

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).																																												
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Increase the number of graduates by five percent from the previous year in the A.A.S. Business and A.A.S. Contemporary Management programs. <i>Source: Office of Office of Institutional Research & Effectiveness</i>	Data is collected by the Office of Institutional Research & Effectiveness and reported to the Tennessee Board of Regents using the terms Summer, Fall, Spring to represent a reporting year.	The graduation rate of the Business program has decreased from the 2013-14 academic year but has remained steady for the 2014-15 and 2015-16 school years.	Retention efforts at Roane State through student contact, advising and counseling are done on an on-going basis	The faculty will strive to continue their diligence in supporting students from entry into the programs to graduation.	<p>Graduates by Program (BMT and CMGT)</p> <table border="1"> <thead> <tr> <th></th> <th>2013U - 2014S</th> <th>2014U - 2015S</th> <th>2015U - 2016S</th> </tr> </thead> <tbody> <tr> <td>BMT</td> <td>43</td> <td>27</td> <td>27</td> </tr> <tr> <td>CMGT</td> <td>29</td> <td>16</td> <td>14</td> </tr> </tbody> </table> <p>BMT Graduates by Concentration</p> <table border="1"> <thead> <tr> <th></th> <th>2013U - 2014S</th> <th>2014U - 2015S</th> <th>2015U - 2016S</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>13</td> <td>4</td> <td>6</td> </tr> <tr> <td>Bus Administration</td> <td>8</td> <td>7</td> <td>6</td> </tr> <tr> <td>Bus Mgmt</td> <td>5</td> <td>2</td> <td>5</td> </tr> <tr> <td>Computer Sci</td> <td>2</td> <td>4</td> <td>3</td> </tr> <tr> <td>General Bus</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>No Concentration</td> <td>14</td> <td>10</td> <td>7</td> </tr> </tbody> </table>		2013U - 2014S	2014U - 2015S	2015U - 2016S	BMT	43	27	27	CMGT	29	16	14		2013U - 2014S	2014U - 2015S	2015U - 2016S	Accounting	13	4	6	Bus Administration	8	7	6	Bus Mgmt	5	2	5	Computer Sci	2	4	3	General Bus	1	0	0	No Concentration	14	10	7
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(indicate length of cycle)

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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 the number of courses offered using alternative delivery methods and/or varied start times by five percent to better accommodate today's student needs.

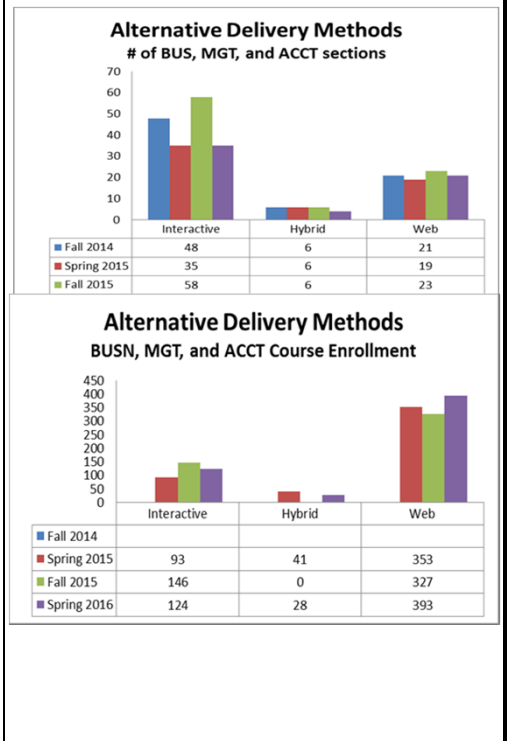
Source: Office of Institutional Research & Effectiveness

The number of courses offered via distance education including web, interactive, and hybrid as well as courses offered with various start dates within a semester have shown a decrease but this is consistent with the reduction in enrollment in the programs and at RSCC as a whole

The business department has continued to provide more courses through alternative delivery methods. While the number of sections has declined due to lower enrollment, the alternate delivery methods of the different courses remain high due in part to the dispersion of the students across the sites and the goal of meeting student needs. While we are continuing to evaluate alternate delivery methods we still have the largest percentage of our students taking WEB classes over our other alternate delivery systems.

By increasing our offerings in the interactive format, we are able to reach those students in the outlying areas of our service area who do not wish to take web courses. We will continue to determine more effective delivery systems.

The faculty will continue to use the data provided by the Institutional Research & Effectiveness Office as well as other sources to schedule classes that meets student needs.



