

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of August 2012

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

O 2. This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 3. Institution Name: College of Southern Maryland Date 8/13/2012
Address: 8730 Mitchell Road, P.O. Box 910, LaPlata, MD 20646-0910

O 4. Year Accredited/Reaffirmed: 1996 /2006 This Report Covers Years: 2010-2012

O 5. List All Accredited Programs (as they appear in your catalog):

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted
Accounting, Business Administration, Business Administration: Technical Management , Management Development,

O 6. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not. Paralegal Studies (not a Business program, just housed in the business unit), Hospitality Management (no graduates to date)

O 7. List all campuses that a student can earn a business degree from your institution:
LaPlata, Leonardtown, Prince Frederick _____

8. 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

O 9. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI). NONE

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

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition: NONE

O 10. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results.

The 2006 Self Study and the 2008-10 Quality Assurance report are available on our web site at <http://www.csmd.edu/bat/bus/index.html>.

We also publish a Student Characteristics report twice per year and a CSM Fact Book once per year.

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
The Business and Technology chair accepted a position at the University of Maryland. He was replaced internally by Robert Gates.
Cami Cooley was transferred to Lead Academic Planning and Assessment Coordinator. She was not replaced.
Catherine Stevens J.D. retired.
She will be replaced this fall by Antoinette Marbury J.D.

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.
NONE

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

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

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.																		
Analysis of Results																				
Performance Measure	Measurement Instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends															
3A (was 2a) 70% of Graduates will express satisfaction with their preparation for employment.	Maryland Higher Education Commission Graduate Follow-up Surveys. (Indirect), (Summative), (External).	Exceeds target in all years. Dropped in 2005 survey.	-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.	Recovered in 2008 survey.	2000 = 75.0% 2002 = 89.6% 2005 = 73.1% 2008 = 97.9% <div data-bbox="1297 760 2001 1222" data-label="Figure"> <table border="1"> <caption>3A - Graduates Satisfied with Preparation for Employment</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>75.0%</td> <td>70.0%</td> </tr> <tr> <td>2002</td> <td>89.6%</td> <td>70.0%</td> </tr> <tr> <td>2005</td> <td>73.1%</td> <td>70.0%</td> </tr> <tr> <td>2008</td> <td>97.9%</td> <td>70.0%</td> </tr> </tbody> </table> </div>	Year	Percent	Target	2000	75.0%	70.0%	2002	89.6%	70.0%	2005	73.1%	70.0%	2008	97.9%	70.0%
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Analysis of Results																				
