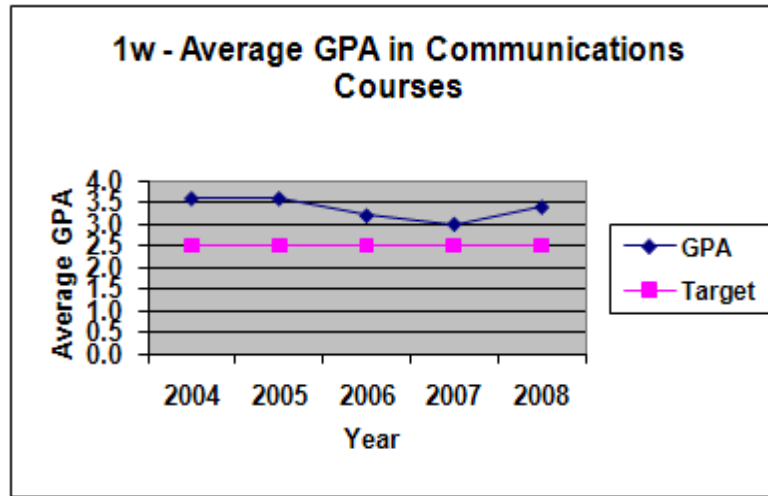
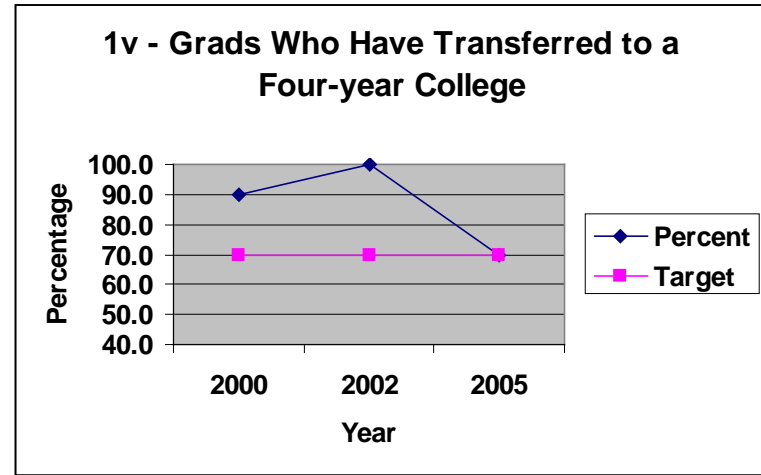
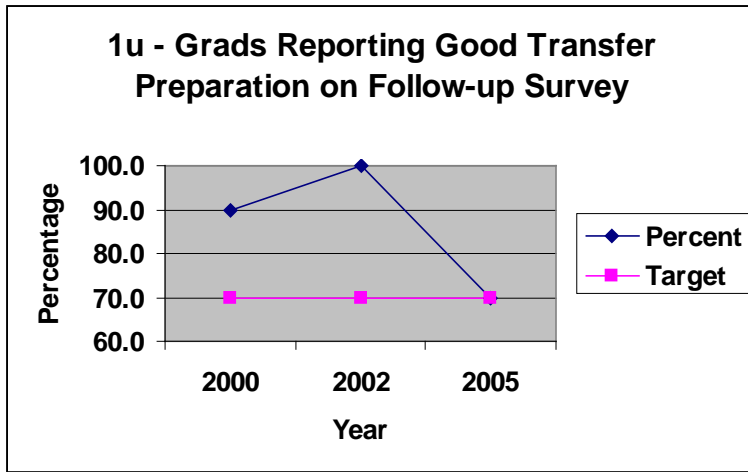


Table I - Student Learning Results – Business Administration AS Degree

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	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

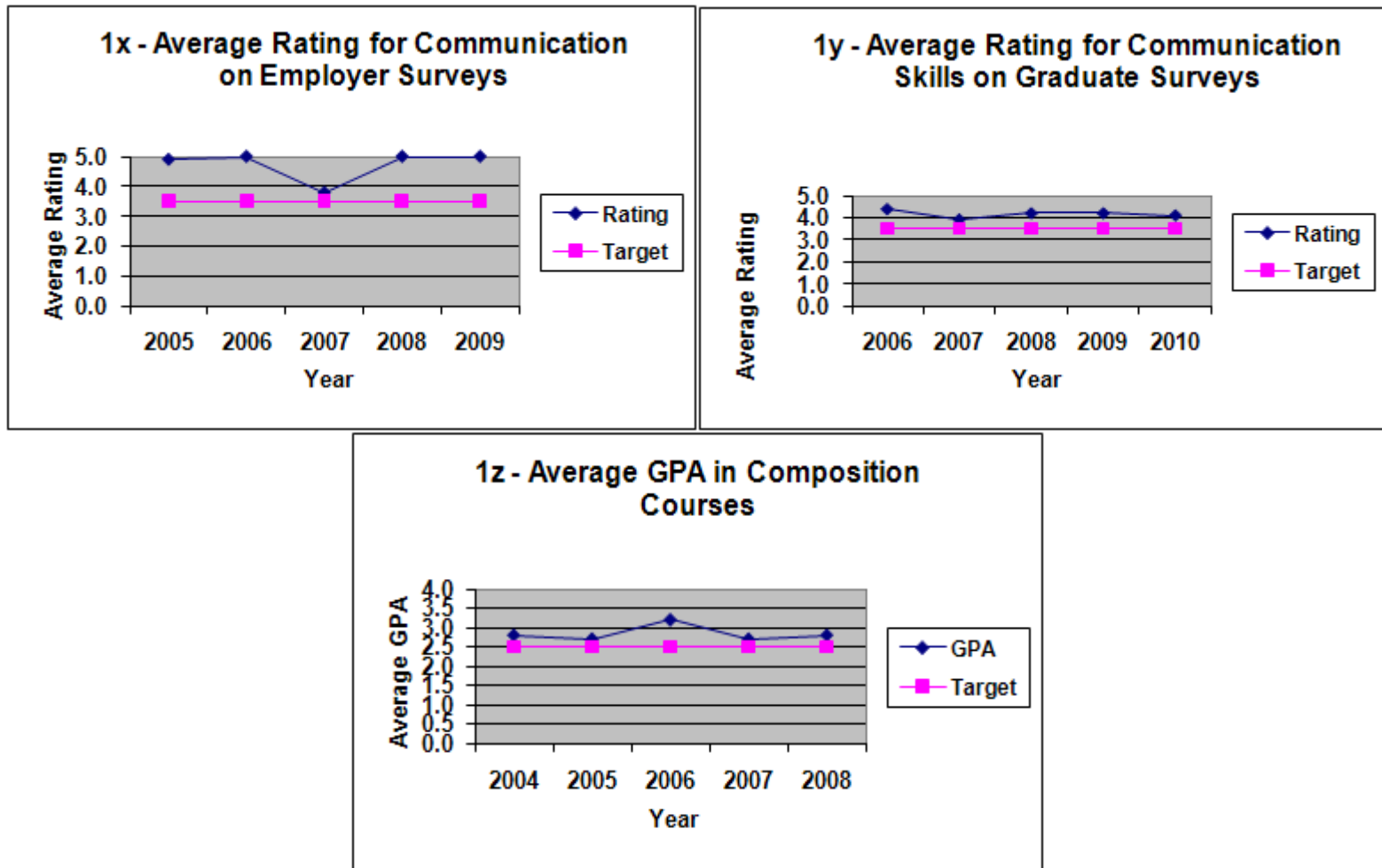


Table I - Student Learning Results – Business Administration AS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1aa. 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.	Fell in 2007. Added English prerequisites to many department courses.	Rating rose in three subsequent years.	2006 = 5.0 2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 1aa)
1ab. 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.	Fell for three years. Will adopt Language Dept. scoring rubric for writing in Intro to Business course.	No data yet.	2006 = 4.5 2007 = 4.4 2008 = 4.7 2009 = 4.6 2010 = 4.3 (Graph 1ab)
1ac. Average writing score higher than national average: (113.9 in 2004) (113.7 in 2005).	Writing score on Academic Profile Test from E.T.S. (External), (Comparative).	Matched national norms in 2004, and exceeded them by 2006.	Fell below the national norm in 2004. Added English prerequisites to many department courses.	Average score rose on later tests until it beat the national norm. Test no longer offered by E.T.S. No further data.	Spring 04 =113.9 Fall 04 =111.4 Spring 05 =112.0 Fall 05 = 112.1 Spring 06 = 114.0 (Graph 1ac)

