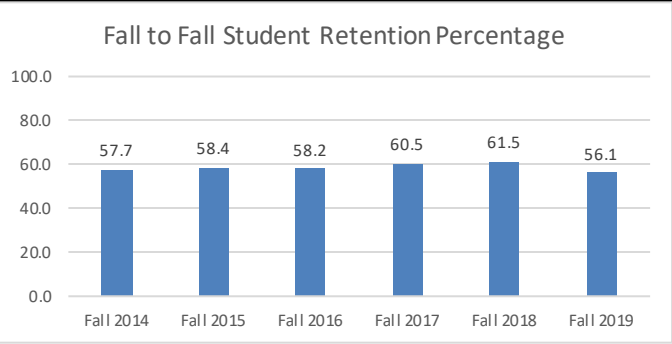
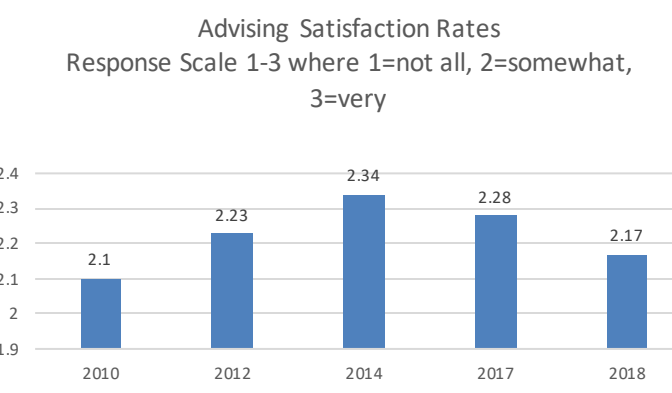
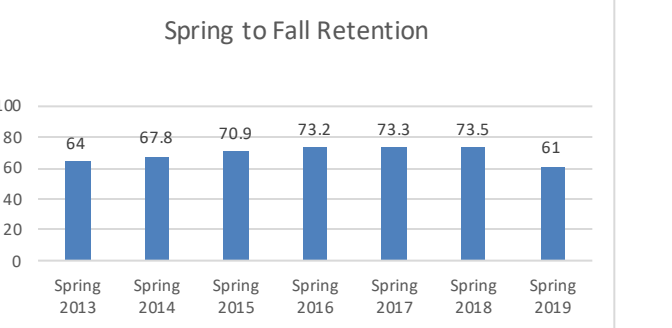


TABLE 7: Business Unit Performance Results (Standard 6)

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.

