

**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.

<p><b>Organizational Effectiveness Results</b></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 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.</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p> <p>- 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.</p> <p>- For all data reported, show sample size (n=75).</p>																				
<b>Analysis of Results</b>																				
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<p><b>EXAMPLE:</b> Increase retention from 80% to 90% by 2020</p>	<p>Retention rates as reported to the VPAA every January</p>	<p>85% in 2014-2015</p>	<p>In a positive trend for the last three years</p>	<p>Will have three meetings a year with business students regarding continued education and completion plans</p>	<p style="text-align: center;"><b>Fall-Spring Retention Rate</b></p> <table border="1"> <caption>Fall-Spring Retention Rate Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>112</td> <td>~81</td> </tr> <tr> <td>2013-2014</td> <td>125</td> <td>~83</td> </tr> <tr> <td>2014-2015</td> <td>120</td> <td>~85</td> </tr> </tbody> </table>	Year	Sample Size (n)	Retention Rate (%)	2012-2013	112	~81	2013-2014	125	~83	2014-2015	120	~85			
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2012-2013	112	~81																		
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<p>Increase retention rates from 32% to 38% by 2020 in the AS Business program</p>	<p>Retention rates as reported by the Planning Research and Assessment</p>	<p>34% in 2015-2016</p>	<p>In a positive trend for the last three years but leveling last year</p>	<p>Faculty members will attend training on the new advising scheduler software to better assist students</p>	<p style="text-align: center;"><b>Fall-Fall Retention Rate - AS Business</b></p> <table border="1"> <caption>Fall-Fall Retention Rate - AS Business Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>195</td> <td>27%</td> </tr> <tr> <td>2013-2014</td> <td>123</td> <td>32%</td> </tr> <tr> <td>2014-2015</td> <td>111</td> <td>34%</td> </tr> <tr> <td>2015-2016</td> <td>114</td> <td>34%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Retention Rate (%)	2012-2013	195	27%	2013-2014	123	32%	2014-2015	111	34%	2015-2016	114	34%
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Increase retention rates from 43% to 45% by 2020 in the AAS Business program	Retention rates as reported by the Planning Research and Assessment Department	37% in 2015-2016	In a level trend until 2015-2016.  Faculty members believe one reason the dramatic drop is because students have changed their major to AS due to a local 4-year school providing bachelor degrees locally	Faculty members will attend training on the new advising scheduler software to better assist students	<p><b>Fall to Fall Retention Rate - AAS Business</b></p> <table border="1"> <caption>Fall to Fall Retention Rate - AAS Business</caption> <thead> <tr> <th>Year</th> <th>Retention Rate</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>43%</td> <td>358</td> </tr> <tr> <td>2013-2014</td> <td>43%</td> <td>326</td> </tr> <tr> <td>2014-2015</td> <td>43%</td> <td>298</td> </tr> <tr> <td>2015-2016</td> <td>37%</td> <td>276</td> </tr> </tbody> </table>	Year	Retention Rate	n	2012-2013	43%	358	2013-2014	43%	326	2014-2015	43%	298	2015-2016	37%	276
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Increase retention rates from 35% to 40% in the AAS Culinary Arts program	Retention rates as reported by the Planning and Research and Assessment Department	38% in 2015-2016	The trend has fluctuated over the past four years.	Faculty members will attend training on the new advising scheduler software to better assist students	<p><b>Fall to Fall Retention - Culinary Arts Certificates</b></p> <table border="1"> <caption>Fall to Fall Retention - Culinary Arts Certificates</caption> <thead> <tr> <th>Year</th> <th>Retention Rate</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>35%</td> <td>27</td> </tr> <tr> <td>2013-2014</td> <td>38%</td> <td>22</td> </tr> <tr> <td>2014-2015</td> <td>31%</td> <td>16</td> </tr> <tr> <td>2015-2016</td> <td>38%</td> <td>19</td> </tr> </tbody> </table>	Year	Retention Rate	n	2012-2013	35%	27	2013-2014	38%	22	2014-2015	31%	16	2015-2016	38%	19
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The Business Unit programs will maintain a full-time to adjunct ratio greater than 60 percent.	Annual review of the number of full-time and adjunct instructors used for courses within the Business and Computer Science programs.	88% full-time faculty members teaching to 12% adjunct members teaching	The Business Unit is consistently meeting this percentage.	The Business Unit will continue to monitor the percent of classes taught by full-time and adjunct faculty.	<p><b>Percent of Classes Taught by Instructor</b></p> <table border="1"> <caption>Percent of Classes Taught by Instructor</caption> <thead> <tr> <th>Year</th> <th>Full-Time (%)</th> <th>Adjunct (%)</th> </tr> </thead> <tbody> <tr> <td>2013-2014 (n=102)</td> <td>81%</td> <td>19%</td> </tr> <tr> <td>2014-2015 (n=171)</td> <td>85%</td> <td>15%</td> </tr> <tr> <td>2015-2016 (n=134)</td> <td>84%</td> <td>16%</td> </tr> <tr> <td>2016-2017 (n=154)</td> <td>88%</td> <td>12%</td> </tr> </tbody> </table>	Year	Full-Time (%)	Adjunct (%)	2013-2014 (n=102)	81%	19%	2014-2015 (n=171)	85%	15%	2015-2016 (n=134)	84%	16%	2016-2017 (n=154)	88%	12%