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

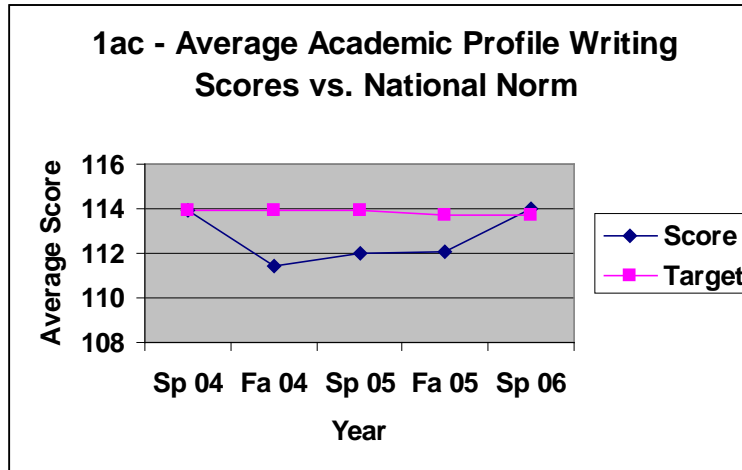
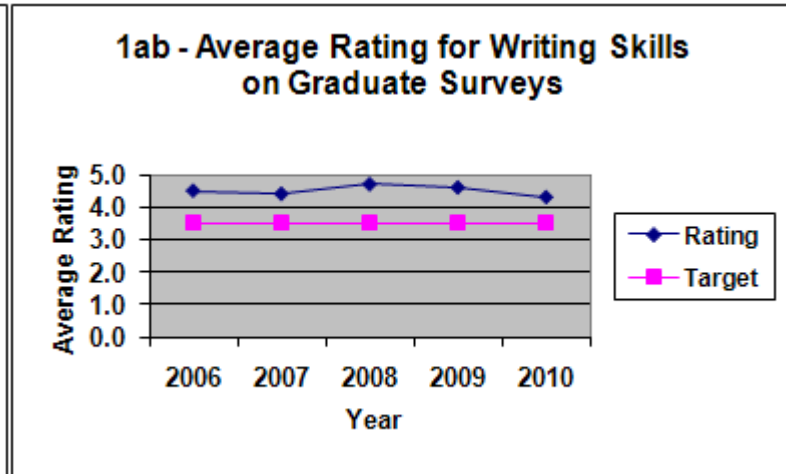
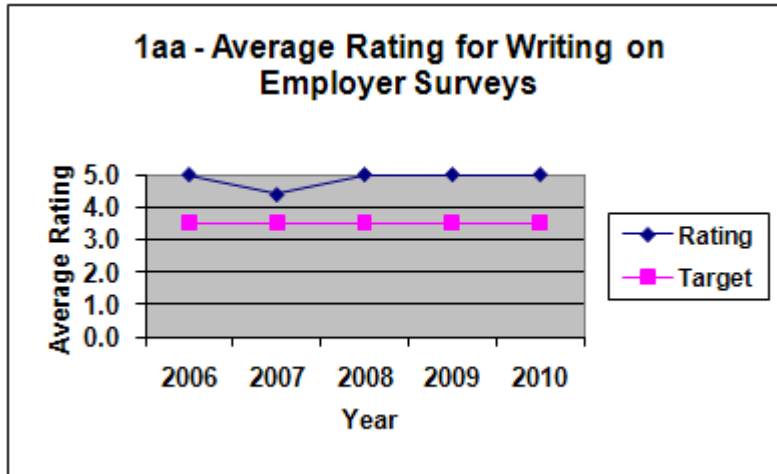


Table I - Student Learning Results – Business Administration AS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1ad. 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 2005. Added Math prerequisites to many department courses.	Rose above 4.0 in following years.	2004 = 3.9 2005 = 3.8 2006 = 5.0 2007 = 4.2 2010 = 5.0 (Graph 1ad)
1ae. 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 2007. Added Math prerequisites to many department courses.	Rose above 4.0 in three subsequent years.	2006 = 4.3 2007 = 3.9 2008 = 4.4 2009 = 4.7 2010 = 4.3 (Graph 1ae)
1af. Average math score higher than national average: (112.7 in 2004) (112.6 in 2005).	Math score on Academic Profile Test from E.T.S. (External), (Comparative).	Average score was above the national norm in three of five semesters	Fell below the norm in 2005. Added Math prerequisites to many department courses.	Scores rose above the norm in 2006. Test no longer offered by E.T.S. No further data.	Spring 04 =115.9 Fall 04 =111.6 Spring 05 =116.5 Fall 05 = 110.7 Spring 06 = 113.9 (Graph 1af)

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

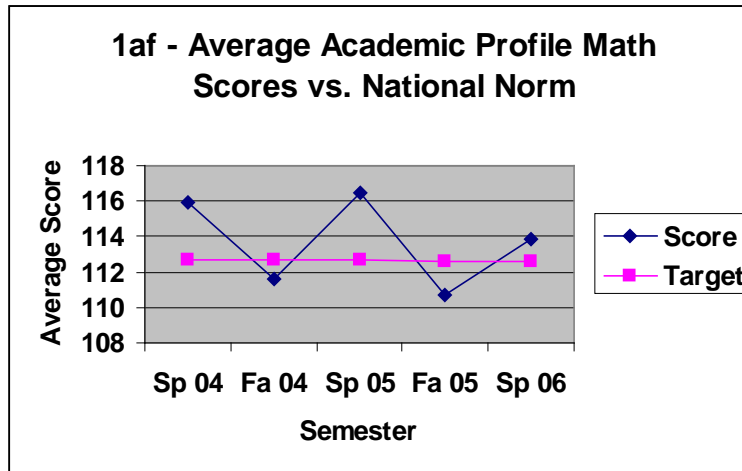
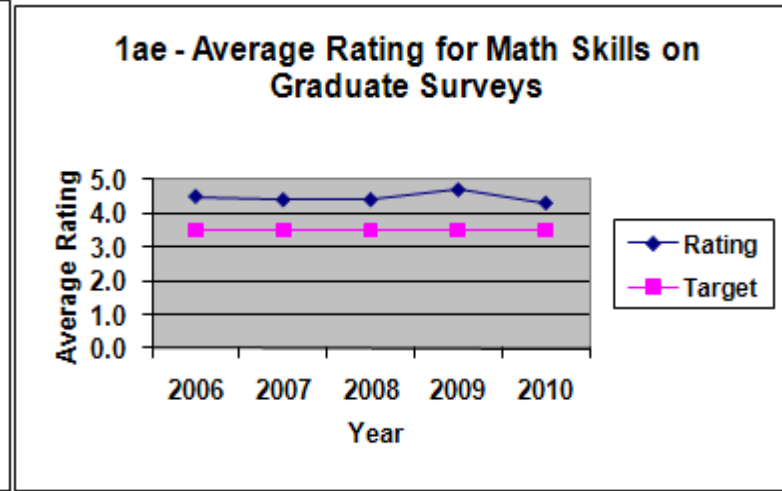
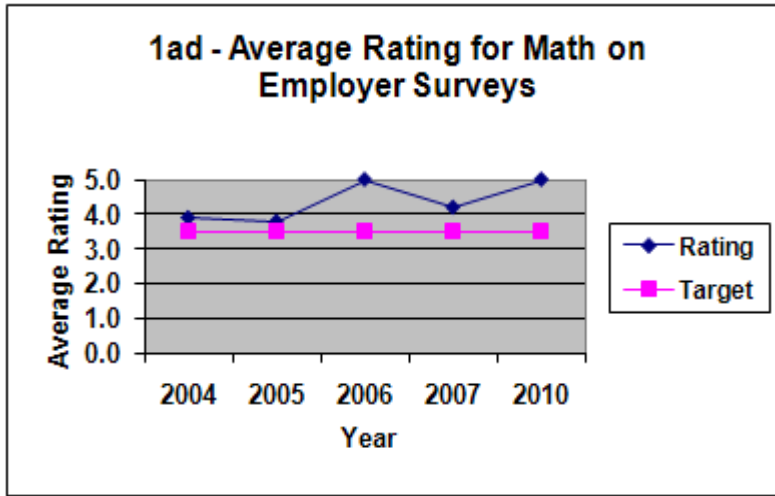


Table I - Student Learning Results – Business Administration AS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

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

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

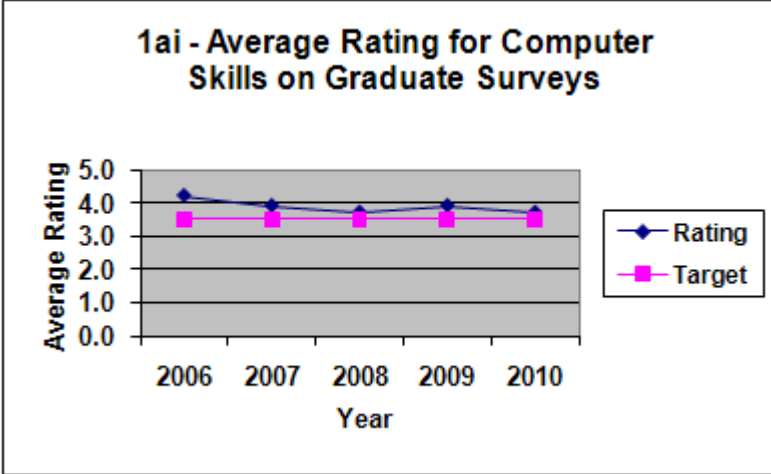
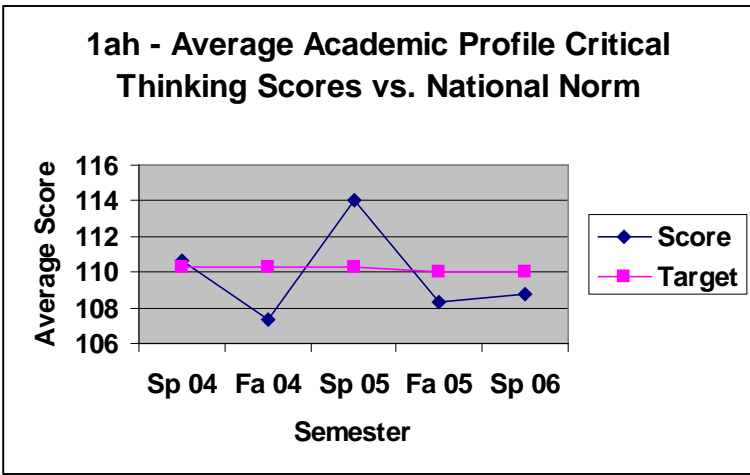
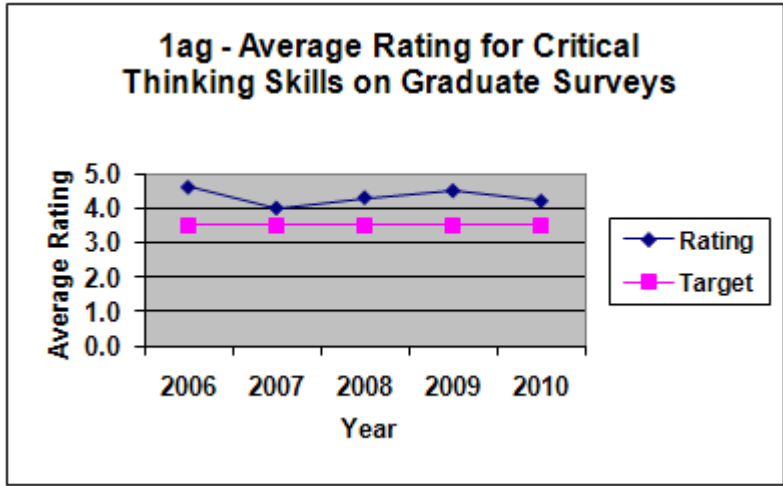


