

Standard #4 Measurement, Analysis and Knowledge Management - Figure 4.1

Criterion 4.1. The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning

To demonstrate compliance with this criterion:

Definitions:

learning outcome is one that measures a specific competency attainment. *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).*

A student

Direct - Assessing student performance by examining samples of student work

Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.

Formative – An assessment conducted during the student’s education.

Summative – An assessment conducted at the end of the student’s education.

Internal – An assessment instrument that was developed within the business unit.

External – An assessment instrument that was developed outside the business unit.

Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

Figure 4.1

Analysis of Results																							
Performance Measure	What is your measurement instrument or process?	Areas of Success	Analysis and Actions Taken	Results of Actions Taken /during the following year/	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																		
Competency	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																			
ACC-1. Average financial ratio calculation score equal to or greater than 70%.	Ratio portion of Capstone Accounting Exercise in ACC 2110 (Direct), (Summative), (Internal).	Exceeded the target each year, but the trend is downward for two years.	Some students are struggling with the math skills needed. Program Coordinator decided to require a Ratio Exercise in ACC 2020. A Math prerequisite was added to ACC 2010.	The business unit will monitor the scores to see if they respond to the changes made.	<p style="text-align: center;">Average Ratio Calculation Scores in Capstone Exercise</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>81</td> <td>88</td> <td>93</td> <td>90</td> <td>87</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		2011	2012	2013	2014	2015	Average Score	81	88	93	90	87	Target	70	70	70	70	70
	2011	2012	2013	2014	2015																		
Average Score	81	88	93	90	87																		
Target	70	70	70	70	70																		
ACC-2. Average analysis score equal to or greater than 70%.	Analysis portion of Capstone Accounting Exercise in ACC-2110 (Direct), (Summative), (Internal).	Exceeded the target each year, and the trend is now upwards.	Some students were able to calculate the ratios, but did not understand how to interpret them. A Financial Statement Exercise was added to ACC 2100.	After two years of decline the scores have now increased for two years.	<p style="text-align: center;">Average Analysis Scores in Capstone Exercise</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>85</td> <td>84</td> <td>83</td> <td>87</td> <td>94</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		2011	2012	2013	2014	2015	Average Score	85	84	83	87	94	Target	70	70	70	70	70
	2011	2012	2013	2014	2015																		
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Target	70	70	70	70	70																		