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The Business Department will equal or surpass enrollment in line with the college growth. <i>Source: Office of Institutional Research & Effectiveness</i>	Data gathered from the Office of Office of Institutional Research & Effectiveness Enrollment Synopsis.	The headcount for Business majors shows a decline in enrollment consistent with the overall decline in enrollment for RSCC as a whole for the period for Fall 2014 through Spring 2016. This is also true for the contemporary Management program.	The business faculty is offering multiple formats of classes both in the Business program as well as the CMGT program. Additional recruiting of students and a continued review of programs will be completed to ensure that we are meeting the needs of the stakeholders in the service area	The Department faculty as well as Roane State's administration are actively involved in plans to increase the enrollment in both the Business and the CMGT programs by way of promotional activities, face-to-face recruiting, and increasing program knowledge of others within the College	<div data-bbox="1514 370 2007 690"> <p align="center">BUSN and CMGT Program Headcount</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>238</td> <td>255</td> <td>231</td> <td>195</td> </tr> <tr> <td>CMGT</td> <td>37</td> <td>38</td> <td>28</td> <td>29</td> </tr> </tbody> </table> </div> <div data-bbox="1514 748 2007 1084"> <p align="center">RSCC Headcount</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>RSCC Headcount</td> <td>5832</td> <td>5439</td> <td>5861</td> <td>5292</td> </tr> </tbody> </table> </div>		Fall 2014	Spring 2015	Fall 2015	Spring 2016	BUSN	238	255	231	195	CMGT	37	38	28	29		Fall 2014	Spring 2015	Fall 2015	Spring 2016	RSCC Headcount	5832	5439	5861	5292
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<p>The Business Department to will strive to maintain at least an 80 percent student pass rate and an minimum overall GPA of 2.5.</p> <p><i>Source: Office of Office of Institutional Research & Effectiveness</i></p>	Data tracked by the Office of Institutional Research	The overall percentage pass rate of students majoring in Business was in line with RSCC as a whole . For Business when the Accounting and other business courses were combined the average was approximately 90% the average for CMGT was 92% which is on par wiht RSCC as a whole. When comparing GPAs, the average for RSCC as a whole was 2.83, for Business when combining Accounting and business Classes was Approximately was 2.91, and the average GPA for CMGT was 3.35.	The pass rate and the GPA calculations exceeded the goals set for each program. The consistent high scores from the Contemporary Management program is credited to the high frequency of adult learners. With the addition of alternative classes, additional monitoring must continue to ensure that students are being matched to the delivery option that best meets their needs and learning style. Also presented are graphs that depict GPA for Busijess and Accounting courses by delivery method.	The faculty will continue to maintain vigilance in monitoring the Pass Rates and the GPA of students in their respective majors. In addition, as Business Department surveys for our students and alumni are developed information will be obtained related to students' delivery preferences.	<div data-bbox="1522 365 1995 641"> <p align="center">Pass Rates</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>84%</td> <td>87%</td> <td>87%</td> <td>89%</td> </tr> <tr> <td>ACCT</td> <td>93%</td> <td>91%</td> <td>94%</td> <td>91%</td> </tr> <tr> <td>MGT</td> <td>97%</td> <td>93%</td> <td>89%</td> <td>89%</td> </tr> <tr> <td>RSCC</td> <td>86%</td> <td>87%</td> <td>87%</td> <td>89%</td> </tr> </tbody> </table> </div> <div data-bbox="1522 657 1995 941"> <p align="center">Average Quality Points (GPA)</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>2.58</td> <td>2.76</td> <td>2.67</td> <td>2.85</td> </tr> <tr> <td>ACCT</td> <td>3.11</td> <td>3.11</td> <td>3.09</td> <td>3.08</td> </tr> <tr> <td>MGT</td> <td>3.55</td> <td>3.45</td> <td>3.16</td> <td>3.23</td> </tr> <tr> <td>RSCC</td> <td>2.78</td> <td>2.83</td> <td>2.81</td> <td>2.89</td> </tr> </tbody> </table> </div>		Fall 2014	Spring 2015	Fall 2015	Spring 2016	BUSN	84%	87%	87%	89%	ACCT	93%	91%	94%	91%	MGT	97%	93%	89%	89%	RSCC	86%	87%	87%	89%		Fall 2014	Spring 2015	Fall 2015	Spring 2016	BUSN	2.58	2.76	2.67	2.85	ACCT	3.11	3.11	3.09	3.08	MGT	3.55	3.45	3.16	3.23	RSCC	2.78	2.83	2.81	2.89
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