Performance Measure	Measurement Instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends															
3B (was 2b) 50% of Graduates will report that they are employed full-time.	Maryland Higher Education Commission Graduate Follow-up Surveys. (Indirect), (Summative), (External).	Exceeds target in all years. Dropped in 2008 survey.	-A college advisor was assigned to work directly with the dept. -Now require advising before reaching 18 and 36 credits earned.	Due to the bad economy, graduates are having trouble gaining full-time employment. Expect better results when the economy recovers.	2000 = 77.8% 2002 = 61.1% 2005 = 67.6% 2008 = 59.3% <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>3B - Graduates Reporting Full-time Employment</p> <table border="1" style="margin: 0 auto;"> <caption>Data for 3B - Graduates Reporting Full-time Employment</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>77.8%</td> <td>50.0%</td> </tr> <tr> <td>2002</td> <td>61.1%</td> <td>50.0%</td> </tr> <tr> <td>2005</td> <td>67.6%</td> <td>50.0%</td> </tr> <tr> <td>2008</td> <td>59.3%</td> <td>50.0%</td> </tr> </tbody> </table> </div>	Year	Percent	Target	2000	77.8%	50.0%	2002	61.1%	50.0%	2005	67.6%	50.0%	2008	59.3%	50.0%
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Analysis of Results																				
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends															
3C (was 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. (Indirect), (Summative), (External).	Meets or exceeds target in all years. Dropped in 2005.	-A college advisor was assigned to work directly with the dept. -Now require advising before reaching 18 and 36 credits earned.	Recovered in 2008.	2000 = 90.0% 2002 = 100.0% 2005 = 70.0% 2008 = 100.0% <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>3C - Graduates Satisfied with Preparation for Transfer</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Percent</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>90.0</td> <td>70.0</td> </tr> <tr> <td>2002</td> <td>100.0</td> <td>70.0</td> </tr> <tr> <td>2005</td> <td>70.0</td> <td>70.0</td> </tr> <tr> <td>2008</td> <td>100.0</td> <td>70.0</td> </tr> </tbody> </table> </div>	Year	Percent	Target	2000	90.0	70.0	2002	100.0	70.0	2005	70.0	70.0	2008	100.0	70.0
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Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends															
3D (was 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. (Indirect), (Summative), (External).	Exceeds target in all years. Dropped in 2005.	-A college advisor was assigned to work directly with the dept. -Now require advising before reaching 18 and 36 credits earned.	Recovered in 2008.	2000 = 76.9% 2002 = 62.5% 2005 = 57.8% 2008 = 68.2% <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>3D - Graduates Reporting Transfer to a Four-Year College</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Percent</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>76.9%</td> <td>50.0%</td> </tr> <tr> <td>2002</td> <td>62.5%</td> <td>50.0%</td> </tr> <tr> <td>2005</td> <td>57.8%</td> <td>50.0%</td> </tr> <tr> <td>2008</td> <td>68.2%</td> <td>50.0%</td> </tr> </tbody> </table> </div>	Year	Percent	Target	2000	76.9%	50.0%	2002	62.5%	50.0%	2005	57.8%	50.0%	2008	68.2%	50.0%
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

