

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 the number of graduates by five percent from the previous year in the A.A.S. Business, A.A.S. Financial Services and A.A.S. Contemporary Management programs. Source: Office of Office of Institutional Research & Effectiveness | 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 programs have shown some increase from the 2014-15 and 2015-16 academic years. Both 2016-17 and 2017-18 had more graduates than the earlier two years. | Retention efforts are ongoing at Roane State. Faculty and staff work with students through student contact, a new advising model, corequisite courses to accelerate success in learning support classes and counseling on a continuing basis. The new success coach (advising model) assigns an advisor to each student for the first 24 hours of school. This success coach is there to assist with scheduling, financial aid questions and the overall process of becoming a college student. | The faculty will strive to continue their diligence in supporting students from entry into the programs to graduation. | <div style="text-align: center;"> Graduates by Program BUSN, CMGT, & FINC </div> <table border="1"> <thead> <tr> <th></th> <th>2014J</th> <th>2015S</th> <th>2016J</th> <th>2017S</th> <th>2018S</th> </tr> </thead> <tbody> <tr> <td>BMGT</td> <td>27</td> <td>27</td> <td>42</td> <td>35</td> <td></td> </tr> <tr> <td>CMGT</td> <td>16</td> <td>14</td> <td>16</td> <td>9</td> <td></td> </tr> <tr> <td>FINC</td> <td></td> <td>2</td> <td>2</td> <td>5</td> <td></td> </tr> </tbody> </table> <div style="text-align: center;"> BUSN Graduates by Concentration </div> <table border="1"> <thead> <tr> <th></th> <th>2014J - 2015S</th> <th>2016J - 2016S</th> <th>2016J - 2017S</th> <th>2017J - 2018S</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>4</td> <td>6</td> <td>4</td> <td>7</td> </tr> <tr> <td>Bus Administration</td> <td>7</td> <td>6</td> <td>11</td> <td>2</td> </tr> <tr> <td>Bus Mgmt</td> <td>2</td> <td>5</td> <td>6</td> <td>0</td> </tr> <tr> <td>Computer Sci</td> <td>4</td> <td>3</td> <td>2</td> <td>0</td> </tr> <tr> <td>Non-Crossed-Conc</td> <td>10</td> <td>7</td> <td>10</td> <td>10</td> </tr> </tbody> </table> | | 2014J | 2015S | 2016J | 2017S | 2018S | BMGT | 27 | 27 | 42 | 35 | | CMGT | 16 | 14 | 16 | 9 | | FINC | | 2 | 2 | 5 | | | 2014J - 2015S | 2016J - 2016S | 2016J - 2017S | 2017J - 2018S | Accounting | 4 | 6 | 4 | 7 | Bus Administration | 7 | 6 | 11 | 2 | Bus Mgmt | 2 | 5 | 6 | 0 | Computer Sci | 4 | 3 | 2 | 0 | Non-Crossed-Conc | 10 | 7 | 10 | 10 |
| | 2014J | 2015S | 2016J | 2017S | 2018S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BMGT | 27 | 27 | 42 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CMGT | 16 | 14 | 16 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FINC | | 2 | 2 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014J - 2015S | 2016J - 2016S | 2016J - 2017S | 2017J - 2018S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accounting | 4 | 6 | 4 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bus Administration | 7 | 6 | 11 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bus Mgmt | 2 | 5 | 6 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Non-Crossed-Conc | 10 | 7 | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

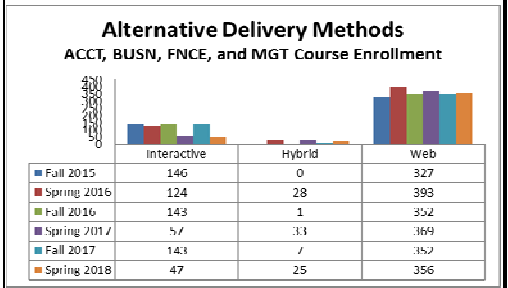
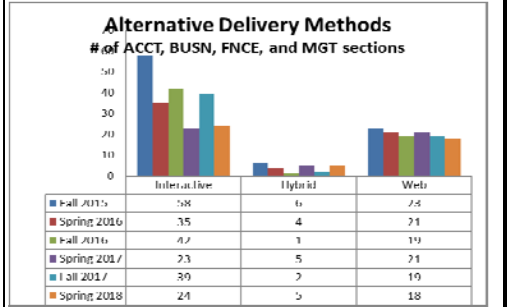
Source: Office of Institutional Research & Effectiveness

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. Roane State has made a substantial investment in the installation of a new generation of equipment to provide the content across our service region and beyond. Faculty, working with the administration identified new software that is used in our distance education rooms but also enhance the ability to provide higher quality synchronous web classes. The pilot was completed in AY 2017-18 with full implementation for AY 2018-19.

