

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>Organizational Effectiveness Results</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>																				
Analysis of Results																				
<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>															
<p>EXAMPLE: 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;">Fall-Spring Retention Rate</p> <table border="1"> <caption>Fall-Spring Retention Rate Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate (%)</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>~80</td> <td>112</td> </tr> <tr> <td>2013-2014</td> <td>~83</td> <td>125</td> </tr> <tr> <td>2014-2015</td> <td>~86</td> <td>120</td> </tr> </tbody> </table>	Year	Retention Rate (%)	Sample Size (n)	2012-2013	~80	112	2013-2014	~83	125	2014-2015	~86	120			
Year	Retention Rate (%)	Sample Size (n)																		
2012-2013	~80	112																		
2013-2014	~83	125																		
2014-2015	~86	120																		
<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>32% in 2017-2018</p>	<p>A slight decline in 2016-2017 but improved in 2017-2018.</p>	<p>Beginning Fall 2019, a professional advisor will be embedded in the business unit to provide academic advising and retention services.</p>	<p style="text-align: center;">Fall to Fall Retention Rate - AS Business</p> <table border="1"> <caption>Fall to Fall Retention Rate - AS Business Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate (%)</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>34%</td> <td>111</td> </tr> <tr> <td>2015-2016</td> <td>34%</td> <td>114</td> </tr> <tr> <td>2016-2017</td> <td>26%</td> <td>99</td> </tr> <tr> <td>2017-2018</td> <td>32%</td> <td>81</td> </tr> </tbody> </table>	Year	Retention Rate (%)	Sample Size (n)	2014-2015	34%	111	2015-2016	34%	114	2016-2017	26%	99	2017-2018	32%	81
Year	Retention Rate (%)	Sample Size (n)																		
2014-2015	34%	111																		
2015-2016	34%	114																		
2016-2017	26%	99																		
2017-2018	32%	81																		

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)															
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	41% in 2017-2018	There was a decrease in beginning in 2015-2016. However 2017-2018 has improved significantly.	Beginning Fall 2019, a professional advisor will be embedded in the business unit to provide academic advising and retention services.	<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>2014-2015</td> <td>43%</td> <td>298</td> </tr> <tr> <td>2015-2016</td> <td>37%</td> <td>276</td> </tr> <tr> <td>2016-2017</td> <td>34%</td> <td>266</td> </tr> <tr> <td>2017-2018</td> <td>41%</td> <td>249</td> </tr> </tbody> </table>	Year	Retention Rate	n	2014-2015	43%	298	2015-2016	37%	276	2016-2017	34%	266	2017-2018	41%	249
Year	Retention Rate	n																		
2014-2015	43%	298																		
2015-2016	37%	276																		
2016-2017	34%	266																		
2017-2018	41%	249																		
Increase retention rates from 35% to 40% in the AAS Culinary Arts program	Retention rates as reported by the Planning Research and Assessment Department	38% in 2015-2016	The last two years have shown an increase and have met the goal.	Beginning Fall 2019, a professional advisor will be embedded in the business unit to provide academic advising and retention services.	<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>2014-2015</td> <td>31%</td> <td>16</td> </tr> <tr> <td>2015-2016</td> <td>38%</td> <td>19</td> </tr> <tr> <td>2016-2017</td> <td>48%</td> <td>53</td> </tr> <tr> <td>2017-2018</td> <td>48%</td> <td>61</td> </tr> </tbody> </table>	Year	Retention Rate	n	2014-2015	31%	16	2015-2016	38%	19	2016-2017	48%	53	2017-2018	48%	61
Year	Retention Rate	n																		
2014-2015	31%	16																		
2015-2016	38%	19																		
2016-2017	48%	53																		
2017-2018	48%	61																		

