TABLE 7: Business Unit Performance Results (Standard 6)
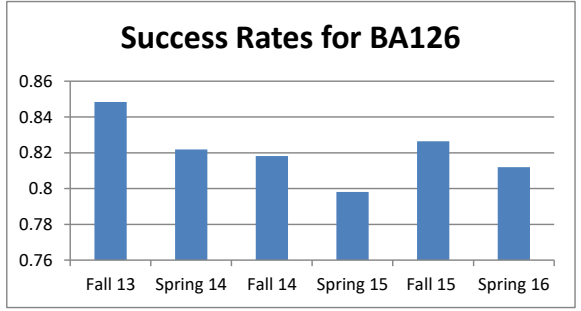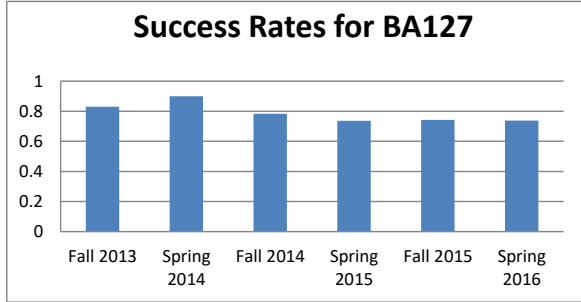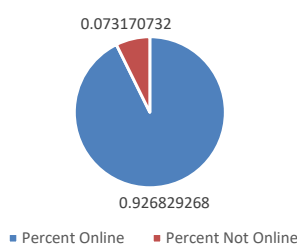
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

| 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 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). |

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 Admin/Accounting program will focus on student success in BA126 (accounting I). The goal is a success rate of 80%.	Data from the Office of Institutional Research showing number of students earning an A, B or C in this class.	Goal has been met	Although goal has been met, there was a downward trend from Fall 15 to Spring 16.	Have accounting peer tutors on both campuses. Encourage faculty to reach out to students who seem to be struggling.	Success Rates for BA126
The Business Admin/Accounting program will focus on student success in BA127. The goal is a success rate of 80%.	Data from the Office of Institutional Research showing number of students earning an A, B or C in this class.	We are currently below our goal of 80%.	None taken.	Have accounting peer tutors on both campuses. Encourage faculty to reach out to students who seem to be struggling.	Success Rates for BA127

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 Admin/Accounting program will strive for continuous growth in the number of declared Accounting majors.	Data from the Office of Institutional Research.	The trend is for an increase over the last 5 years.	We have been moving steadily in the right direction.	Continued focus on recruitment.	**Accounting Declared majors** 214 (2012), 214 (2013), 204 (2014), 241 (2015), 239 (2016)
Transfer students from Butler to Emporia State will achieve equal or higher GPAs in ESU's Management course	Data from ESU's Community College Academic Subject Progress Report. Spring 2016: 24 students. Fall 2016: 23 students.	Butler transfers have scored very consistent with ESU native students.	Butler appears to be adequately preparing students in marketing knowledge compared to native ESU students.	This is a new measure. We will continue to monitor our transfer students' success.	**Butler vs ESU Marketing GPA** (Spg 16, Fall 16; Butler, ESU)
Transfer students from Butler to Emporia State will achieve equal or higher GPAs in ESU's Marketing course	Data from ESU's Community College Academic Subject Progress Report. Spring 2016: 15 students. Fall 2016: 12 students.	Butler transfers have scored very consistent with ESU native students.	Butler appears to be adequately preparing students in marketing knowledge compared to native ESU students.	This is a new measure. We will continue to monitor our transfer students' success.	**Butler vs ESU Management GPA** (Spg 16, Fall 16; Butler, ESU)

				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)**
An increase in enrollment of 5% annually will be sought in the Marketing / Management Program	Annual enrollment numbers provided by Office of Institutional Research	This standard has mostly been met. While last year's #'s were down 3%, overal the trend is upward.	Thought not shown here, the growth in the Marketing Management program enrollment exceeds that of most other programs in the division.	Demand increasing steadily, and linked to online course availability. Additional sections of classes being offered online.	**Marketing / Management Credit Hours Generated** — line chart, values approx. 2580 (2012), 2480 (2013), 2600 (2014), 2685 (2015), 2600 (2016); y-axis 2300–2700
The Marketing and Management program will strive for continuous growth in the number of declared Marketing/Management majors.	Data from the Office of Institutional Research.	The trend has been flat the past 5 years.	More work is necessary. The enrollment nubers are up, but not the declared majors.	We will work with 4 year universities on 2+2 agreements to encourage more students to get the MM degree at Butler before transfer.	**Marketing and Management Declared Majors** — bar chart: 134 (2012), 122 (2013), 106 (2014), 116 (2015), 127 (2016)
The BST Department will strive to increase program completion in the Business Administrative Technology AAS degree.	Research Office Reports	Completion numbers in this degree have been flat.	More marketing of the program needs to be done.	We intend to market more to existing, on-campus students who might not have declared a major yet or are interested in swithching.	**# Completers** — bar chart: 1 (2012), 4 (2013), 3 (2014), 4 (2015), 4 (2016)

					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 BST Department will strive to increase program completion in the Business Medical Specialist AAS degree,	Research Office Reports	Significant growth has occurred in the last year.	More marketing of the program needs to be done.	We intend to market more to existing, on-campus students who might not have declared a major yet or are interested in swithching.	# Completers 2012: 4, 2013: 2, 2014: 6, 2015: 5, 2016: 10
The Business Systems Technology program will strive for continuous growth in the number of declared Business Admin Tech majors.	Data from the Office of Institutional Research.	The trend has been declining numbers over the last 4 years, with a bump up this past year.	Continued downward trend could threaten the program.	Continued focus on recruitment.	Business Admin Tech Declared Majors 2012: 66, 2013: 51, 2014: 29, 2015: 29, 2016: 40
Transfer students from Butler to Emporia State will achieve equal or higher GPAs in ESU's Business Education course	Data from ESU's Community College Academic Subject Progress Report. Spring 2016: 4 students. Fall 2016: 2 students.	Butler transfers have scored very consistent with ESU native students.	Butler appears to be adequately preparing students in business education knowledge compared to native ESU students.	This is a new measure. We will continue to monitor our transfer students' success.	Butler vs ESU Business Education GPA Spg 16 — Butler ~3.29, ESU ~3.26; Fall 16 — Butler ~3.03, ESU ~2.94

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 Education program will strive for 100% of its courses to be available in an online format.	Data from course schedules.	Currently, only 1 course is not offered via an online option.	The program is almost entirely available online, and we see continued growth in the demand for this.	The goal is that by our next Quality Assurance report in 2019, the remaining class, BE202, will be available online.	Online Course Offerings 0.073170732 0.926829268 ■ Percent Online ■ Percent Not Online