<p>ACC-3. Average score on ACC 2027 Tax Return equal to or greater than 70%.</p>	<p>Tax Return Exercise in ACC 2027. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target each year, but the average dropped in Spring 2014..</p>	<p>The business unit was staffing this course with part-time instructors who turned over often, leading to new instructors with little experience. An experienced instructor was assigned.</p>	<p>The scores recovered in Fall 2014, and now the experienced instructor is mentoring the new instructor coming in.</p>	<p>Average Tax Return Scores in ACC 2027</p> <table border="1"> <thead> <tr> <th></th> <th>SP13</th> <th>FL13</th> <th>SP14</th> <th>FL14</th> <th>SP15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>80</td> <td>85</td> <td>76</td> <td>90</td> <td>81</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		SP13	FL13	SP14	FL14	SP15	Average Score	80	85	76	90	81	Target	70	70	70	70	70
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<p>BAD-1. Average score on Company Profile equal to or greater than 70%.</p>	<p>Company Profile Project in ECN 1015 course. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target each year, but the average dropped too close to the target percentage in Fall 2013.</p>	<p>Poor writing and organization skills were holding down scores for some students. Detailed exercise instructions with a scoring rubric were developed. An English prerequisite was added to ECN 1015.</p>	<p>The average score increased in Spring 2014, and the trend is now upwards.</p>	<p>Average Scores for Company Profile in ECN 1015</p> <table border="1"> <thead> <tr> <th></th> <th>SP13</th> <th>FL13</th> <th>SP14</th> <th>FL14</th> <th>SP15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>76</td> <td>72</td> <td>80</td> <td>78</td> <td>87</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		SP13	FL13	SP14	FL14	SP15	Average Score	76	72	80	78	87	Target	70	70	70	70	70
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<p>BAD-2. Average Ratio Analysis Exercise scores will be equal to or greater than 70%.</p>	<p>Ratio Analysis Exercise in ACC 2020 course. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target each year, but the scores fell for two years before leveling off at 85%.</p>	<p>Even with a Math prerequisite for ACC 2010 some students struggle with ratios when they reach ACC 2020. Instructors in ACC 2010 have been asked to include ratio exercises in that course.</p>	<p>The business unit will monitor the scores to see if they respond to the changes made.</p>	<p>Average Ratio Exercise Scores in ACC 2020 Course</p> <table border="1"> <thead> <tr> <th></th> <th>SP13</th> <th>FL13</th> <th>SP14</th> <th>FL14</th> <th>SP15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>91</td> <td>93</td> <td>90</td> <td>85</td> <td>85</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		SP13	FL13	SP14	FL14	SP15	Average Score	91	93	90	85	85	Target	70	70	70	70	70
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<p>BAD-3. Average Term Paper scores will be equal to or greater than 70%.</p>	<p>Term Papers assigned in ECN 2025 course. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target score in 3 of 5 semesters.</p>	<p>Initial success was followed by a sharp drop in scores as less prepared students came into the program. English prerequisite is now in place for ECN 1015, and instructors have adopted the English dept. rubric.</p>	<p>Scores have increased in the last two semesters. The business unit will continue to monitor scores.</p>	<p>Average Scores for Term Paper in ECN 2025</p> <table border="1"> <thead> <tr> <th></th> <th>FL12</th> <th>SP13</th> <th>FL13</th> <th>SP14</th> <th>FL14</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>75</td> <td>75</td> <td>68</td> <td>70</td> <td>71</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		FL12	SP13	FL13	SP14	FL14	Average Score	75	75	68	70	71	Target	70	70	70	70	70
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<p>BAD-TECH-1. Average scores for the capstone exercise will be equal to or greater than 70%.</p>	<p>Capstone Exercise assigned in BAD 1335. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target score in all years.</p>	<p>Students coming into the program recently have been much more computer literate than in the past.</p>	<p>The business unit will continue to monitor scores.</p>	<p>Average Scores for Capstone Exercise in BAD 1335</p> <table border="1"> <thead> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>91</td> <td>89</td> <td>85</td> <td>88</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		2011-12	2012-13	2013-14	2014-15	Average Score	91	89	85	88	Target	70	70	70	70			