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)															
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.	87% full-time faculty members teaching to 13% adjunct members teaching	The Business Unit is consistently meeting this percentage.	The Business Unit will recruit for qualified adjunct faculty members to provide instruction.	<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>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> <tr> <td>2017-2018 (n=151)</td> <td>90%</td> <td>10%</td> </tr> <tr> <td>2018-2019 (n=148)</td> <td>87%</td> <td>13%</td> </tr> </tbody> </table>	Year	Full-Time (%)	Adjunct (%)	2015-2016 (n=134)	84%	16%	2016-2017 (n=154)	88%	12%	2017-2018 (n=151)	90%	10%	2018-2019 (n=148)	87%	13%
Year	Full-Time (%)	Adjunct (%)																		
2015-2016 (n=134)	84%	16%																		
2016-2017 (n=154)	88%	12%																		
2017-2018 (n=151)	90%	10%																		
2018-2019 (n=148)	87%	13%																		
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	38% of the courses offered in 2018-2019	The Business Unit is consistently meeting this goal.	The goal will be increased to 40%.	<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>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> <tr> <td>2017-2018 (n=151)</td> <td>65%</td> <td>35%</td> </tr> <tr> <td>2018-2019 (n=148)</td> <td>62%</td> <td>38%</td> </tr> </tbody> </table>	Year	Traditional (%)	Alternative (%)	2015-2016 (n=134)	73%	27%	2016-2017 (n=154)	68%	32%	2017-2018 (n=151)	65%	35%	2018-2019 (n=148)	62%	38%
Year	Traditional (%)	Alternative (%)																		
2015-2016 (n=134)	73%	27%																		
2016-2017 (n=154)	68%	32%																		
2017-2018 (n=151)	65%	35%																		
2018-2019 (n=148)	62%	38%																		

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)																														
At least 85% of students eligible for placement after graduation are placed	Placement Rates as reported by the Planning Research and Assessment Office	93% in 2018-2019	The goal has been met for the last two years.	The goal will be reviewed to increase goal going forward.	<p style="text-align: center;">AAS Business Placement Rates</p> <table border="1"> <caption>AAS Business Placement Rates</caption> <thead> <tr> <th>Year</th> <th>Placement Rate</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>84%</td> <td>49</td> </tr> <tr> <td>2016-2017</td> <td>85%</td> <td>56</td> </tr> <tr> <td>2017-2018</td> <td>95%</td> <td>95</td> </tr> <tr> <td>2018-2019</td> <td>93%</td> <td>148</td> </tr> </tbody> </table>	Year	Placement Rate	n	2015-2016	84%	49	2016-2017	85%	56	2017-2018	95%	95	2018-2019	93%	148															
Year	Placement Rate	n																																	
2015-2016	84%	49																																	
2016-2017	85%	56																																	
2017-2018	95%	95																																	
2018-2019	93%	148																																	
Increase graduation rates for transfer students by 15% from the benchmark data of 2013	Graduates Rates as reported by the Planning Research and Assessment Office	<p>AS BUS - 15% decrease</p> <p>TTP-Accounting -21% decrease</p> <p>TTP-Bus.-18% increase</p> <p>TTP-Economics-100% decrease</p> <p>AS Computer Science-60% decrease</p>	2018 had downward trends for all programs except Business Administration.	Transfer program graduates were down for the entire College. A local four-year college has opened a Bachelors Degree in Business Administration. The Division Dean will continue to develop transfer agreements with four-year institutions.	<p style="text-align: center;">Transfer Program Graduates</p> <table border="1"> <caption>Transfer Program Graduates</caption> <thead> <tr> <th>Program</th> <th>2015-2016</th> <th>2016-2017</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>A.S. Business</td> <td>20</td> <td>19</td> <td>13</td> <td>17</td> </tr> <tr> <td>TTP-Accounting</td> <td>23</td> <td>13</td> <td>21</td> <td>18</td> </tr> <tr> <td>TTP-Business Administration</td> <td>37</td> <td>34</td> <td>39</td> <td>45</td> </tr> <tr> <td>TTP-Economics</td> <td>1</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>AS-Computer Science</td> <td>5</td> <td>1</td> <td>6</td> <td>2</td> </tr> </tbody> </table>	Program	2015-2016	2016-2017	2017-2018	2018-2019	A.S. Business	20	19	13	17	TTP-Accounting	23	13	21	18	TTP-Business Administration	37	34	39	45	TTP-Economics	1	2	1	0	AS-Computer Science	5	1	6	2
Program	2015-2016	2016-2017	2017-2018	2018-2019																															
A.S. Business	20	19	13	17																															
TTP-Accounting	23	13	21	18																															
TTP-Business Administration	37	34	39	45																															
TTP-Economics	1	2	1	0																															
AS-Computer Science	5	1	6	2																															