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.

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.

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.

b. Performance Results

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

Standard 4 Student Learning Results (Required for each accredited program)

Performance Indicator		Definition			
Student Learning Results (Required for each accredited program) Accounting AAS Degree		A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i>			
		Analysis of Results			Graphs or Tables of Resulting Trends
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	
4A (was1a) Average writing score equal to or greater than 80%.	Written portion of Capstone Accounting Exercise, (Direct), (Summative), (Internal).	Fell below target average in 2010.	Adopted Language Dept. scoring rubric for writing in Intro to Business courses.	Average rose above target average in 2011 and beyond.	2008 = 93.9% 2009 = 97.1% 2010 = 79.5% 2011 = 90.2% 2012 = 89.6%

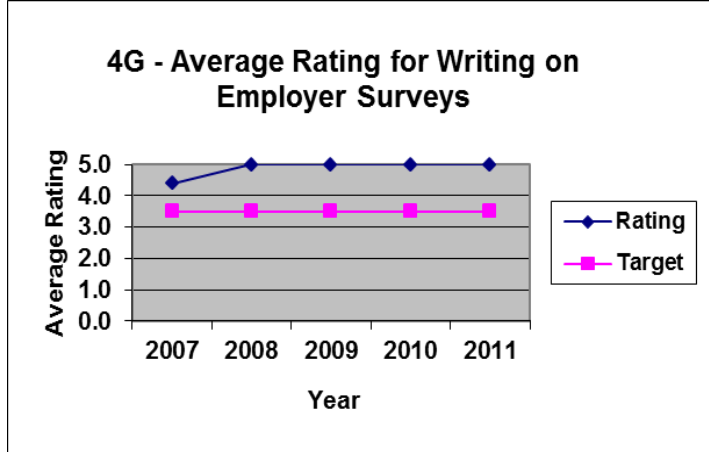
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Accounting AAS Degree																							
		Analysis of Results			Graphs or Tables of Resulting Trends																		
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results																			
4B (was 1i) Average general ledger set-up score equal to or greater than 80%.	Computer-graded set-up exercise in ACC 2015 course. (Direct), (Formative), (External).	Exceeds target in all years.	Adopted new software for the ACC 2015 course. (QuickBooks)	No new data yet.	2008 = 98.2% 2009 = 98.9% 2010 = 99.0% 2011 = 99.7% 2012 = 98.8% <table border="1"> <caption>4B - Average Set-Up Scores in ACC 2015 General Ledger Exercise</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>98.2%</td> <td>80%</td> </tr> <tr> <td>2009</td> <td>98.9%</td> <td>80%</td> </tr> <tr> <td>2010</td> <td>99.0%</td> <td>80%</td> </tr> <tr> <td>2011</td> <td>99.7%</td> <td>80%</td> </tr> <tr> <td>2012</td> <td>98.8%</td> <td>80%</td> </tr> </tbody> </table>	Year	Score	Target	2008	98.2%	80%	2009	98.9%	80%	2010	99.0%	80%	2011	99.7%	80%	2012	98.8%	80%
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4C (was 1I) Average financial ratio calculation score equal to or greater than 80%.	Ratio portion of Capstone Accounting Exercise. (Direct), (Summative), (Internal).	Exceeds target average in all years. Fell in 2011.	Added math prerequisites to many Business and Accounting courses.	Average rose in 2012.	2008 = 91.9% 2009 = 88.6% 2010 = 90.8% 2011 = 80.9% 2012 = 87.8% <table border="1"> <caption>4C - Average Ratio Calculation Scores in Capstone Exercise</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>91.9%</td> <td>80%</td> </tr> <tr> <td>2007</td> <td>95%</td> <td>80%</td> </tr> <tr> <td>2008</td> <td>91.9%</td> <td>80%</td> </tr> <tr> <td>2009</td> <td>88.6%</td> <td>80%</td> </tr> <tr> <td>2010</td> <td>90.8%</td> <td>80%</td> </tr> </tbody> </table>	Year	Score	Target	2006	91.9%	80%	2007	95%	80%	2008	91.9%	80%	2009	88.6%	80%	2010	90.8%	80%