Table I - Student Learning Results – Business Administration AS Degree

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	Description of Measurement	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

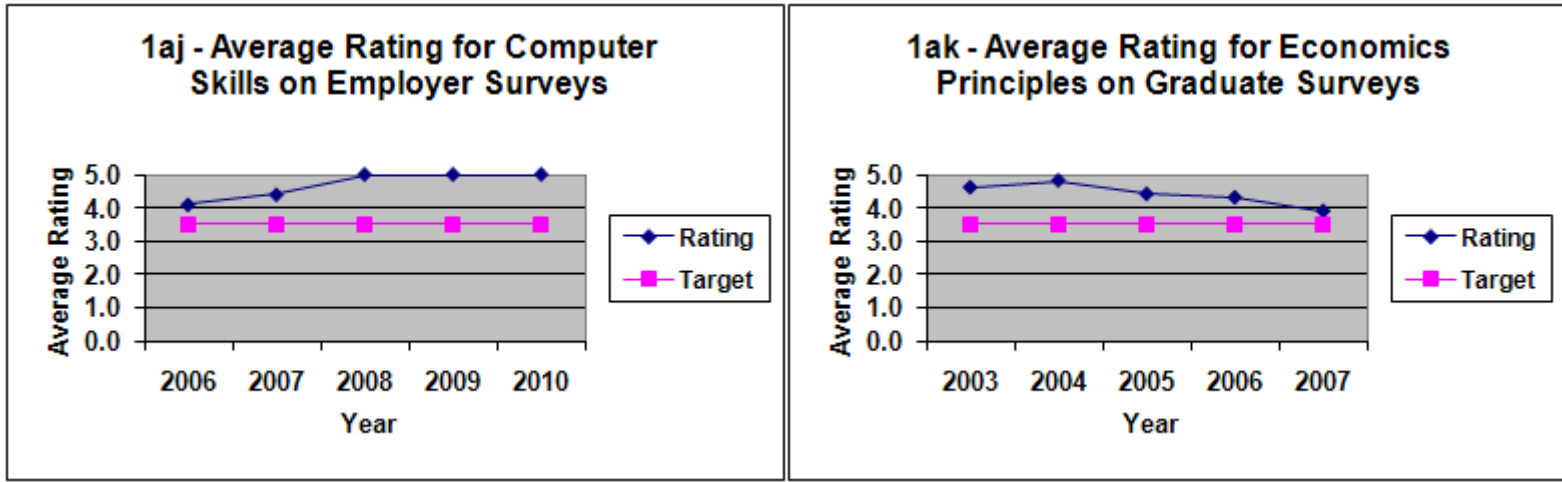


Table I - Student Learning Results – Management Development AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1al. Average rating for interpersonal 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 group projects to some courses.	Ratings rose in 2007, but tapered off afterwards. Will continue to monitor.	2006 = 4.2 2007 = 4.5 2008 = 4.4 2009 = 4.3 2010 = 4.3 (Graph 1al)
1am. Average rating for interpersonal 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 2005. Added group projects to some courses.	Recovered in 2006 and all following years.	2005 = 4.3 2006 = 5.0 2007 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 1am)
1an. 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)(Summa.)	Average rating exceeded the target in all years.	Dropped in 2007. Added math prerequisites to many courses in the department.	Average math ratings rose in 2008, but fell again. Will continue to monitor.	2006 = 4.6 2007 = 4.3 2008 = 4.7 2009 = 4.3 2010 = 3.8 (Graph 1an)

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

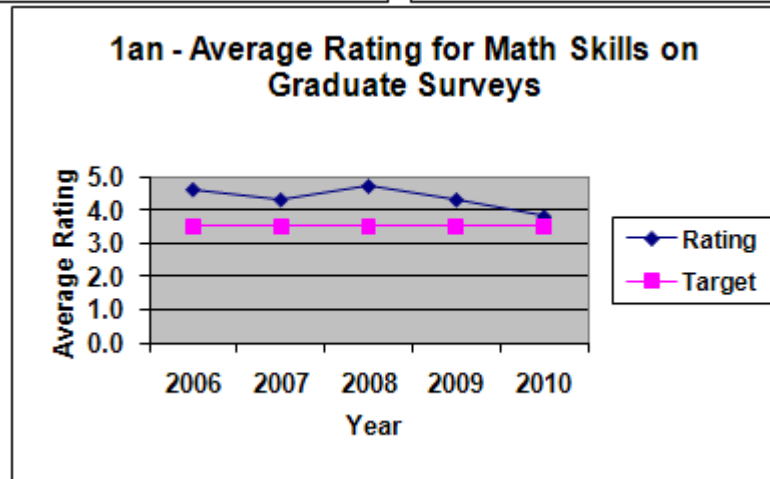
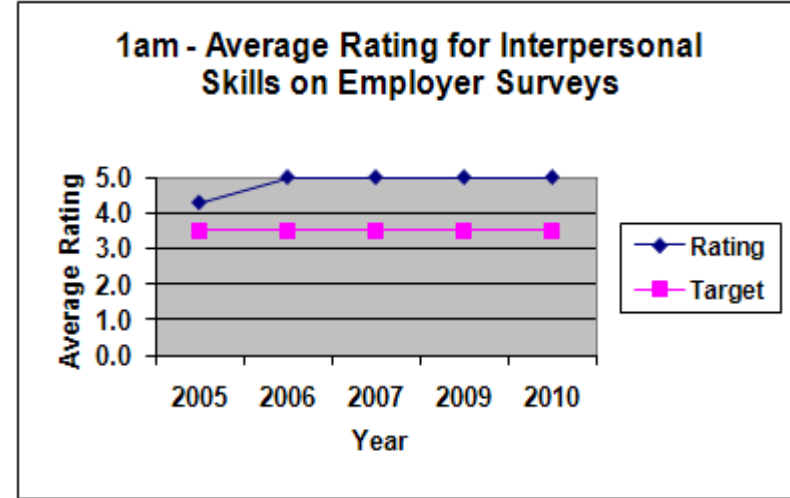
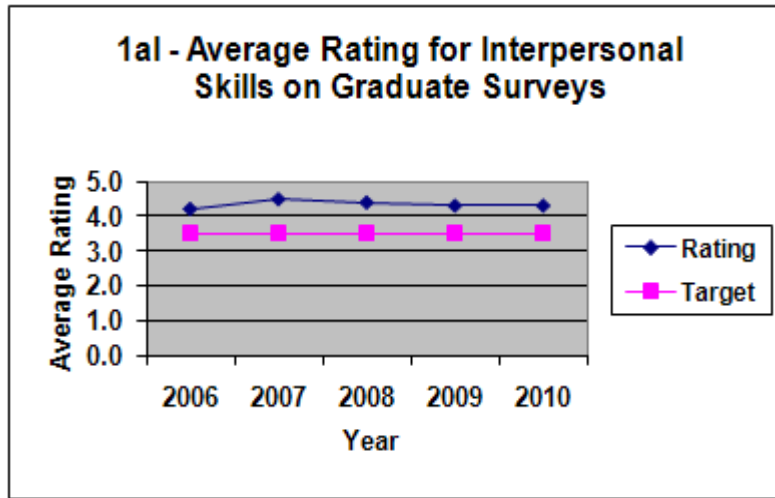


Table I - Student Learning Results – Management Development AAS Degree

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	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

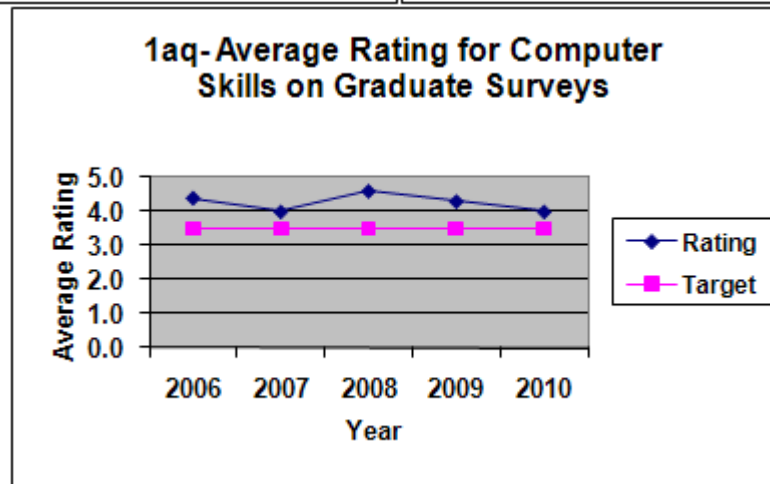
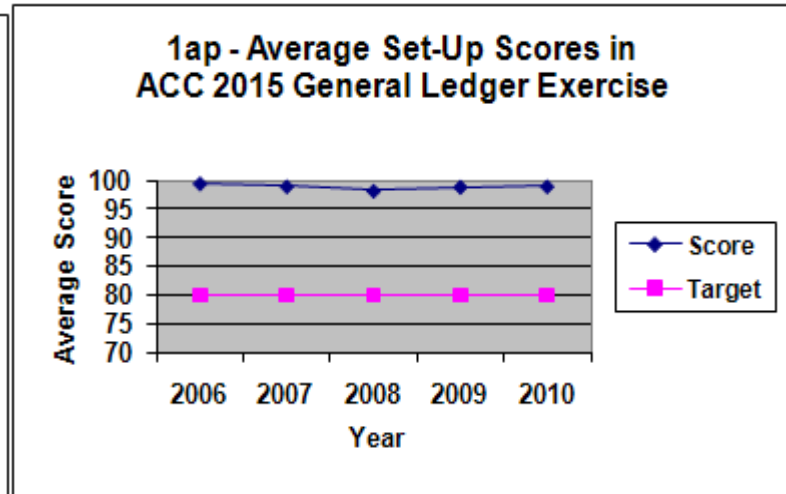
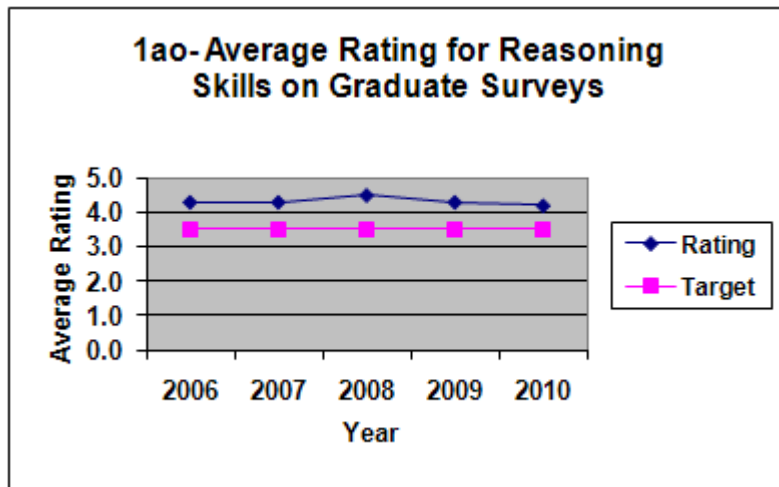


