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)**
Produce at least 25 Associate of Science Business graduates every year (including fall and spring)	Graduate numbers as reported by the Snow College Registrar's office	24 ASB graduates in the 2017-18 academic year (included 2018-19 to show the upward trend)	Numbers have been in a generally positive trend. 2017-18 seems to be an outlier based on the following year's numbers	Aware that the number of ASB graduates from the Richfield campus has been down, we have created an incentive program called the Business Academy for Richfield students; additionally, a new adviser has been hired specifically for division students, which should help with the number of students completing the ASB	

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)**
Keep DFWI rate under 15% for all ASB classes	DFWI data from the Office of Institutional Research	All but three core ASB classes stayed under 15%	Two of the classes exceeding the goal are housed in other departments on campus	Set up meetings with the ECON and MATH instructors to troubleshoot	(see table below)

CORE COURSE	Grades	DFWI	DFWI RATE
ACCT 2010	262	38	15%
ACCT 2020	125	5	4%
BUS 1200	206	26	13%
BUS 1270	733	132	18%
BUS 1700	95	7	7%
BUS 1710	51	7	14%
BUS 2010	139	20	14%
BUS 2050	331	35	11%
BUS 2200	236	36	15%
BUS 2450	34	5	15%
ECON 2010	447	70	16%
ECON 2020	156	4	3%
MATH 1100	77	12	16%
MATH 2040	235	26	11%
Grand Total	**3127**	**423**	**14%**

*Average of three years 2016-2018; the full table can be found in the evidence file

			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 in business courses every year	Enrollment as reported by the Office of Institutional Research	Enrollment for students self-identifying as "business majors" Fall 2018 fell by about 50 students from the previous fall semester	Although enrollment has been on an overall increasing trajectory, the program needs to be aggressive about recruiting	Created a new Business Ambassador program utilzing current students; will work more closely with the college's admissions office on strategic recruitment activities	Distinct Headcount 2014-2018 Fall 2018 — 751; Fall 2017 — 810; Fall 2016 — 699; Fall 2015 — 724; Fall 2014 — 620 *__Does not__ include concurrent enrollment high school students; __does__ include dual enrollment high school students
Prepare business graduates to successfully transfer and obtain a bachelor's degree; the goal is for 35% of the students to move on and complete	Based on unique student numbers, Snow College business graduate information is sent through a national clearinghouse which tracks students to different schools (not limited to Utah transfer schools)	The percentage of business graduates completing a bachelor's degree currently ranges between 30% and 40%	Over time, it appears that fewer graduates are completing the bachelor's degree, at least within the five year allowed by the national clearinghouse	Create stronger connections with the transfer schools; the Utah State Univeristy Huntsman School partnership begun in 2018 gives Snow graduates a more accessible bachelor's degree option	Business Transfers Obtaining Bachelor's Degrees *The years indicate the year students graduated from Snow College. The national clearinghouse allows a student five years from the time of transfer to show bachelor's degree completion, thus the years being shown in the chart. Fall 2013 would represent students who complete the degree by 2018.