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4D (was 1m) Average analysis score equal to or greater than 80%.	Analysis portion of Capstone Accounting Exercise. (Direct), (Summative), (Internal).	Exceeds target average in all years. Fell in 2011 and 2012.	Began requiring ratio analysis in ACC 2010 and 2020 courses.	-Rate of decline slowed. -Will continue to monitor.	2008 = 97.3% 2009 = 91.4% 2010 = 94.5% 2011 = 84.8% 2012 = 83.5% <table border="1"> <caption>4D - Average Analysis Scores in Capstone Exercise</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>97.3%</td> <td>80%</td> </tr> <tr> <td>2009</td> <td>91.4%</td> <td>80%</td> </tr> <tr> <td>2010</td> <td>94.5%</td> <td>80%</td> </tr> <tr> <td>2011</td> <td>84.8%</td> <td>80%</td> </tr> <tr> <td>2012</td> <td>83.5%</td> <td>80%</td> </tr> </tbody> </table>	Year	Score	Target	2008	97.3%	80%	2009	91.4%	80%	2010	94.5%	80%	2011	84.8%	80%	2012	83.5%	80%
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4E (was 1u) 70% or more of graduates will report they were well prepared for transfer	Maryland Higher Education Graduate Follow-up Survey. (Indirect), (Summative), (External).	Equals or exceeds target % in all years. Fell in 2005.	Students are now required to see an advisor before reaching 18 and 36 credits earned.	Recovered in 2008.	2000 = 90.0% 2002 = 100.0% 2005 = 70.0% 2008 = 100.0% <div style="text-align: center;"> <table border="1"> <caption>4E - Grads Reporting Good Transfer Preparation on Follow-up Survey</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>90.0%</td> <td>70.0%</td> </tr> <tr> <td>2002</td> <td>100.0%</td> <td>70.0%</td> </tr> <tr> <td>2005</td> <td>70.0%</td> <td>70.0%</td> </tr> <tr> <td>2008</td> <td>100.0%</td> <td>70.0%</td> </tr> </tbody> </table> </div>	Year	Percent	Target	2000	90.0%	70.0%	2002	100.0%	70.0%	2005	70.0%	70.0%	2008	100.0%	70.0%
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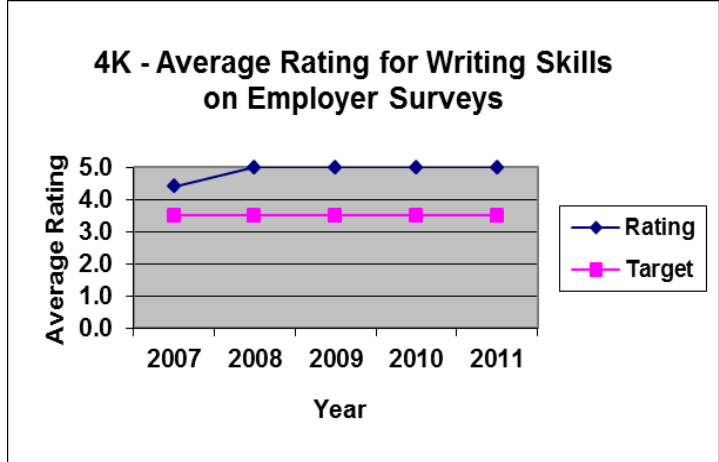
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4F (was 1v) 50% or more of graduates will report they have transferred to a four-year college.	Maryland Higher Education Graduate Follow-up Survey. (Indirect), (Summative), (External).	Exceeds target % in all years. Fell in 2002 and 2005.	Students are now required to see an advisor before reaching 18 and 36 credits earned	Rose in 2008.	2000 = 76.9% 2002 = 62.5% 2005 = 57.9% 2008 = 68.2% <div data-bbox="1297 797 2011 1268" data-label="Figure"> <table border="1"> <caption>4F - Grads Who Have Transferred to a Four-year College</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>76.9%</td> <td>70.0%</td> </tr> <tr> <td>2002</td> <td>62.5%</td> <td>70.0%</td> </tr> <tr> <td>2005</td> <td>57.9%</td> <td>70.0%</td> </tr> <tr> <td>2008</td> <td>68.2%</td> <td>70.0%</td> </tr> </tbody> </table> </div>	Year	Percent	Target	2000	76.9%	70.0%	2002	62.5%	70.0%	2005	57.9%	70.0%	2008	68.2%	70.0%
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4G (was 1aa) Average rating for writing equal to or greater than 3.5.	Employer surveys of student performance (Indirect), (Formative), (External).	Exceeds target average in all years. Had fallen in 2007.	Added English prerequisites to many department courses. Adopted Language Dept. scoring rubric for writing in Intro to Business course.	Rose in 2008 and beyond.	2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 2011 = 5.0 