Table I - Student Learning Results – Management Development AAS Degree

Performance Indicator		Definition			
1. Student 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	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. 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 be more user-friendly.	Ratings rose in 2007 and all following years.	2006 = 4.1 2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 1ar)
1as. 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 2007. Added math prerequisites to many department courses.	Rose in 2008, but fell again in 2009 and 2010. Will continue to monitor.	2006 = 4.6 2007 = 4.3 2008 = 4.7 2009 = 4.3 2010 = 3.8 (Graph 1as)
1at. Average rating for math skills equal to or greater than 3.5.	Employer surveys of student performance (External), (Formative).	Average rating exceeded the target in all years.	Fell below 4.0 in 2004 and 2005. Added math prerequisites to many department courses.	Recovered in 2006 and beyond.	2004 = 3.9 2005 = 3.8 2006 = 5.0 2007 = 4.2 2010 = 5.0 (Graph 1at)

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

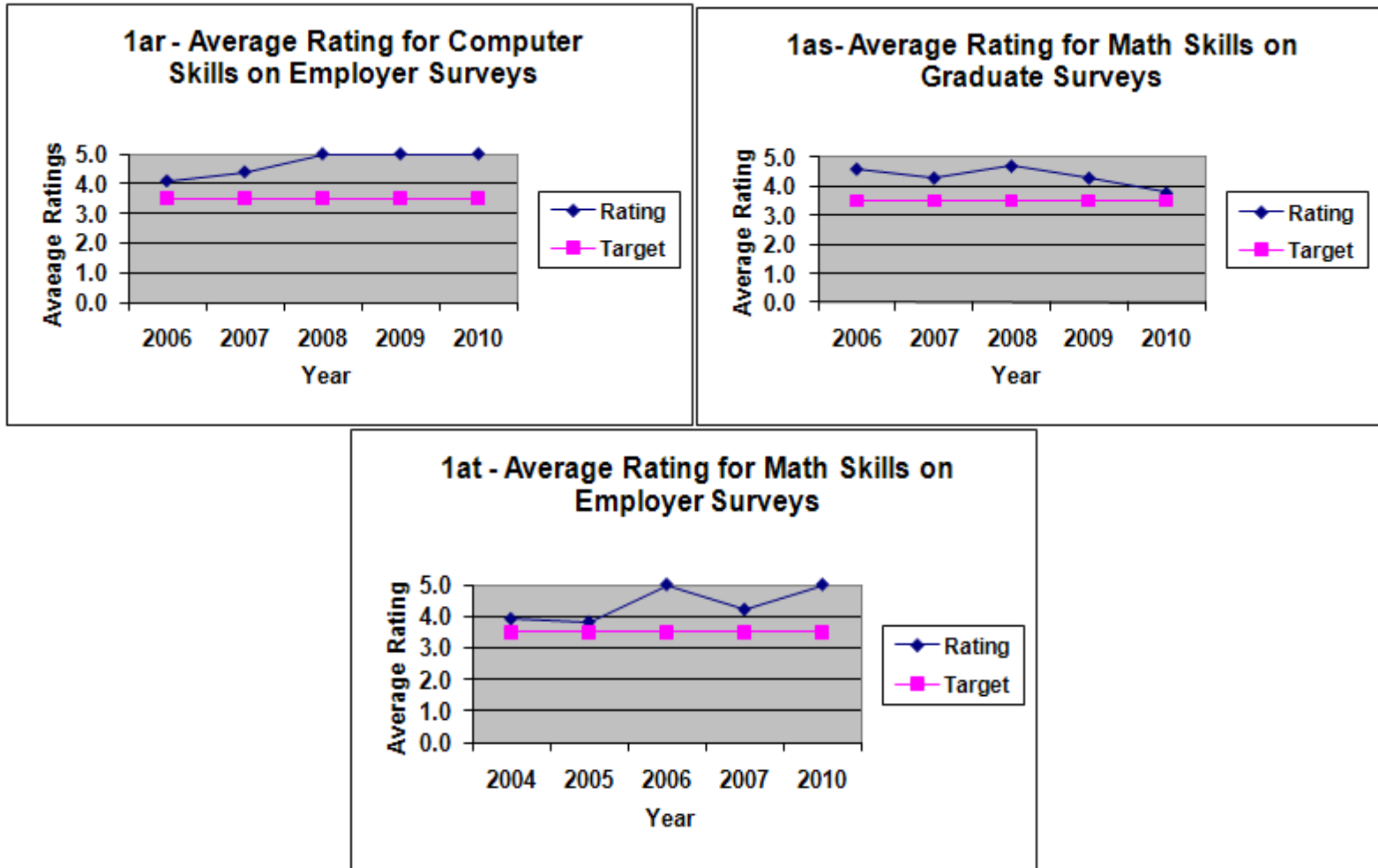


Table I - Student Learning Results – Management Development AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1au. 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 rose to maximum score in 2009 and 2010.	2005 = 4.9 2006 = 5.0 2007 = 3.8 2009 = 5.0 2010 = 5.0 (Graph 1au)
1av. Average rating for interpersonal 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 2006. Added student presentations to many business courses.	Rose in 2007, but slid again in 2008 and 2009. Leveled off in 2010. Will continue to monitor.	2006 = 4.2 2007 = 4.5 2008 = 4.4 2009 = 4.3 2010 = 4.3 (Graph 1av)
1aw. Average GPA for communication courses equal to or greater than 2.5	Program graduates GPA for communications courses. (External), (Summative).	Graduate GPAs exceeded the target in all years	Declined since 2004. Added student presentations to many business courses.	Finally rose again in 2008. Will continue to monitor.	2004 = 3.6 2005 = 3.4 2006 = 3.3 2007 = 3.0 2008 = 3.2 (Graph 1aw)

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

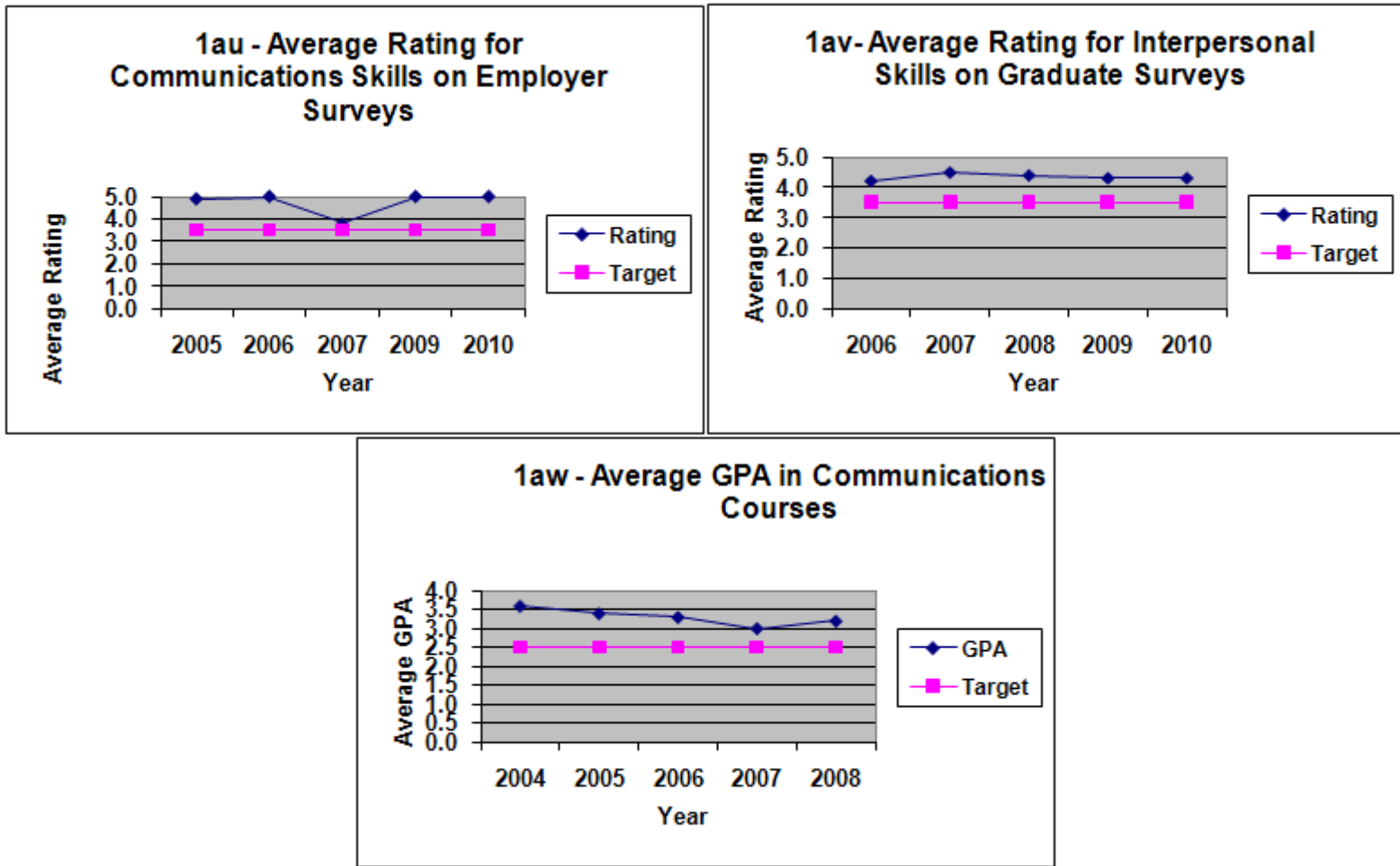


Table I - Student Learning Results – Management Development AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