Analysis of 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 results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units. - Please note that data reported in this table should be business unit data and not institution-wide data. - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program. - For all data reported, show sample size (n=75).																		
Performance Measure : What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)														
increase student online job board accounts to 50% of students in occupational majors to facilitate entry of occupational students into the workforce.	annual career services, Service review	Goal attained in 2016. New goal related to effectiveness of co-curricular events in building practical skill added (see below)	in a positive trend 2011-2016. Students are accessing the job board. Focus shifted to collaboration with Career Services in delivering events such as Speed Networking, Resume Review and Linked in profile creation to insure students were prepared to apply for openings found on the job board. New goal set, see below.	The position of Career Coach has been maintained. This individual works specifically with occupational students. The Business Department continues to refer students or hold in class presentations by the Career Coach. Additionally, the Career Coach has been imbedded in online courses for discussions and online resume review.	<div style="text-align: center;"> <p>On-line Job Board Account</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>On-line Job Board Account Data</caption> <thead> <tr> <th>Year</th> <th>Accounts</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>5</td> </tr> <tr> <td>2012</td> <td>13</td> </tr> <tr> <td>2013</td> <td>22</td> </tr> <tr> <td>2014</td> <td>33</td> </tr> <tr> <td>2015</td> <td>34</td> </tr> <tr> <td>2016</td> <td>49.6</td> </tr> </tbody> </table> </div>	Year	Accounts	2011	5	2012	13	2013	22	2014	33	2015	34	2016	49.6
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Fall to Fall student retention in Business Department will show an upward trend over the next five years.	Institutional Research	Examination of retention rates previously reported revealed an error in information supplied by Institutional Research. The error has been corrected and the revised data are included here.	retention rates were consistently in the 60% range until this past year when it dropped to 56%.	Institutional Research has experienced a number of staff changes. The Department will meet with the new Director of IR when she starts in March and confirm processes for data extraction.	<p>Fall to Fall Student Retention Percentage</p>  <table border="1"> <caption>Fall to Fall Student Retention Percentage</caption> <thead> <tr> <th>Year</th> <th>Retention Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>57.7</td> </tr> <tr> <td>Fall 2015</td> <td>58.4</td> </tr> <tr> <td>Fall 2016</td> <td>58.2</td> </tr> <tr> <td>Fall 2017</td> <td>60.5</td> </tr> <tr> <td>Fall 2018</td> <td>61.5</td> </tr> <tr> <td>Fall 2019</td> <td>56.1</td> </tr> </tbody> </table>	Year	Retention Percentage	Fall 2014	57.7	Fall 2015	58.4	Fall 2016	58.2	Fall 2017	60.5	Fall 2018	61.5	Fall 2019	56.1		
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Satisfaction rates related to Academic Advising will increase	CCSSE data - 2018	Respondents indicated they were somewhat satisfied with academic advising in 2010, 2012, 2014, 2017 and 2018	There were incremental changes in satisfaction rates however the trend is downward. Students are assigned to a faculty advisor and since 2017 must receive approval prior to registration. Additionally, an immediate payment plan was implemented in 2018 requiring payment at the time of registration. The effect of this has been an increased number of	The college is moving toward professional advisors and away from faculty advisors. The Department expects a portion of the business student to be assigned to the non-faculty professional advisor and a portion to remain with faculty advisors. Satisfaction rates can be compared.	<p>Advising Satisfaction Rates Response Scale 1-3 where 1=not all, 2=somewhat, 3=very</p>  <table border="1"> <caption>Advising Satisfaction Rates</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Rate</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>2.1</td> </tr> <tr> <td>2012</td> <td>2.23</td> </tr> <tr> <td>2014</td> <td>2.34</td> </tr> <tr> <td>2017</td> <td>2.28</td> </tr> <tr> <td>2018</td> <td>2.17</td> </tr> </tbody> </table>	Year	Satisfaction Rate	2010	2.1	2012	2.23	2014	2.34	2017	2.28	2018	2.17				
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Spring to Fall retention rates will trend upward	Institutional Research	Examination of retention rates previously reported revealed an error in information supplied by Institutional Research. The error has been corrected and the revised data are included here.	retention rates were consistently in the 70% range until this past year when it dropped to 61%.	Institutional Research has experienced a number of staff changes. The Department will meet with the new Director of IR when she starts in March and confirm processes for data extraction.	<p>Spring to Fall Retention</p>  <table border="1"> <caption>Spring to Fall Retention</caption> <thead> <tr> <th>Year</th> <th>Retention Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>64</td> </tr> <tr> <td>Spring 2014</td> <td>67.8</td> </tr> <tr> <td>Spring 2015</td> <td>70.9</td> </tr> <tr> <td>Spring 2016</td> <td>73.2</td> </tr> <tr> <td>Spring 2017</td> <td>73.3</td> </tr> <tr> <td>Spring 2018</td> <td>73.5</td> </tr> <tr> <td>Spring 2019</td> <td>61</td> </tr> </tbody> </table>	Year	Retention Percentage	Spring 2013	64	Spring 2014	67.8	Spring 2015	70.9	Spring 2016	73.2	Spring 2017	73.3	Spring 2018	73.5	Spring 2019	61
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NEW GOAL: Business Speaker and Networking events will be tracked for accurate attendance and assessed for attendee perceived value	survey of attendees for two year period	Informal sign in sheets and attendance count shows an average of 100 attendees per event Survey results consistently show students find value in the co-curricular events. Students were surveyed and asked "How effective was this event at helping you build a practical skill?" Goal achieved.	Students recognize the value in attending co-curricular and extra curricular events especially those helping them to build a skill or competency. To improve upon attendance tracking and encourage student participation the Department is launching Bucks + utilizing the Suitable app to gamify participation in experiences outside of the classroom. Bucks+	Investigate the potential for a co-curricular digital badge awarded to students who attend a certain number of events.	<p>Were the Business Speaker and Networking Events Helpful?</p> <table border="1"> <caption>Were the Business Speaker and Networking Events Helpful?</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>94.0</td> </tr> <tr> <td>SP16</td> <td>89.0</td> </tr> <tr> <td>FA16</td> <td>98.0</td> </tr> <tr> <td>SP17</td> <td>100.0</td> </tr> <tr> <td>SP18</td> <td>78.0</td> </tr> </tbody> </table>	Term	Percentage	FA15	94.0	SP16	89.0	FA16	98.0	SP17	100.0	SP18	78.0
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