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)																												
Increase graduation rates by 15% from the benchmark data of 2013	Graduates Rates as reported by the Planning Research and Assessment Office	AAS BUS ACCT- 10% decrease AAS BUS Ag BUS - 33% decrease AAS BUS MGMT - 78% increase AAS BUS CULA - 30% decrease AAS BUS LEGL - Same rate	Graduation rates have fluctuated over the past several years. The trend is positive for most programs	Improved advising for all students is being implemented to improve graduation and retention rates	<p>AAS Business Concentration Graduates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Series1</th> <th>Series2</th> <th>Series3</th> <th>Series4</th> <th>Series5</th> <th>Series6</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>5</td> <td>2</td> <td>19</td> <td>13</td> <td>7</td> <td>2</td> </tr> <tr> <td>2017-2018</td> <td>7</td> <td>2</td> <td>15</td> <td>8</td> <td>6</td> <td>2</td> </tr> <tr> <td>2018-2019</td> <td>4</td> <td>3</td> <td>17</td> <td>13</td> <td>3</td> <td>2</td> </tr> </tbody> </table>	Year	Series1	Series2	Series3	Series4	Series5	Series6	2015-2016	5	2	19	13	7	2	2017-2018	7	2	15	8	6	2	2018-2019	4	3	17	13	3	2
Year	Series1	Series2	Series3	Series4	Series5	Series6																											
2015-2016	5	2	19	13	7	2																											
2017-2018	7	2	15	8	6	2																											
2018-2019	4	3	17	13	3	2																											
Increase graduation rates by 15% from the benchmark data of 2016 for Culinary Arts students earning technical certificates.	Graduates Rates as reported by the Planning Research and Assessment Office	13 graduates in 2018	The goal was met in 2018.	Another community college opened a culinary program close to our campus in 2016. Culinary Arts Director and faculty members begun a marketing campaign for their programs. The culinary program is also developing a dual enrollment program with the local high schools.	<p>Culinary Arts Certificates Graduates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Graduates</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>18</td> </tr> <tr> <td>2016-2017</td> <td>10</td> </tr> <tr> <td>2017-2018</td> <td>6</td> </tr> <tr> <td>2018-2019</td> <td>13</td> </tr> </tbody> </table>	Year	Graduates	2015-2016	18	2016-2017	10	2017-2018	6	2018-2019	13																		
Year	Graduates																																
2015-2016	18																																
2016-2017	10																																
2017-2018	6																																
2018-2019	13																																

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)																														
Increase enrollment rates for transfer programs for transfer programs by 15% from the benchmark data of 2013	Enrollment rates are extracted from the College's Banner system	Accounting - 24% increase Ag Bus-42% increase Management-28% decrease Culinary Arts-32% decrease	Enrollment rates have fluctuated two of the four programs. Management and Culinary Arts have decreased.	The next step will be to focus on the Adult Reconnect program as well as continuous marketing of programs.	<p style="text-align: center;">AAS Business Concentration Enrollment Trends</p> <table border="1"> <caption>AAS Business Concentration Enrollment Trends</caption> <thead> <tr> <th>Program</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>30</td> <td>46</td> <td>43</td> <td>39</td> </tr> <tr> <td>Ag Bus</td> <td>17</td> <td>19</td> <td>20</td> <td>13</td> </tr> <tr> <td>Management</td> <td>130</td> <td>94</td> <td>88</td> <td>134</td> </tr> <tr> <td>Culinary Arts</td> <td>59</td> <td>53</td> <td>39</td> <td>56</td> </tr> <tr> <td>Paralegal Studies</td> <td>8</td> <td>11</td> <td>11</td> <td>35</td> </tr> </tbody> </table>	Program	2015	2016	2017	2018	Accounting	30	46	43	39	Ag Bus	17	19	20	13	Management	130	94	88	134	Culinary Arts	59	53	39	56	Paralegal Studies	8	11	11	35
Program	2015	2016	2017	2018																															
Accounting	30	46	43	39																															
Ag Bus	17	19	20	13																															
Management	130	94	88	134																															
Culinary Arts	59	53	39	56																															
Paralegal Studies	8	11	11	35																															