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

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

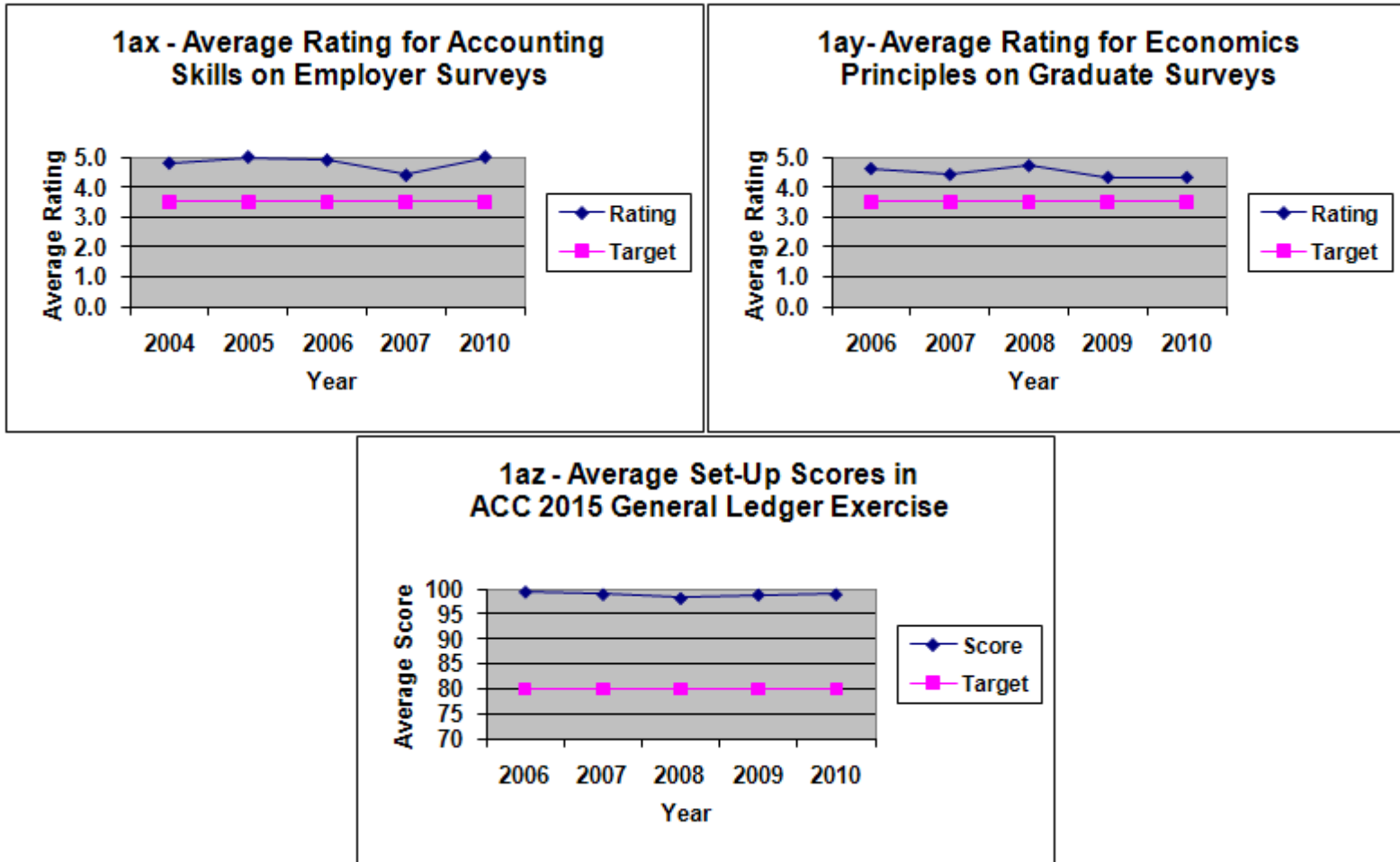


Table I - Student Learning Results – Management Development AAS Degree

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	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years

(Competency)	Instrument				(See Graphs)
1ba. 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 economics courses.	Achieved maximum ratings in 2008 and subsequent years.	2006 = 5.0 2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 (Graph 1ba)
1bb. 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 economics courses.	Ratings rose in 2008, but fell again in 2009 and 2010. Will continue to monitor.	2006 = 4.5 2007 = 4.3 2008 = 4.6 2009 = 4.3 2010 = 4.3 (Graph 1bb)
1bc. Average GPA for composition courses equal to or greater than 2.5	Program graduates GPA for courses in composition. (External), (Summative).	Graduate GPAs exceeded the target in all years	Fell in 2005 and again in 2007. Added English prerequisites to economics courses.	Rose in 2008, but will need to monitor because averages rise and fall.	2004 = 3.5 2005 = 3.1 2006 = 3.3 2007 = 2.9 2008 = 3.0 (Graph 1bc)

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

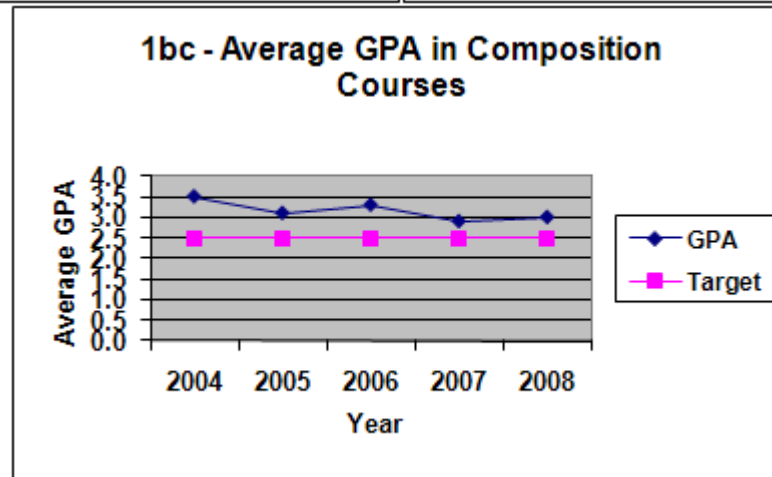
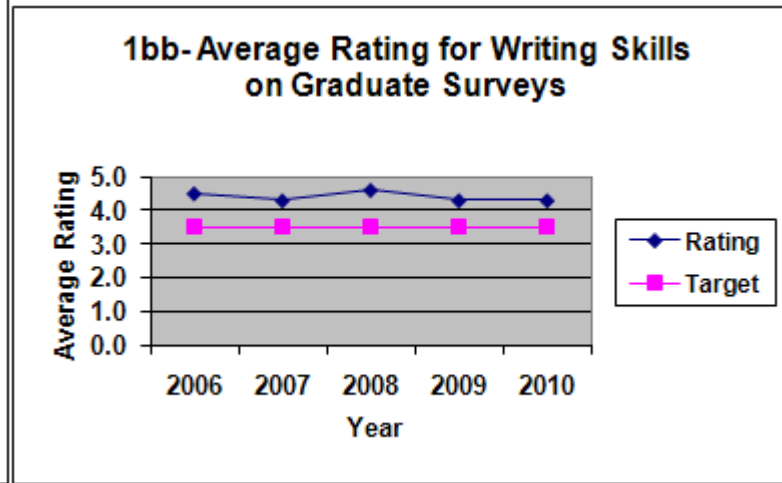
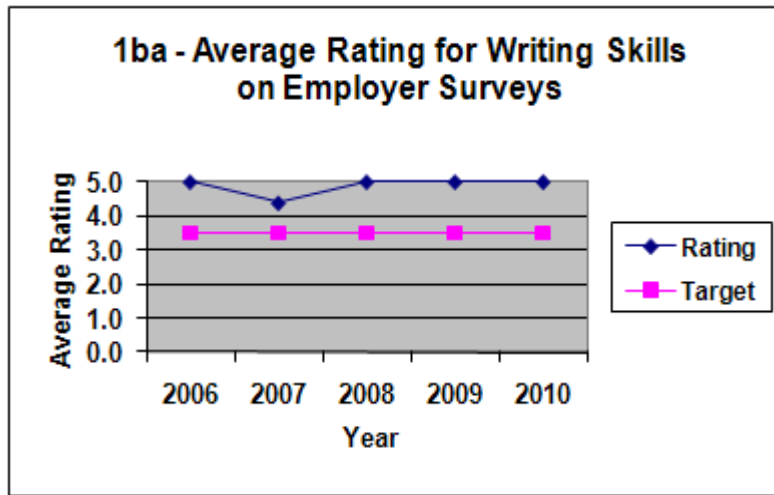


Table II - Student and Stakeholder-Focused Results

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	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

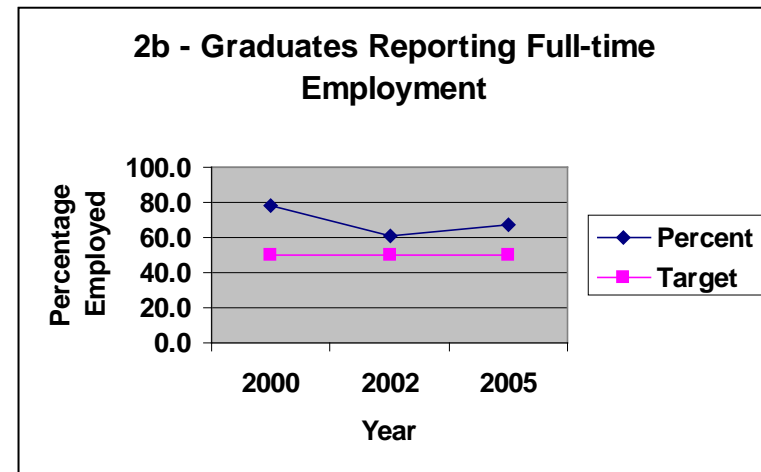
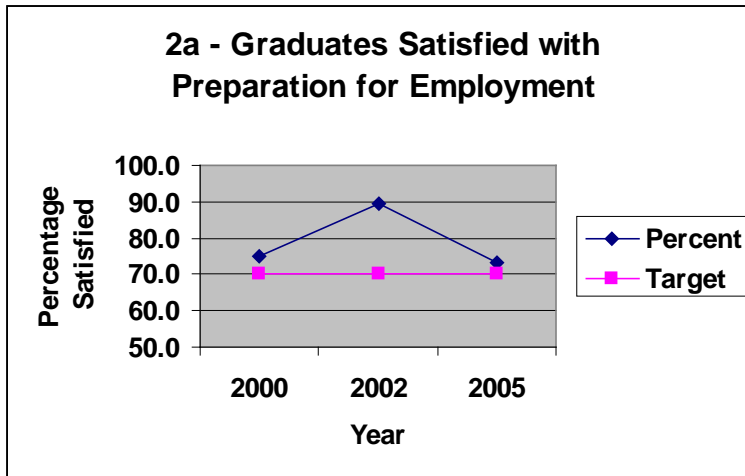


Table II - Student and Stakeholder-Focused Results

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	Description of	Areas of	Analysis and Action	Results of	Trend for 3-5

Measure (Competency)	Measurement Instrument	Success	Taken	Action Taken	Years (See Graphs)
2c. 70% of Graduates from the Business Administration transfer program will express satisfaction with their preparation for transfer.	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.
2d. 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 2d) No further data.