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4H (was 1aj) Average rating for computer skills equal to or greater than 3.5.	Employer surveys of student performance (Indirect), (Formative), (External).	Exceeds target average in all years. Had fallen in 2007.	Upgraded the software in ACC 2015 and BAD 1330 to more user-friendly versions.	Rose in 2008 and beyond.	2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 2011 = 5.0 <div data-bbox="1297 760 2018 1224" data-label="Figure"> <table border="1"> <caption>4H - Average Rating for Computer Skills on Employer Surveys</caption> <thead> <tr> <th>Year</th> <th>Rating</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>4.4</td> <td>3.5</td> </tr> <tr> <td>2008</td> <td>5.0</td> <td>3.5</td> </tr> <tr> <td>2009</td> <td>5.0</td> <td>3.5</td> </tr> <tr> <td>2010</td> <td>5.0</td> <td>3.5</td> </tr> <tr> <td>2011</td> <td>5.0</td> <td>3.5</td> </tr> </tbody> </table> </div>	Year	Rating	Target	2007	4.4	3.5	2008	5.0	3.5	2009	5.0	3.5	2010	5.0	3.5	2011	5.0	3.5
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2007	4.4	3.5																					
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2010	5.0	3.5																					
2011	5.0	3.5																					

Student Learning Results (Required for each accredited program)		A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i>																					
Management Development AAS Degree																							
		Analysis of Results			Graphs or Tables of Resulting Trends																		
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results																			
4I (was 1ar) Average rating for computer skills equal to or greater than 3.5.	Employer surveys of student performance (Indirect), (Formative), (External).	Exceeds target average in all years. Had fallen in 2006 and 2007.	Upgraded the software in ACC 2015 and BAD 1330 to more user-friendly versions.	Recovered in 2008 and beyond.	2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 2011 = 5.0 <div data-bbox="1297 760 2018 1230" data-label="Figure"> <table border="1"> <caption>4I - Average Rating for Computer Skills on Employer Surveys</caption> <thead> <tr> <th>Year</th> <th>Rating</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>4.4</td> <td>3.5</td> </tr> <tr> <td>2008</td> <td>5.0</td> <td>3.5</td> </tr> <tr> <td>2009</td> <td>5.0</td> <td>3.5</td> </tr> <tr> <td>2010</td> <td>5.0</td> <td>3.5</td> </tr> <tr> <td>2011</td> <td>5.0</td> <td>3.5</td> </tr> </tbody> </table> </div>	Year	Rating	Target	2007	4.4	3.5	2008	5.0	3.5	2009	5.0	3.5	2010	5.0	3.5	2011	5.0	3.5
Year	Rating	Target																					
2007	4.4	3.5																					
2008	5.0	3.5																					
2009	5.0	3.5																					
2010	5.0	3.5																					
2011	5.0	3.5																					

Student Learning Results (Required for each accredited program)		A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i>																					
Management Development AAS Degree																							
		Analysis of Results																					
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends																		
4J (was 1az) Average general ledger set-up score equal to or greater than 80%.	Computer-graded set-up exercise in ACC 2015 course. (Direct), (Formative), (External).	Exceeds target average in all years. Fell in 2012.	Adopted new software for the ACC 2015 course. (QuickBooks)	No data to check yet.	2008 = 98.2% 2009 = 98.9% 2010 = 99.0% 2011 = 99.7% 2012 = 98.8% <table border="1"> <caption>4J - Average Set-Up Scores in ACC 2015 General Ledger Exercise</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>98.2%</td> <td>80%</td> </tr> <tr> <td>2009</td> <td>98.9%</td> <td>80%</td> </tr> <tr> <td>2010</td> <td>99.0%</td> <td>80%</td> </tr> <tr> <td>2011</td> <td>99.7%</td> <td>80%</td> </tr> <tr> <td>2012</td> <td>98.8%</td> <td>80%</td> </tr> </tbody> </table>	Year	Score	Target	2008	98.2%	80%	2009	98.9%	80%	2010	99.0%	80%	2011	99.7%	80%	2012	98.8%	80%
Year	Score	Target																					
2008	98.2%	80%																					
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Student Learning Results (Required for each accredited program)		A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i>			
Management Development AAS Degree					
		Analysis of Results			
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends
4K (was 1ba) Average rating for writing equal to or greater than 3.5.	Employer surveys of student performance (Indirect), (Formative), (External).	Exceeds target average in all years. Fell in 2004.	-Added English prerequisites to many department courses. -Adopted Language Dept. scoring rubric for writing in Intro to Business course.	Rose in 2008 and beyond.	2007 = 4.4 2008 = 5.0 2009 = 5.0 2010 = 5.0 2011 = 5.0 