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<p>BAD-TECH-2. Average Ratio Analysis Exercise scores will be equal to or greater than 70%.</p>	<p>Ratio Analysis Exercise in ACC 2020 course. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target each semester, but the scores fell for two semesters before leveling off at 85%.</p>	<p>Even with a Math prerequisite for ACC 2010 some students struggle with ratios when they reach ACC 2020. Instructors in ACC 2010 have been asked to include ratio exercises in that course.</p>	<p>The business unit will monitor the scores to see if they respond to the changes made.</p>	<p>Average Ratio Exercise Scores in ACC 2020 Course</p> <table border="1"> <thead> <tr> <th></th> <th>SP13</th> <th>FL13</th> <th>SP14</th> <th>FL14</th> <th>SP15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>91</td> <td>93</td> <td>90</td> <td>85</td> <td>85</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		SP13	FL13	SP14	FL14	SP15	Average Score	91	93	90	85	85	Target	70	70	70	70	70
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<p>MGT-1. Average score on Company Profile equal to or greater than 70%.</p>	<p>Company Profile Project in ECN 1015 course. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target each year, but the average dropped too close to the target percentage in Fall 2013.</p>	<p>Poor writing and organization skills were holding down scores for some students. Detailed exercise instructions with a scoring rubric were developed. An English prerequisite was added to ECN 1015.</p>	<p>The average score increased in Spring 2014, and the trend is now upwards.</p>	<p>Average Scores for Company Profile in ECN 1015</p> <table border="1"> <thead> <tr> <th></th> <th>SP 13</th> <th>FL 13</th> <th>SP 14</th> <th>FL 14</th> <th>SP 15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>76</td> <td>72</td> <td>80</td> <td>78</td> <td>87</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		SP 13	FL 13	SP 14	FL 14	SP 15	Average Score	76	72	80	78	87	Target	70	70	70	70	70
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<p>MGT-2. Average Quiz scores will be equal to or greater than 70%.</p>	<p>Online Quizzes assigned in ACC 2010 course. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target each semester, but the average dropped too close to the target percentage in Spring 2014.</p>	<p>Question analysis revealed that students were weak in basic journal entries. The Accounting Program Coordinator asked all ACC 2010 instructors to emphasize basic journal entries.</p>	<p>Scores have increased in the last two semesters. The business unit will continue to monitor scores.</p>	<p>Average Online Quiz Scores in ACC 2010</p> <table border="1"> <thead> <tr> <th></th> <th>SP13</th> <th>FL13</th> <th>SP14</th> <th>FL14</th> <th>SP15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>74</td> <td>75</td> <td>71</td> <td>78</td> <td>81</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		SP13	FL13	SP14	FL14	SP15	Average Score	74	75	71	78	81	Target	70	70	70	70	70
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<p>MGT-3. Average Case Analysis scores will be equal to or greater than 70%</p>	<p>Management Case Studies assigned in BAD 1210. (Direct), (Formative), (Internal).</p>	<p>Exceeded the target in each semester.</p>	<p>The scores have been excellent for the cases, aided by the use of a detailed scoring rubric provided to the students at the start of the course.</p>	<p>The business unit will monitor the scores to see if they continue to be good.</p>	<p>Average Scores for Management Case Analysis in BAD 1210</p> <table border="1"> <thead> <tr> <th></th> <th>SP 13</th> <th>FL 13</th> <th>SP 14</th> <th>FL 14</th> <th>SP 15</th> </tr> </thead> <tbody> <tr> <td>Average Score</td> <td>91</td> <td>91</td> <td>90</td> <td>90</td> <td>93</td> </tr> <tr> <td>Target</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		SP 13	FL 13	SP 14	FL 14	SP 15	Average Score	91	91	90	90	93	Target	70	70	70	70	70
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Table 7 Organizational Performance Results