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

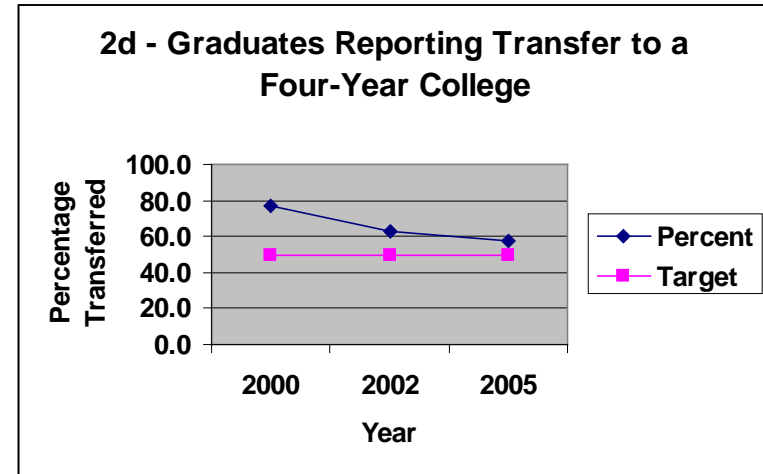
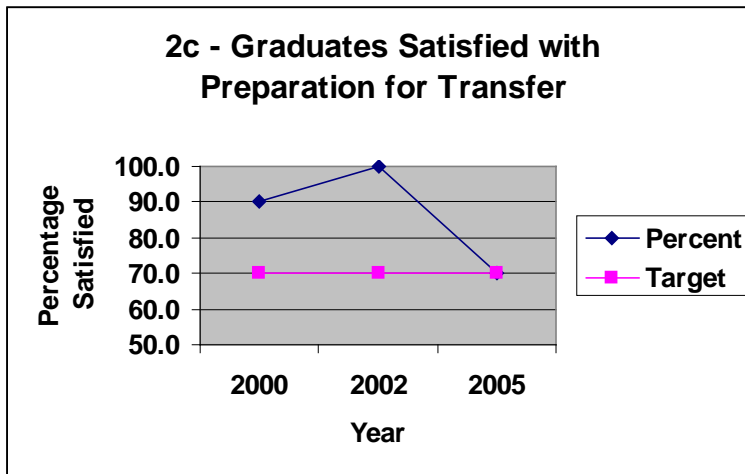


Table II - Student and Stakeholder-Focused Results

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	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

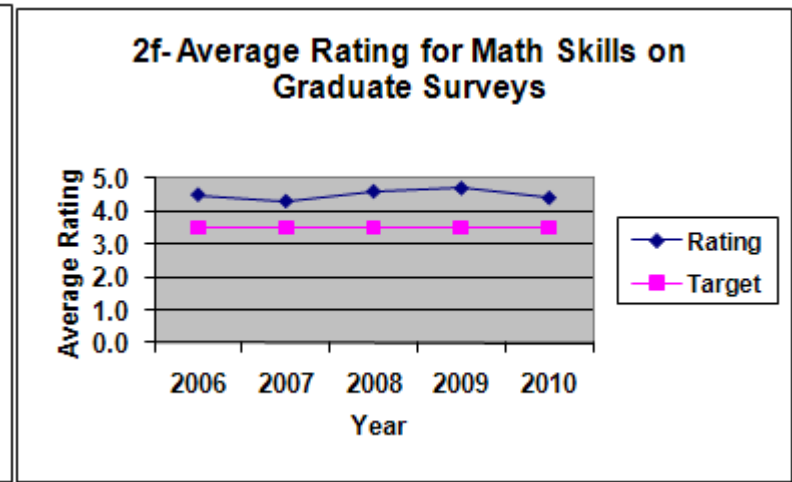
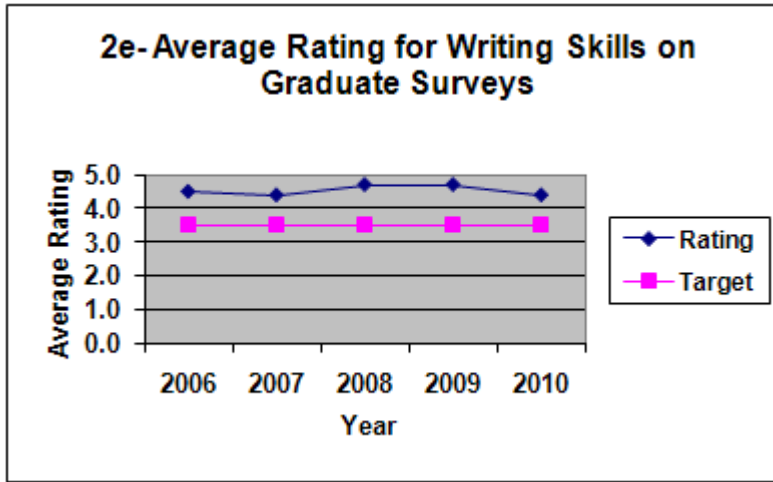


Table II - Student and Stakeholder-Focused Results

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

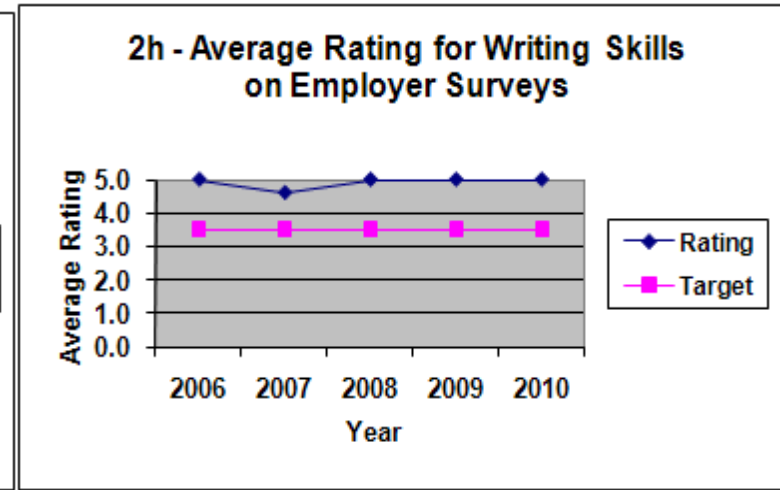
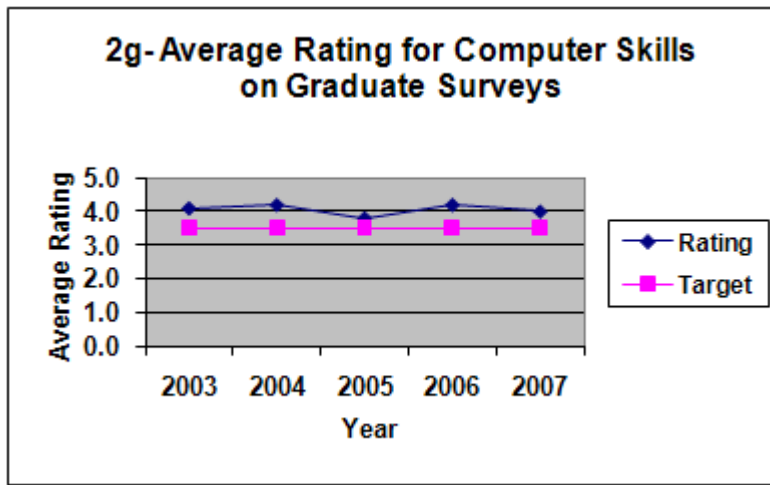


