

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.

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 - 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 - For all data reported, show sample size (n=75).																				
Analysis of Results																				
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)															
Retention of Business Division majors from Fall to Spring semesters will be at least 70%.	Retention rates are reported by the institutional research officer each year.	Retention of business majors was 75% from Fall of 2015 to Spring of 2016.	The trend of retention has been steady for the past four years, even increasing in the most recent reporting year.	Degree Works software has been updated to allow students better access to their degree progress.	<p>Fall-Spring Retention Rate</p> <table border="1"> <caption>Fall-Spring Retention Rate Data</caption> <thead> <tr> <th>Semester</th> <th>Retention Rate</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>0.73</td> <td>118</td> </tr> <tr> <td>2013-2014</td> <td>0.73</td> <td>96</td> </tr> <tr> <td>2014-2015</td> <td>0.725</td> <td>87</td> </tr> <tr> <td>2015-2016</td> <td>0.75</td> <td>80</td> </tr> </tbody> </table>	Semester	Retention Rate	Sample Size (n)	2012-2013	0.73	118	2013-2014	0.73	96	2014-2015	0.725	87	2015-2016	0.75	80
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Graduation Rates of Business Division majors after 4+ years will be at least 35%.	Graduation rates are reported by the institutional research officer each year.	Graduation rates of business majors was 36.9% from Fall of 2012 out 4+ years.	Graduation rates have been declining steadily for the past three years. The local economy is so good that students often choose more work over school.	At least one advisor contacts all of their advisees each semester. The class schedule is more predictable. The dean has contacted students as well school.	<p>Graduation Rate 4+ Years</p> <table border="1"> <caption>Graduation Rate 4+ Years Data</caption> <thead> <tr> <th>Semester</th> <th>Graduation Rate</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>Starting Fall 2009</td> <td>0.42</td> <td>91</td> </tr> <tr> <td>Starting Fall 2010</td> <td>0.45</td> <td>108</td> </tr> <tr> <td>Starting Fall 2011</td> <td>0.40</td> <td>79</td> </tr> <tr> <td>Starting Fall 2012</td> <td>0.38</td> <td>84</td> </tr> </tbody> </table>	Semester	Graduation Rate	Sample Size (n)	Starting Fall 2009	0.42	91	Starting Fall 2010	0.45	108	Starting Fall 2011	0.40	79	Starting Fall 2012	0.38	84
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Transfer Rates of Business Division majors will be at least 20%.	Transfer rates are reported by the institutional research officer each year.	Transfer rates of business majors was 21.5% from 2015-2016.	The trend of transfer rates has been fairly steady for the past four years. The State of Ohio is currently focusing on transfer. We anticipate college credit for high school students to impact transfer percentages in the near future	The college has a college fair. College/university reps come in to classrooms and speak to classes. Bluffton College has classes on our campus.	<p>Transfer Rate</p> <table border="1"> <caption>Transfer Rate Data</caption> <thead> <tr> <th>Semester</th> <th>Transfer Rate</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>0.25</td> <td>468</td> </tr> <tr> <td>2013-2014</td> <td>0.23</td> <td>444</td> </tr> <tr> <td>2014-2015</td> <td>0.24</td> <td>366</td> </tr> <tr> <td>2015-2016</td> <td>0.215</td> <td>493</td> </tr> </tbody> </table>	Semester	Transfer Rate	Sample Size (n)	2012-2013	0.25	468	2013-2014	0.23	444	2014-2015	0.24	366	2015-2016	0.215	493
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