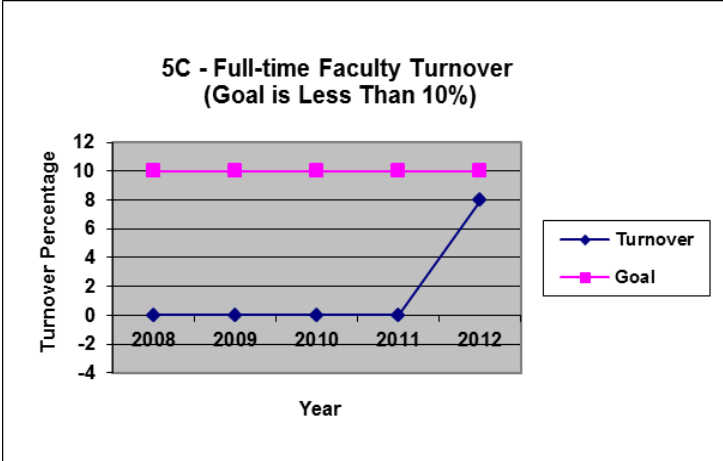
Standard #5 Faculty and Staff Focus

Complete Table 5.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

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			Graphs or Tables of Resulting Trends																		
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	Year Rating National Norm																		
5A (was 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) (Indirect), (Summative), (External), (Comparative)	Dropped below national norm in 2009.	-A new Division Chair was appointed. -A new VP of Academic Affairs was appointed.	Rating rose above the national norm in 2011.	<table border="1"> <thead> <tr> <th>Year</th> <th>Rating</th> <th>National Norm</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>3.9</td> <td>3.6</td> </tr> <tr> <td>2005</td> <td>3.7</td> <td>3.7</td> </tr> <tr> <td>2007</td> <td>3.6</td> <td>3.6</td> </tr> <tr> <td>2009</td> <td>3.5</td> <td>3.6</td> </tr> <tr> <td>2011</td> <td>3.7</td> <td>3.6</td> </tr> </tbody> </table> 	Year	Rating	National Norm	2003	3.9	3.6	2005	3.7	3.7	2007	3.6	3.6	2009	3.5	3.6	2011	3.7	3.6
Year	Rating	National Norm																					
2003	3.9	3.6																					
2005	3.7	3.7																					
2007	3.6	3.6																					
2009	3.5	3.6																					
2011	3.7	3.6																					

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	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends																		
5B (was 4b) As a measure of productivity, faculty will exceed requirements for their rank for professional development and professional service	Average total points for professional development and professional service on faculty development plans vs. requirement for professor rank. (Direct) (Formative) (Internal) (Comparative)	Exceeds goal in all years. Fell in 2008.	-A new Division Chair was appointed. -A new VP of Academic Affairs was appointed.	Recovered In 2009 and beyond.	<table border="1"> <thead> <tr> <th>Year</th> <th>Average</th> <th>Required</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>23</td> <td>9</td> </tr> <tr> <td>2008</td> <td>17</td> <td>9</td> </tr> <tr> <td>2009</td> <td>21</td> <td>9</td> </tr> <tr> <td>2010</td> <td>22</td> <td>9</td> </tr> <tr> <td>2011</td> <td>22</td> <td>9</td> </tr> </tbody> </table> 	Year	Average	Required	2007	23	9	2008	17	9	2009	21	9	2010	22	9	2011	22	9
Year	Average	Required																					
2007	23	9																					
2008	17	9																					
2009	21	9																					
2010	22	9																					
2011	22	9																					

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	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends
5C (was 4c) Faculty turnover should remain below 10% annually.	Full-time Faculty turnover as percentage of Full-time faculty. (Direct) (Formative) (Internal)	No faculty turnover in four of five years.	One full-time faculty member retired in spring 2012, and was replaced for fall 2012.	No further turnover anticipated in the near future.	2008 = 0% 2009 = 0% 2010 = 0% 2011 = 0% 2012 = 8% 

Faculty Qualifications

Complete the table 5.2 for **new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported,** in accordance with Criterion 5.2 in the Standards and Criteria.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL SPECIFIC QUALIFICATIONS <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Master's 2. Doctorate 3. Professional 4. Exception
Dennis, Stacy	Business	BAD 1335, ECN1015	MBA		Master's
Ackerman, George	Law	BAD 2070	J.D. , MBA		Doctorate
McLaughlin, Kevin	Law	BAD 2070	J.D.		Doctorate
Willis, Teri	Business	ECN 1015	MBA		Master's

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.
2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP.