Table II - Student and Stakeholder-Focused Results

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

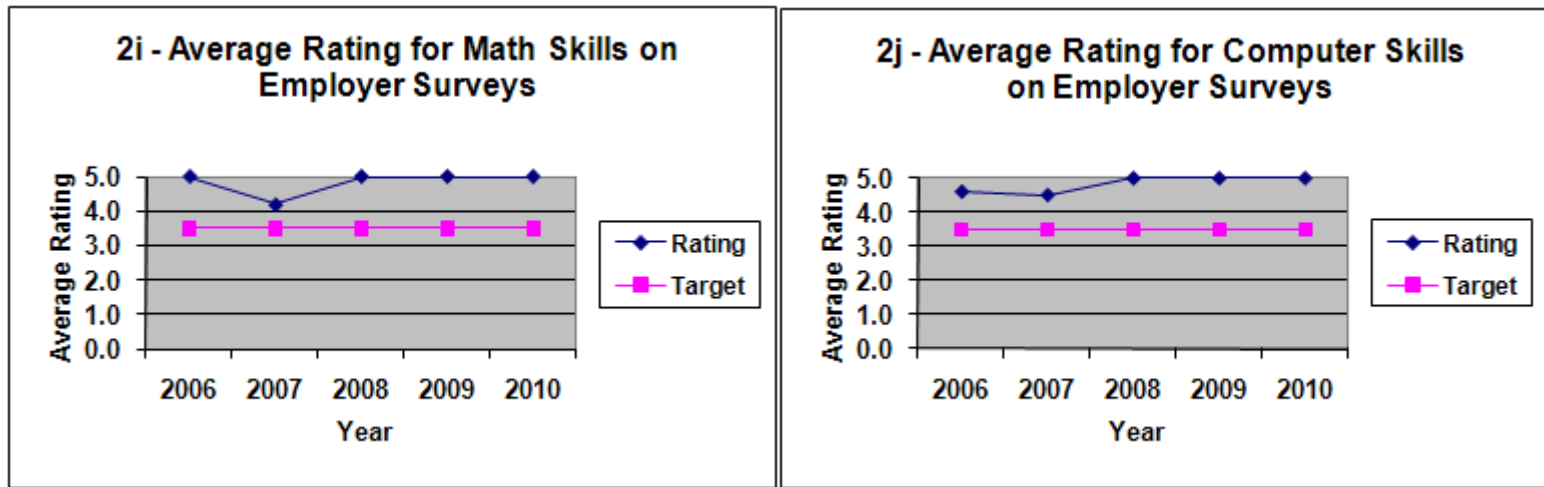


Table III – Budgetary, Financial, and Market Results

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

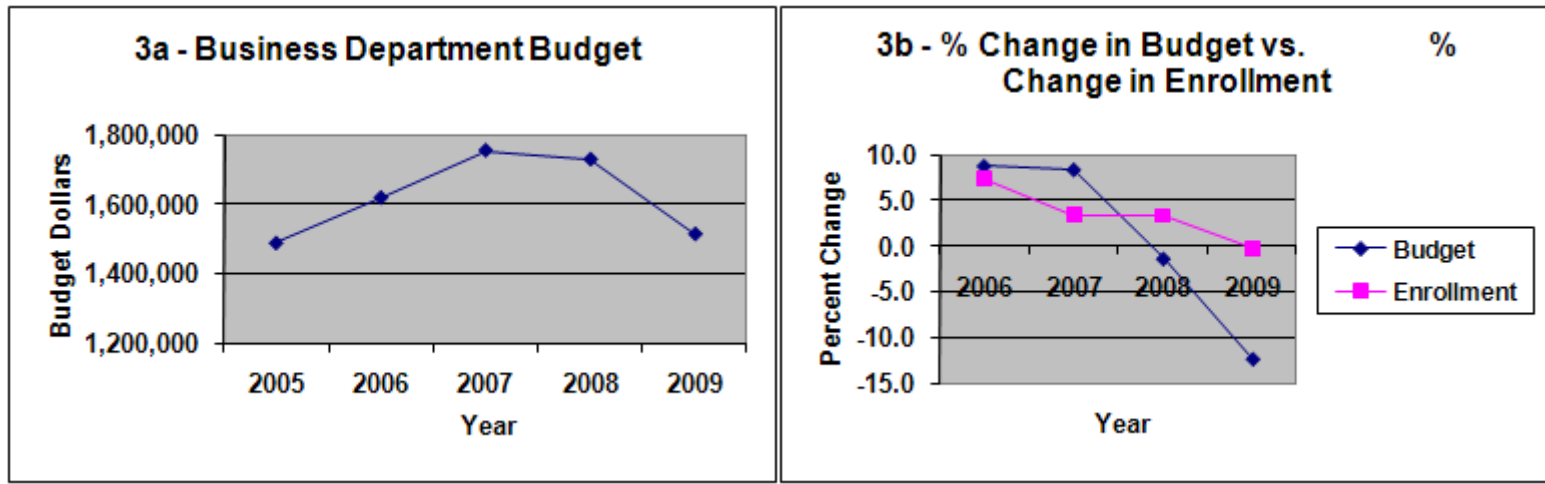


Table III – Budgetary, Financial, and Market Results

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)

<p>3c. Dollars per student should remain stable, or increase over time.</p>	<p>Department budget divided by student enrollment. (Internal) (Summative)</p>	<p>Dollars per student rose until the department reorganized in 2008 / 2009.</p>	<p>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.</p>	<p>Too early to see the impact of adding back a program to replace the Criminal Justice program which left.</p>	<p>2005 = 1,389 2006 = 1,406 2007 = 1,473 2008 = 1,406 2009 = 1,237 (Graph 3c.)</p>
<p>3d. The Business Dept. budget should remain stable, or increase, as a percent of the college's academic budget over time.</p>	<p>Department budget divided by college-wide academic budget. (Internal) (Summative)</p>	<p>Percentage remained stable until the department reorganized in 2008 / 2009.</p>	<p>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.</p>	<p>Too early to see the impact of adding back a program to replace the Criminal Justice program which left.</p>	<p>2006 = 7.5% 2007 = 7.5% 2008 = 7.0% 2009 = 5.8% (Graph 3d.)</p>

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

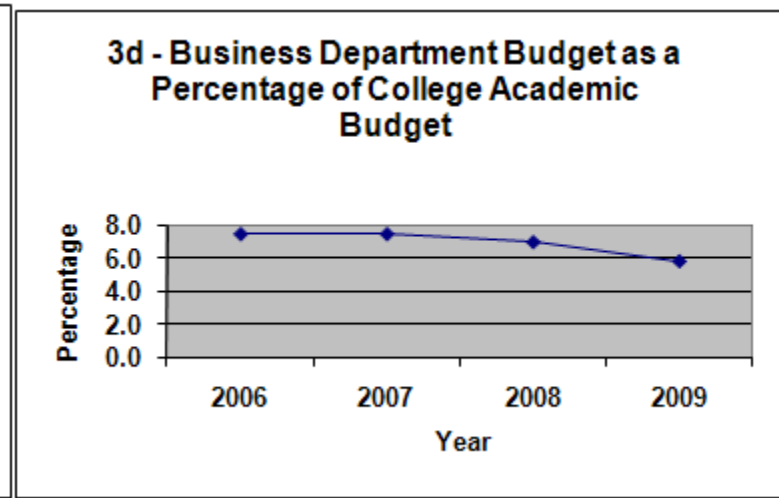
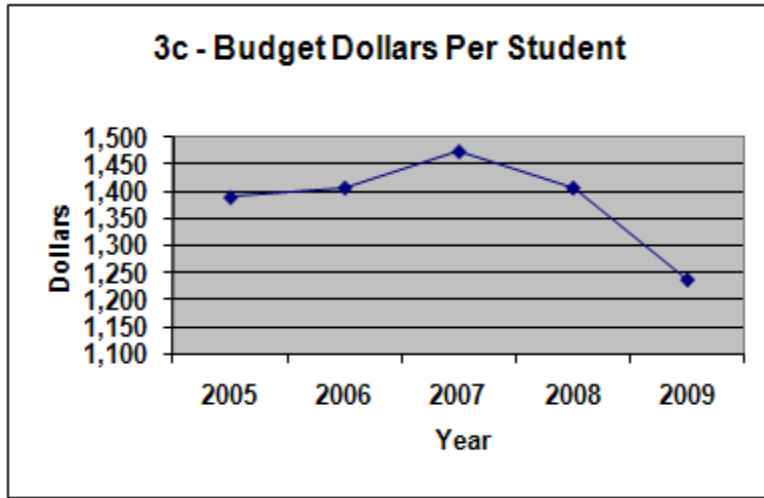
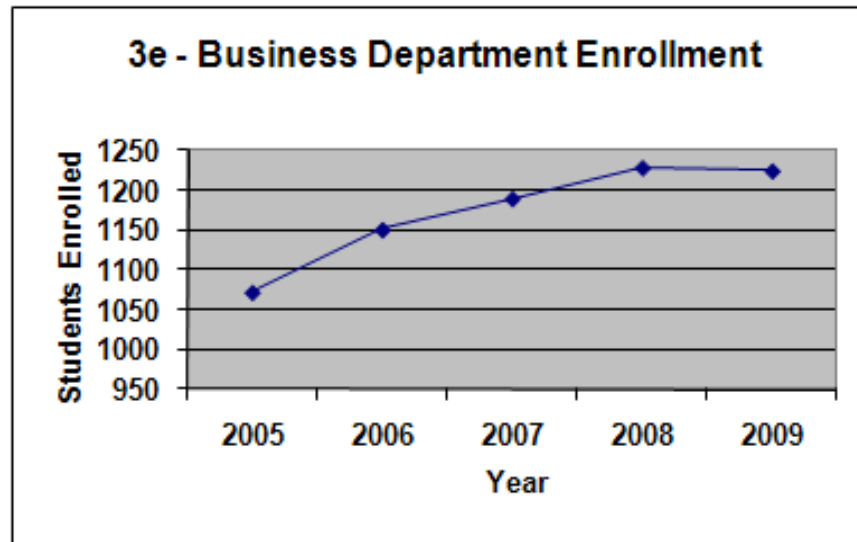


Table III – Budgetary, Financial, and Market Results

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)

<p>3e. Department enrollments should increase annually.</p>	<p>Track enrollment over time.</p>	<p>Enrollment increased in four of five years.</p>	<p>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.</p>	<p>Too soon to see the impact of efforts to increase the program enrollments.</p>	<p>2005 = 1072 2006 = 1151 2007 = 1190 2008 = 1229 2009 = 1225 (Graph 3e.)</p>

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

professional development and professional service	development plans vs. requirement for professor rank. (Internal) (Formative)		development as the college reorganized in 2008.		
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Table IV - Faculty- and Staff-Focused Results – Graphs 4a and 4b