With the installation of the new distance education delivery system, RSCC will continue to evaluate our delivery of quality curriculum materials to the students working to better match their educational needs to our delivery. 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.



Analysis of Results

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|---|---|---|---|--|--|-----------|---------|-----------|---------|-----------|---------|-----------|------|-----|-----|-----|-----|-----|-----|------|----|----|----|----|----|----|------|--|--|----|----|----|----|--|---------|-----------|---------|-----------|---------|-----------|----------|------|------|------|------|------|------|
| <p>The Business Department will equal or surpass enrollment in line with the college growth.</p> <p><i>Source: Office of Institutional Research & Effectiveness</i></p> | <p>Data gathered from the Office of Office of Institutional Research & Effectiveness Enrollment Synopsis.</p> | <p>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 2018. This is also true for the contemporary Management program.</p> | <p>The business faculty is offering multiple formats of classes both in the Business program as well as the CMGT program. Roane State has hired a new faculty member that was given release time for the purpose of recruiting in the service area. 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.</p> | <p>In addition to the Faculty member receiving time to recruit during the semester, the other 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</p> | <div data-bbox="1522 397 1995 690"> <p align="center">BUSN, CMGT, & FINC Headcount</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 15</th> <th>Spring 16</th> <th>Fall 16</th> <th>Spring 17</th> <th>Fall 17</th> <th>Spring 18</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>231</td> <td>195</td> <td>233</td> <td>182</td> <td>207</td> <td>163</td> </tr> <tr> <td>CMGT</td> <td>28</td> <td>29</td> <td>27</td> <td>20</td> <td>17</td> <td>18</td> </tr> <tr> <td>FINC</td> <td></td> <td></td> <td>17</td> <td>11</td> <td>14</td> <td>11</td> </tr> </tbody> </table> </div> <div data-bbox="1522 795 1995 1063"> <p align="center">RSCC Headcount</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 14</th> <th>Spring 14</th> <th>Fall 16</th> <th>Spring 17</th> <th>Fall 17</th> <th>Spring 18</th> </tr> </thead> <tbody> <tr> <td>Services</td> <td>5861</td> <td>5292</td> <td>5636</td> <td>5078</td> <td>5626</td> <td>4847</td> </tr> </tbody> </table> </div> | | Fall 15 | Spring 16 | Fall 16 | Spring 17 | Fall 17 | Spring 18 | BUSN | 231 | 195 | 233 | 182 | 207 | 163 | CMGT | 28 | 29 | 27 | 20 | 17 | 18 | FINC | | | 17 | 11 | 14 | 11 | | Fall 14 | Spring 14 | Fall 16 | Spring 17 | Fall 17 | Spring 18 | Services | 5861 | 5292 | 5636 | 5078 | 5626 | 4847 |
| | Fall 15 | Spring 16 | Fall 16 | Spring 17 | Fall 17 | Spring 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BUSN | 231 | 195 | 233 | 182 | 207 | 163 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CMGT | 28 | 29 | 27 | 20 | 17 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FINC | | | 17 | 11 | 14 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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The Business Department to will strive to maintain at least an 80 percent student pass rate and an minimum overall GPA of 2.5.

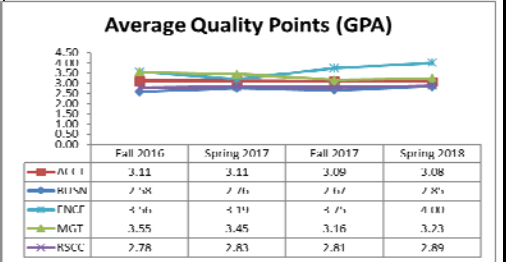
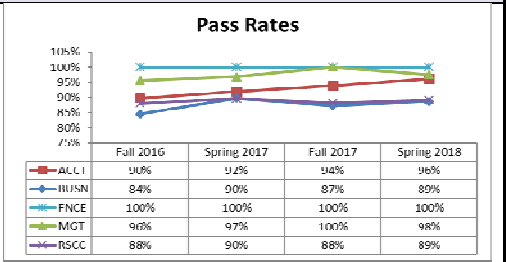
Source: Office of Office of Institutional Research & Effectiveness

Data tracked by the Office of Institutional Research

The overall percentage pass rate of students majoring in the Business disciplines was generally in line with RSCC as a whole . Accounting, Financial Services, and Comntemporary Management consistently exceeded the RSCC overall average. The Business department was marginally below the overall averages for GPA got he Fall 17 and Spring 18 Semesters.

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 Business 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.



Analysis of Results

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|--|---|---|--|---|---|

Continued from above