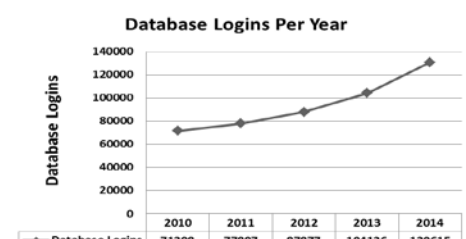
Organizational effectiveness results

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, students retention, student academic success, and other characteristics reflecting student performance. Key indicators may include; improvement in safety, hiring equity, increased use of web -based technologies, use of facilities by community organizations, contributions to the community, partnerships, graduation and retention rates by program etc.

		Analysis of Results																																	
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results and Actions Taken	Results of Actions Taken /during the following year/	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																														
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																															
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																		
1. Enrollment in Business courses should increase each year.	Annual Maryland Higher Education Commission Enrollment Reports (Direct) (Summative) (External) (Comparative)	Only one year showed an increase, but the enrollment remained steady when viewed as a percentage of Maryland Community College totals for Business Programs.	Enrollment is falling state-wide. To attract more students CSM has stepped up marketing efforts in the past year. More transfer agreements were created. More courses were put online.	The Business unit has not seen the effect of the new college-wide efforts to increase enrollment yet. Enrollments should be monitored closely going forward	<table border="1"> <caption>Enrollment In Business Programs</caption> <thead> <tr> <th>Year</th> <th>MD CC Total</th> <th>CSM Total</th> <th>CSM % CC Total</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>13246</td> <td>1082</td> <td>8%</td> </tr> <tr> <td>2011</td> <td>13074</td> <td>1078</td> <td>8%</td> </tr> <tr> <td>2012</td> <td>12409</td> <td>1145</td> <td>9%</td> </tr> <tr> <td>2013</td> <td>11988</td> <td>1034</td> <td>9%</td> </tr> <tr> <td>2014</td> <td>11658</td> <td>930</td> <td>8%</td> </tr> </tbody> </table>	Year	MD CC Total	CSM Total	CSM % CC Total	2010	13246	1082	8%	2011	13074	1078	8%	2012	12409	1145	9%	2013	11988	1034	9%	2014	11658	930	8%						
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1a. (enrollment details)	Annual Maryland Higher Education Commission Enrollment Reports (Direct) (Summative) (External) (Comparative)	The Business Admin Transfer program is the only one that had an increase (2012).	The Business Admin Transfer program is the program with the most transfer agreements. More will be sought for the other programs.	Each program should attempt to set up more transfer agreements and offer more non-traditional offerings.	<table border="1"> <caption>Enrollment by Program</caption> <thead> <tr> <th>Year</th> <th>Business Unit Total</th> <th>Accounting</th> <th>Bus Admin & Tech Mgt</th> <th>Mgt Development</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>1082</td> <td>205</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> <tr> <td>2012</td> <td>1145</td> <td>185</td> <td>838</td> <td>122</td> </tr> <tr> <td>2013</td> <td>1034</td> <td>173</td> <td>761</td> <td>97</td> </tr> <tr> <td>2014</td> <td>930</td> <td>157</td> <td>682</td> <td>91</td> </tr> </tbody> </table>	Year	Business Unit Total	Accounting	Bus Admin & Tech Mgt	Mgt Development	2010	1082	205	739	144	2011	1078	214	733	131	2012	1145	185	838	122	2013	1034	173	761	97	2014	930	157	682	91
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2. The CSM Retention Rate should be equal to or greater than the state-wide rate.	Annual Maryland Higher Education Commission - Retention, Graduation, and Transfer Report (Indirect) (Summative) (External) (Comparative)	CSM retention rates were lower than the state-wide rates.	Efforts to maintain enrollment goals have led to more students who are less prepared for college courses.	In 2012 CSM developed and deployed a Student Success and Goal Completion Plan	<table border="1"> <caption>Two-Year Retention Rates</caption> <thead> <tr> <th>Year</th> <th>MD CC %</th> <th>CSM %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>55.2</td> <td>53.6</td> </tr> <tr> <td>2011</td> <td>54.7</td> <td>52.7</td> </tr> <tr> <td>2012</td> <td>53.8</td> <td>52.3</td> </tr> <tr> <td>2013</td> <td>54.0</td> <td>52.5</td> </tr> <tr> <td>2014</td> <td>51.4</td> <td>47.7</td> </tr> </tbody> </table>	Year	MD CC %	CSM %	2010	55.2	53.6	2011	54.7	52.7	2012	53.8	52.3	2013	54.0	52.5	2014	51.4	47.7												
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<p>3. The number of graduates in each program should increase each year.</p>	<p>Annual Maryland Higher Education Commission Degree Reports (Direct) (Summative) (External) (Comparative)</p>	<p>After one year of decline the number of graduates has increased for three straight years.</p>	<p>CSM has implemented a Student Success and Goal Completion Plan and is attempting to help minorities close the achievement gap.</p>	<p>The Business unit is continuing to increase their graduates while the program graduates statewide have declined.</p>	<p>Graduates From Business Programs</p> <table border="1"> <thead> <tr> <th>Year</th> <th>MD CC Total</th> <th>CSM Total</th> <th>CSM % CC Total</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>1546</td> <td>178</td> <td>12%</td> </tr> <tr> <td>2011</td> <td>1676</td> <td>140</td> <td>8%</td> </tr> <tr> <td>2012</td> <td>1715</td> <td>172</td> <td>10%</td> </tr> <tr> <td>2013</td> <td>1731</td> <td>175</td> <td>10%</td> </tr> <tr> <td>2014</td> <td>1634</td> <td>182</td> <td>11%</td> </tr> </tbody> </table>	Year	MD CC Total	CSM Total	CSM % CC Total	2010	1546	178	12%	2011	1676	140	8%	2012	1715	172	10%	2013	1731	175	10%	2014	1634	182	11%						