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At least 30% of the Business Unit's offerings will be offered through an alternative format	The percentage of courses offered in an alternative format	32% of the courses offered in 2016-2017	In 2016-2017 the goal of 30% was met for the first time.	The Business Unit will continue to review curriculum that is best offered in alternative formats to better serve students.	<p><b>Percentage of Courses by Format</b></p> <table border="1"> <caption>Percentage of Courses by Format</caption> <thead> <tr> <th>Year</th> <th>Traditional (%)</th> <th>Alternative (%)</th> </tr> </thead> <tbody> <tr> <td>2013-2014 (n=191)</td> <td>81%</td> <td>19%</td> </tr> <tr> <td>2014-2015 (n=171)</td> <td>71%</td> <td>29%</td> </tr> <tr> <td>2015-2016 (n=134)</td> <td>73%</td> <td>27%</td> </tr> <tr> <td>2016-2017 (n=154)</td> <td>68%</td> <td>32%</td> </tr> </tbody> </table>	Year	Traditional (%)	Alternative (%)	2013-2014 (n=191)	81%	19%	2014-2015 (n=171)	71%	29%	2015-2016 (n=134)	73%	27%	2016-2017 (n=154)	68%	32%
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At least 80% of students eligible for placement after graduation are placed	Placement Rates as reported by the Planning Research and Assessment	85% in 2016-2017	The trend has met the goal but has fluctuated slightly over the past three years	The goal will be reviewed to possibly increase goal going forward	<p style="text-align: center;"><b>AAS Business Placement Rates</b></p> <table border="1"> <caption>AAS Business Placement Rates</caption> <thead> <tr> <th>Year</th> <th>Placement Rate</th> </tr> </thead> <tbody> <tr> <td>2013-2014 (n=51)</td> <td>82%</td> </tr> <tr> <td>2014-2015 (n=51)</td> <td>86%</td> </tr> <tr> <td>2015-2016 (n=51)</td> <td>84%</td> </tr> <tr> <td>2016-2017 (n=51)</td> <td>85%</td> </tr> </tbody> </table>	Year	Placement Rate	2013-2014 (n=51)	82%	2014-2015 (n=51)	86%	2015-2016 (n=51)	84%	2016-2017 (n=51)	85%																				
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Increase graduation rates by 15% from the benchmark data of 2013	Graduates Rates as reported by the Planning Research and Assessment Office	<p>AS BUS - 10% decrease</p> <p>TTP-Accounting -42% decrease</p> <p>TTP-Bus.-44% decrease</p> <p>TTP-Economics-200% increase</p> <p>AS Computer Science-50% decrease</p>	2016 had downward trends for all programs except Economics. Economics went from zero graduates to two.	Transfer program graduates were down for the entire College. The Division Dean will continue to develop transfer agreements with four-year institutions.	<p style="text-align: center;"><b>Transfer Program Graduates</b></p> <table border="1"> <caption>Transfer Program Graduates</caption> <thead> <tr> <th>Program</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>A.S. Business</td> <td>21</td> <td>20</td> <td>20</td> <td>19</td> </tr> <tr> <td>TTP-Accounting</td> <td>12</td> <td>15</td> <td>19</td> <td>5</td> </tr> <tr> <td>TTP-Business Administration</td> <td>32</td> <td>24</td> <td>35</td> <td>14</td> </tr> <tr> <td>TTP-Economics</td> <td>0</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>AS-Computer Science</td> <td>2</td> <td>1</td> <td>5</td> <td>1</td> </tr> </tbody> </table>	Program	2013-2014	2014-2015	2015-2016	2016-2017	A.S. Business	21	20	20	19	TTP-Accounting	12	15	19	5	TTP-Business Administration	32	24	35	14	TTP-Economics	0	1	1	2	AS-Computer Science	2	1	5	1
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Increase graduation rates by 15% from the benchmark data of 2013	Graduates Rates as reported by the Planning Research and Assessment	10 graduates in 2016	Graduation rates have been on a continual downward trend since 2013.	Culinary Arts Director and faculty members have begun a marketing campaign for their programs.	<p><b>Culinary Arts Certificates Graduates</b></p> <table border="1"> <caption>Culinary Arts Certificates Graduates</caption> <thead> <tr> <th>Year</th> <th>Graduates</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>24</td> </tr> <tr> <td>2014-2015</td> <td>17</td> </tr> <tr> <td>2015-2016</td> <td>18</td> </tr> <tr> <td>2016-2017</td> <td>10</td> </tr> </tbody> </table>	Year	Graduates	2013-2014	24	2014-2015	17	2015-2016	18	2016-2017	10																				
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Increase enrollment rates by 15% from the benchmark data of 2013	Enrollment rates are extracted from the College's Banner system	AS Business - 7% increase TTP-Accounting - 33% increase TTP-Business - 39% increase TTP-Economics- 25% increase AS Computer Science- 22% decrease	Enrollment rates have increased for all programs except Computer Science	The next step will be to focus on the Adult Reconnect program as well as continuous marketing of programs.	<table border="1"> <caption>Enrollment Trends - Transfer Programs</caption> <thead> <tr> <th>Program</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>A.S. Business</td> <td>124</td> <td>136</td> <td>148</td> <td>132</td> </tr> <tr> <td>TTP-Accounting</td> <td>42</td> <td>59</td> <td>55</td> <td>62</td> </tr> <tr> <td>TTP-Business Administration</td> <td>94</td> <td>136</td> <td>148</td> <td>132</td> </tr> <tr> <td>TTP-Economics</td> <td>6</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td>AS Computer Science</td> <td>37</td> <td>52</td> <td>11</td> <td>29</td> </tr> </tbody> </table>	Program	2013-2014	2014-2015	2015-2016	2016-2017	A.S. Business	124	136	148	132	TTP-Accounting	42	59	55	62	TTP-Business Administration	94	136	148	132	TTP-Economics	6	8	8	8	AS Computer Science	37	52	11	29
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