3. List any accredited programs that have been terminated since your last report.

Note: if you do not have any new or revised programs **you do not need to complete Table 6 Curriculum Summary.**

No changes during the 2010-11 and 2011-12 Academic Years.

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results		Analysis of Results				Graphs or Tables of Resulting Trends																													
Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results																															
6A (was 5a) Enrollment in Business courses should increase each year.	Track enrollment by program and department total each fall. (Direct) (Summative) (Internal) (Comparative)	Totals dropped In 2010.	-Increased access for students in remote campuses by offering more courses online. -Had advisors push Accounting in Leonardtown. -New marketing brochures created.	Rate of decline slowed. ACC had a rise in numbers.	2007 = 1190 2008 = 1229 2009 = 1225 2010 = 1091 2011 = 1078 <div style="text-align: center;"> </div>																														
<table border="1"> <thead> <tr> <th>Year</th> <th>DEPT</th> <th>ACC</th> <th>BAD</th> <th>MGT</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>1190</td> <td>255</td> <td>723</td> <td>212</td> </tr> <tr> <td>2008</td> <td>1229</td> <td>238</td> <td>797</td> <td>194</td> </tr> <tr> <td>2009</td> <td>1225</td> <td>208</td> <td>843</td> <td>174</td> </tr> <tr> <td>2010</td> <td>1091</td> <td>208</td> <td>739</td> <td>144</td> </tr> <tr> <td>2011</td> <td>1078</td> <td>214</td> <td>733</td> <td>131</td> </tr> </tbody> </table>	Year	DEPT	ACC	BAD	MGT	2007	1190	255	723	212	2008	1229	238	797	194	2009	1225	208	843	174	2010	1091	208	739	144	2011	1078	214	733	131					
Year	DEPT	ACC	BAD	MGT																															
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2011	1078	214	733	131																															