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<p>3a. (graduate details)</p>	<p>Annual Maryland Higher Education Commission Degree Reports (Direct) (Summative) (External) (Comparative)</p>	<p>The Business Admin Transfer program has experienced increasing graduates for 3 straight years..</p>	<p>Students appear to be more attracted to transfer programs vs. career programs, perhaps because of an influx of younger students.</p>	<p>The career programs need to seek more transfer agreements to attract more of the younger students seeking transfer.</p>	<p>Graduates by Program</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Business Unit Total</th> <th>Accounting</th> <th>Bus Admin & Tech Mgt</th> <th>Mgt Development</th> </tr> </thead> <tbody> <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> <tr> <td>2013</td> <td>175</td> <td>33</td> <td>117</td> <td>25</td> </tr> <tr> <td>2014</td> <td>182</td> <td>38</td> <td>120</td> <td>24</td> </tr> </tbody> </table>	Year	Business Unit Total	Accounting	Bus Admin & Tech Mgt	Mgt Development	2010	178	46	99	33	2011	140	34	83	23	2012	172	38	106	28	2013	175	33	117	25	2014	182	38	120	24
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<p>4. At least 70% of the graduates will rate their preparation for transfer as Excellent or Good.</p>	<p>Triennial Maryland Higher Education Commission - Graduate Follow-up Survey - Question 10 (Indirect) (Summative) (External) (Comparative)</p>	<p>The Percentage exceeded 70% in all years</p>	<p>The Business unit did better than the CSM and Maryland percentages, but the latest survey is not broken down by program.</p>	<p>The Business unit should seek program level data, and should consider doing their own survey more frequently than MHEC.</p>	<p>Grads Rating of Transfer Preparation</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Business Unit Grads</th> <th>All CSM Grads</th> <th>MD CC Grads</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>89</td> <td>85</td> <td>85</td> </tr> <tr> <td>2007</td> <td>86</td> <td>82</td> <td>82</td> </tr> <tr> <td>2010</td> <td>96</td> <td>75</td> <td>79</td> </tr> <tr> <td>2013</td> <td>97</td> <td>97</td> <td>98</td> </tr> </tbody> </table>	Year	Business Unit Grads	All CSM Grads	MD CC Grads	2004	89	85	85	2007	86	82	82	2010	96	75	79	2013	97	97	98										
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<p>5. CSM transfer students will have an average GPA, one year after transfer, equal to or higher than the average GPA for all Maryland community colleges.</p>	<p>Annual Maryland Higher Education Commission - Performance of Maryland Community College Transfer Students Report (Indirect) (Summative) (External) (Comparative)</p>	<p>The most recent report shows CSM students having a higher GPA than the state-wide community college average.</p>	<p>The GPA had dropped for 2 years, but then recovered for 2 years. New outcomes assessment efforts have been instituted to improve student performance.</p>	<p>The business unit must continue to monitor the trend for continued success.</p>	<p>MHEC 1st-Year GPAs of CC Students at 4-Year Schools</p> <table border="1"> <thead> <tr> <th>Year</th> <th>MD CC GPA</th> <th>CSM GPA</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>2.70</td> <td>2.76</td> </tr> <tr> <td>2011</td> <td>2.73</td> <td>2.71</td> </tr> <tr> <td>2012</td> <td>2.72</td> <td>2.64</td> </tr> <tr> <td>2013</td> <td>2.86</td> <td>2.81</td> </tr> <tr> <td>2014</td> <td>2.86</td> <td>2.88</td> </tr> </tbody> </table>	Year	MD CC GPA	CSM GPA	2010	2.70	2.76	2011	2.73	2.71	2012	2.72	2.64	2013	2.86	2.81	2014	2.86	2.88												
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<p>6. At least 70% of the graduates will rate their preparation for employment as Excellent or Good.</p>	<p>Triennial Maryland Higher Education Commission - Graduate Follow-up Survey - Question 17 (Indirect) (Summative) (External) (Comparative)</p>	<p>The Percentage exceeded 70% in all years</p>	<p>The Business unit did better than the CSM percentages, and was below Maryland only once, but the latest survey is not broken down by program.</p>	<p>The Business unit should seek program level data, and should consider doing their own survey more frequently than MHEC.</p>	<p>Grads Rating of Employment Prep</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Business Unit Grads</th> <th>All CSM Grads</th> <th>MD CC Grads</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>86</td> <td>80</td> <td>77</td> </tr> <tr> <td>2007</td> <td>79</td> <td>78</td> <td>81</td> </tr> <tr> <td>2010</td> <td>96</td> <td>77</td> <td>93</td> </tr> <tr> <td>2013</td> <td>95</td> <td>95</td> <td>93</td> </tr> </tbody> </table>	Year	Business Unit Grads	All CSM Grads	MD CC Grads	2004	86	80	77	2007	79	78	81	2010	96	77	93	2013	95	95	93										