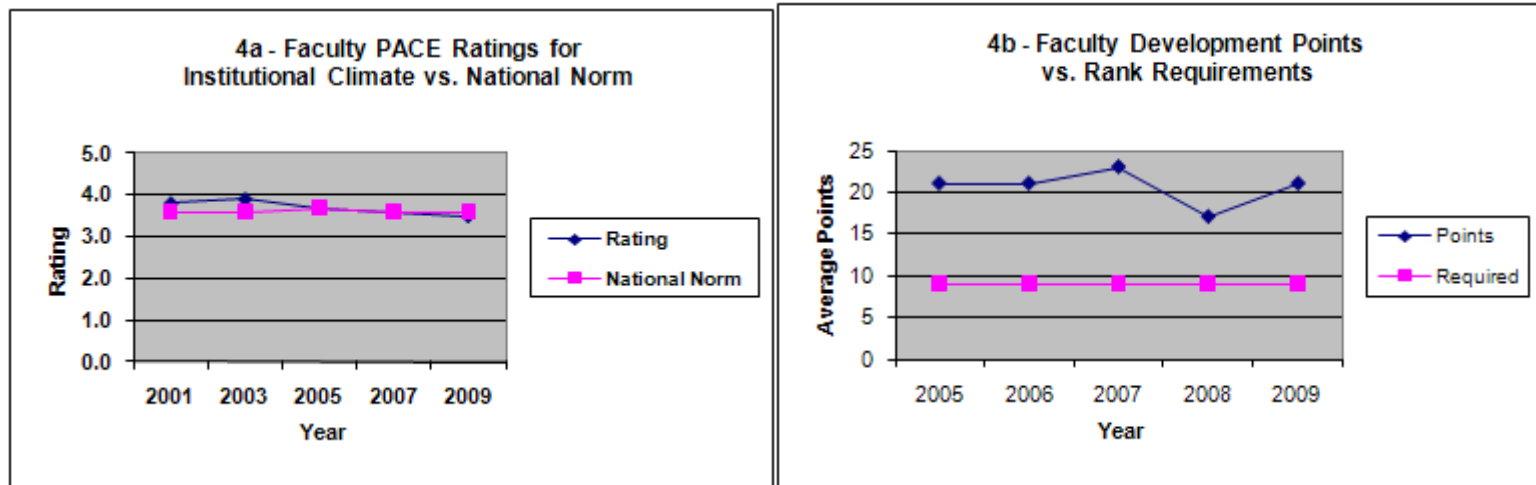
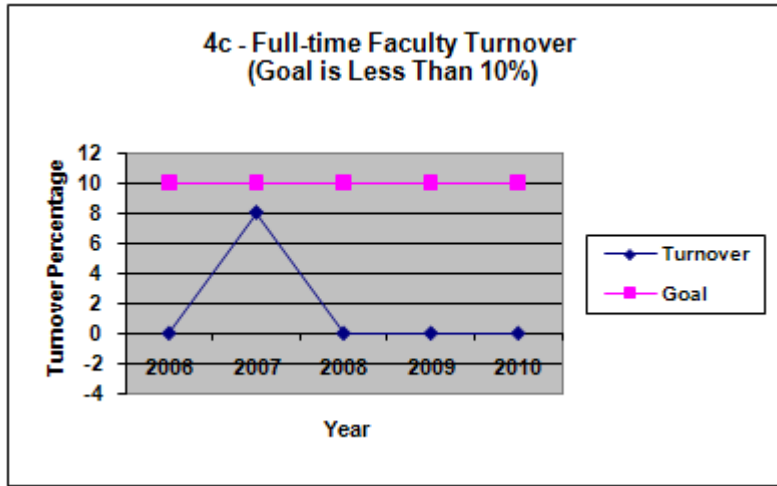


Table IV Faculty- and Staff-Focused Results

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 Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Trend for 3-5 Years (See Graphs)
4c. Faculty turnover should remain below 10% annually.	Full-time Faculty turnover as percentage of Full-time faculty. (Internal) (Formative)	No faculty turnover in four of five years	One full-time faculty member resigned in 2007. Department was reorganized without the need to replace the vacant position.	Department was reorganized with cost savings.	2006 = 0% 2007 = 8% 2008 = 0% 2009 = 0% 2010 = 0% (Graph 4c)

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



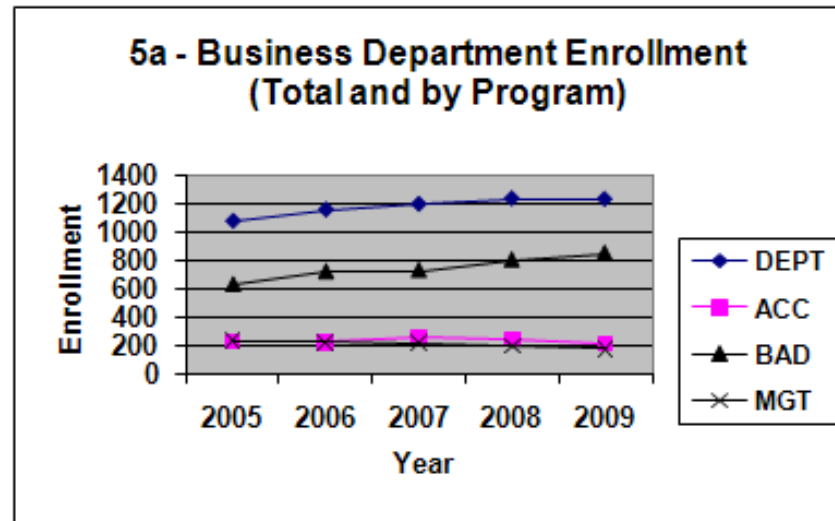
Year	Turnover	Goal
2006	0%	<10%
2007	8%	<10%
2008	0%	<10%
2009	0%	<10%
2010	0%	<10%

Table V Organizational Performance Results

5. Organizational 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.				
		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



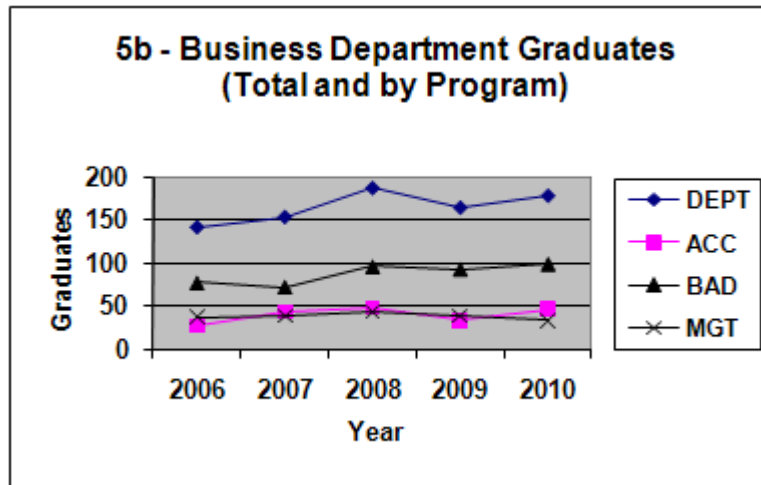
Year	DEPT	ACC	BAD	MGT
2005	1072	223	623	226
2006	1151	220	715	216
2007	1190	255	723	212
2008	1229	238	797	194
2009	1225	208	843	174

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.
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		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)
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



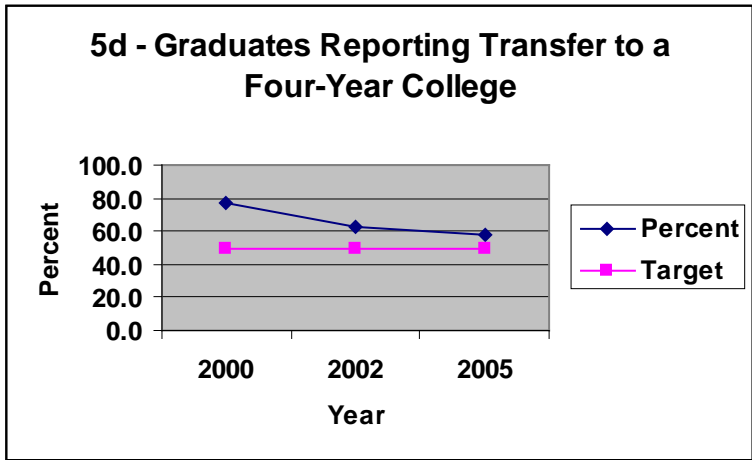
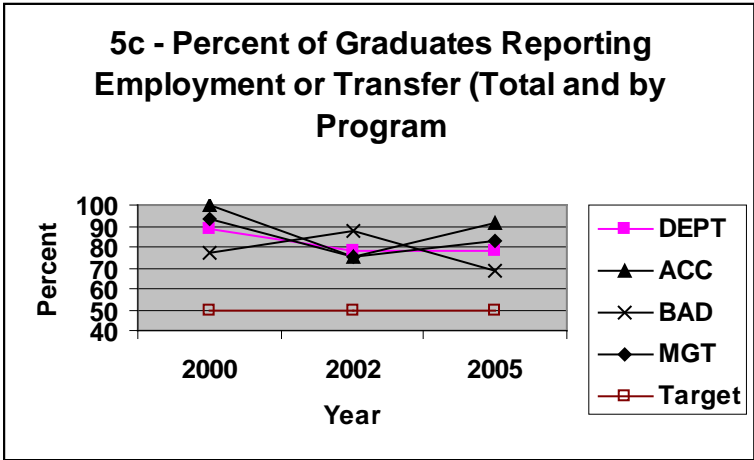
Year	DEPT	ACC	BAD	MGT
2006	141	27	77	37
2007	153	43	72	38
2008	187	48	96	43
2009	164	33	93	38
2010	178	46	99	33

Table V Organizational Performance Results

5. Organizational 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.			
		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

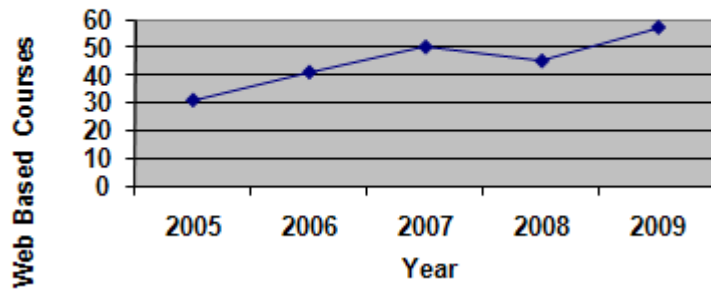
Table V Organizational Performance Results

<p>5. Organizational Effectiveness Results</p>	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p>
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Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken	Trend for 3-5 Years (See Graphs)
		Areas of Success	Analysis and Action Taken		
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

5e - Business Department Courses Offered Online



5f - Business Degrees and Certificates Awarded (As Reported in MPAR)