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 Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends																														
6B (was 5b) The number of graduates in each program should increase each year.	Track graduates by program and department total each fall. (Direct) (Summative) (Internal) (Comparative)	Total dropped in 2011.	-College advisor was assigned to work directly with the dept. -Now require advising before reaching 18 and 36 credits earned.	Total rose in 2012 for all programs	2008 = 187 2009 = 164 2010 = 178 2011 = 140 2012 = 172 <div style="border: 1px solid black; padding: 5px; text-align: center;"> 6B - Business Department Graduates (Total and by Program) <table border="1" style="margin: 10px auto; font-size: small;"> <thead> <tr> <th>Year</th> <th>DEPT</th> <th>ACC</th> <th>BAD</th> <th>MGT</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>187</td> <td>48</td> <td>96</td> <td>43</td> </tr> <tr> <td>2009</td> <td>164</td> <td>33</td> <td>93</td> <td>38</td> </tr> <tr> <td>2010</td> <td>178</td> <td>46</td> <td>99</td> <td>33</td> </tr> <tr> <td>2011</td> <td>140</td> <td>34</td> <td>83</td> <td>23</td> </tr> <tr> <td>2012</td> <td>172</td> <td>38</td> <td>106</td> <td>28</td> </tr> </tbody> </table> </div>	Year	DEPT	ACC	BAD	MGT	2008	187	48	96	43	2009	164	33	93	38	2010	178	46	99	33	2011	140	34	83	23	2012	172	38	106	28
Year	DEPT	ACC	BAD	MGT																															
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Performance Measure	Measurement instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends																																																							
6C (was 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. (Indirect), (Summative), (External), (Comparative)	The % fell in 2008.	-College advisor was assigned to work directly with the dept. -Now require advising before reaching 18 and 36 credits earned.	No new data yet.	2000 = 88.9% 2002 = 77.8% 2005 = 78.4% 2008 = 73.1%																																																							
<table border="1"> <thead> <tr> <th>Year</th> <th>DEPT</th> <th>ACC</th> <th>BAD</th> <th>MGT</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>88.9</td> <td>100</td> <td>76.9</td> <td>93.3</td> </tr> <tr> <td>2002</td> <td>77.8</td> <td>75</td> <td>87.5</td> <td>75</td> </tr> <tr> <td>2005</td> <td>78.4</td> <td>91.7</td> <td>68.4</td> <td>83.3</td> </tr> <tr> <td>2008</td> <td>73.1</td> <td>77.8</td> <td>65.9</td> <td>78.6</td> </tr> </tbody> </table>	Year	DEPT	ACC	BAD	MGT	2000	88.9	100	76.9	93.3	2002	77.8	75	87.5	75	2005	78.4	91.7	68.4	83.3	2008	73.1	77.8	65.9	78.6					<p style="text-align: center;">6C - Percent of Graduates Reporting Employment or Transfer (Total and by Program)</p> <p>The graph displays the percentage of graduates reporting employment or transfer for four programs: DEPT (magenta squares), ACC (black triangles), BAD (black crosses), and MGT (black diamonds). A red horizontal line represents the target at 70%. The Y-axis is labeled 'Percent' and ranges from 40 to 100. The X-axis is labeled 'Year' and shows 2000, 2002, 2005, and 2008. DEPT starts at 88.9% in 2000 and drops to 73.1% in 2008. ACC starts at 100% in 2000 and drops to 77.8% in 2008. BAD starts at 76.9% in 2000 and drops to 65.9% in 2008. MGT starts at 93.3% in 2000 and drops to 78.6% in 2008.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>DEPT</th> <th>ACC</th> <th>BAD</th> <th>MGT</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>88.9</td> <td>100</td> <td>76.9</td> <td>93.3</td> <td>70</td> </tr> <tr> <td>2002</td> <td>77.8</td> <td>75</td> <td>87.5</td> <td>75</td> <td>70</td> </tr> <tr> <td>2005</td> <td>78.4</td> <td>91.7</td> <td>68.4</td> <td>83.3</td> <td>70</td> </tr> <tr> <td>2008</td> <td>73.1</td> <td>77.8</td> <td>65.9</td> <td>78.6</td> <td>70</td> </tr> </tbody> </table>	Year	DEPT	ACC	BAD	MGT	Target	2000	88.9	100	76.9	93.3	70	2002	77.8	75	87.5	75	70	2005	78.4	91.7	68.4	83.3	70	2008	73.1	77.8	65.9	78.6	70
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		Analysis of Results																		
Performance Measure	Measurement Instrument	Current Results	Action Taken	Analysis of Results	Graphs or Tables of Resulting Trends															
6D (was 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. (Indirect), (Summative), (External), (Comparative).	Exceeded Target in All years. The % fell in 2005.	-College advisor was assigned to work directly with the dept. -Now require advising before reaching 18 and 36 credits earned.	The % rose in 2008.	2000 = 76.9% 2002 = 62.5% 2005 = 57.8% 2008 = 68.2% <table border="1"> <caption>6D - Graduates Reporting Transfer to a Four-Year College</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>76.9%</td> <td>50.0%</td> </tr> <tr> <td>2002</td> <td>62.5%</td> <td>50.0%</td> </tr> <tr> <td>2005</td> <td>57.8%</td> <td>50.0%</td> </tr> <tr> <td>2008</td> <td>68.2%</td> <td>50.0%</td> </tr> </tbody> </table>	Year	Percent	Target	2000	76.9%	50.0%	2002	62.5%	50.0%	2005	57.8%	50.0%	2008	68.2%	50.0%
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