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<p>7. Employers will rate CSM students job skills higher than 70%.</p>	<p>Annual COOP Employer Surveys (Indirect) (Formative) (External)</p>	<p>Ratings exceeded target in each year.</p>	<p>While employers gave 4.0 ratings for overall college preparation for employment, the 2 skills that were below 4.0 in 2011 were Computer skills and Writing skills.</p>	<p>The Business unit has upgraded the software used in BAD 1335 and ACC 2027.</p>	<p>Employer Ratings of Student Job Skills</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Rating (4-Point Scale)</td> <td>4.0</td> <td>3.6</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> </tr> <tr> <td>Target Rating</td> <td>3.0</td> <td>3.0</td> <td>3.0</td> <td>3.0</td> <td>3.0</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	Rating (4-Point Scale)	4.0	3.6	4.0	4.0	4.0	Target Rating	3.0	3.0	3.0	3.0	3.0		
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<p>8. The percent of CSM students in Non-Traditional Courses will increase year-to-year.</p>	<p>Annual CSM Factbook (Indirect) (Formative) (External)</p>	<p>The percentage increased each year.</p>	<p>Online courses give students the ability to take courses even if they work full-time or live outside the CSM service area.</p>	<p>The Business unit has led the college in putting courses and degrees online.</p>	<p>Percent of Students in Non-Traditional Courses</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>% of CSM Students</td> <td>17.9</td> <td>20.0</td> <td>21.6</td> <td>23.5</td> <td>23.9</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	% of CSM Students	17.9	20.0	21.6	23.5	23.9								
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<p>9. At least 50% of Non-Returning students will state that their goals were met before they left CSM.</p>	<p>Biennial CSM Non-Returning Student Survey Question 3 (Indirect) (Summative) (External)</p>	<p>The percentage exceeded 50% in all years.</p>	<p>The percentage is not consistent, and the trend is downward.</p>	<p>In 2012 CSM developed and deployed a Student Success and Goal Completion Plan</p>	<p>Non-Returning Who Met Goals</p> <table border="1"> <thead> <tr> <th></th> <th>2005</th> <th>2007</th> <th>2009</th> <th>2011</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% of Students</td> <td>63.4</td> <td>60.4</td> <td>62.9</td> <td>59.4</td> <td>61.3</td> </tr> </tbody> </table>		2005	2007	2009	2011	2013	% of Students	63.4	60.4	62.9	59.4	61.3								
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<p>10. At least 50% of Non-Returning students will state that they plan to return to CSM in the future.</p>	<p>Biennial CSM Non-Returning Student Survey Question 8 (Indirect) (Summative) (External)</p>	<p>The percentage exceeded 50% in all years.</p>	<p>Many students leave because they cannot afford to continue their education.</p>	<p>CSM has increased its financial aid in both number of awards and the average dollars awarded.</p>	<p>Non-Returning Who Plan to Return</p> <table border="1"> <thead> <tr> <th></th> <th>2005</th> <th>2007</th> <th>2009</th> <th>2011</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>% of Students</td> <td>60.7</td> <td>57.0</td> <td>59.7</td> <td>59.0</td> <td>59.6</td> </tr> </tbody> </table>		2005	2007	2009	2011	2013	% of Students	60.7	57.0	59.7	59.0	59.6								
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<p>11. At least 70% of the graduates will rate their college experience as Excellent or Good.</p>	<p>Triennial Maryland Higher Education Commission - Graduate Follow-up Survey - Question 6 (Indirect) (Summative) (External) (Comparative)</p>	<p>The Percentage exceeded 70% in all years</p>	<p>The Business unit did better than the CSM and Maryland percentages, but the latest survey is not broken down by program.</p>	<p>The Business unit should seek program level data, and should consider doing their own survey more frequently than MHEC.</p>	<p>Grads Rating of College Experience</p> <table border="1"> <thead> <tr> <th></th> <th>2004</th> <th>2007</th> <th>2010</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Business Unit Grads</td> <td>94</td> <td>87</td> <td>97</td> <td></td> </tr> <tr> <td>All CSM Grads</td> <td>93</td> <td>86</td> <td>91</td> <td>87</td> </tr> <tr> <td>MD CC Grads</td> <td>91</td> <td>86</td> <td>92</td> <td>91</td> </tr> </tbody> </table>		2004	2007	2010	2013	Business Unit Grads	94	87	97		All CSM Grads	93	86	91	87	MD CC Grads	91	86	92	91
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<p>12. CSM Library database logins will increase year-to-year.</p>	<p>Annual CSM Factbook (Indirect) (Formative) (External)</p>	<p>Logins have increased every year, and the total has almost doubled.</p>	<p>Students perform better on papers when they are taught how to use, and cite outside sources.</p>	<p>Business unit faculty have developed scoring rubrics for papers which force students to properly use and cite sources.</p>	 <table border="1" data-bbox="1493 326 1955 352"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Database Logins</td> <td>71398</td> <td>77897</td> <td>87877</td> <td>104126</td> <td>130615</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	Database Logins	71398	77897	87877	104126	130615
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