

## Standard #6 Educational and Business Process Management

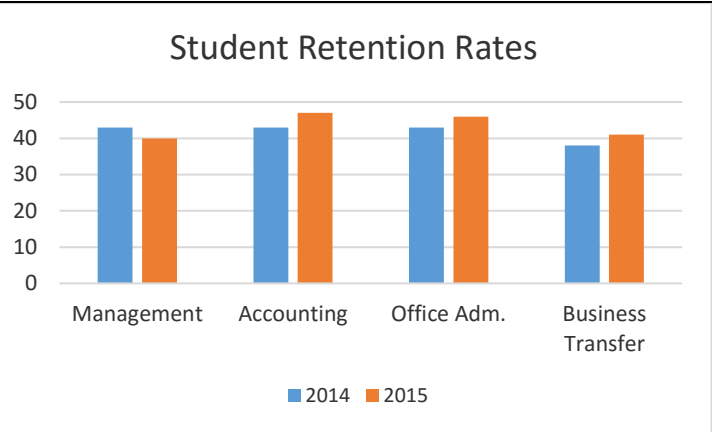
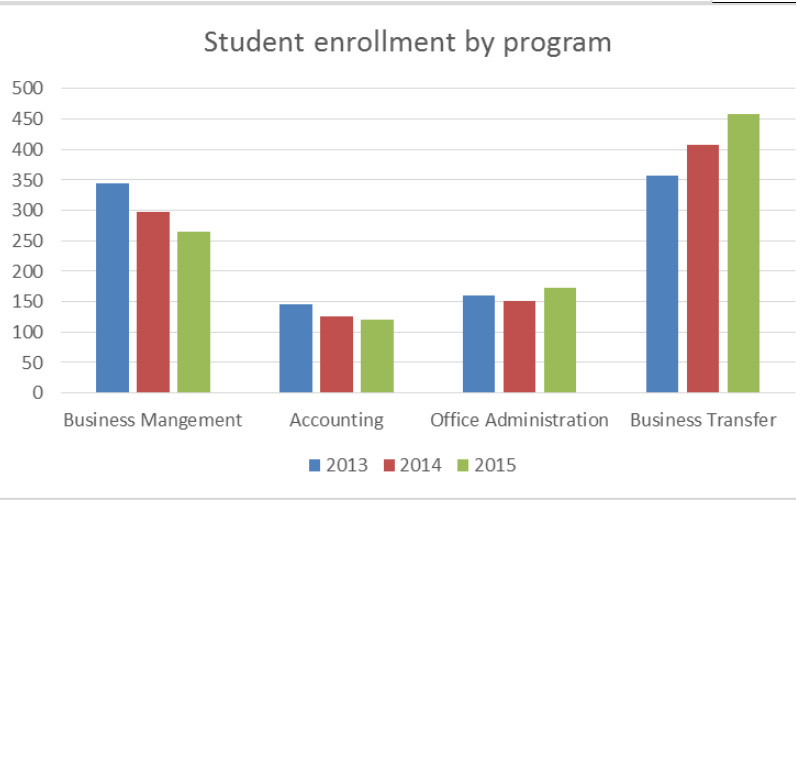
### a. Curriculum

1. No accredited degree program has been substantially revised since the last report.
2. No new degree program has been added since the last report.
3. No accredited program has been terminated since the last report.

Note: if you do not have any new or revised programs **you do not need to complete Table 6 Curriculum Summary. Complete table 6.1. 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.**

**Table 6.1 Standard 6 - Organizational Performance Results**

<b>Organizational Effectiveness Results</b>		Organizational effectiveness results examine attainment of organizational goals. Each business have a systematic reporting mechanism for each business program that charts enrollment pa student retention, student academic success, and other characteristics reflecting students' performance.  <i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, in 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 administrative units.</i>			
		<b>Analysis of Results</b>			
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement made</b>	<b>Insert Graphs or Tables of Resulting Trends</b>  (3-5 data points preferred)
<b>Measurable goal</b>	<b>What is your goal?</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>	
	<b>(Indicate length of cycle)</b>				

<p>More than half of registered students should continue working toward their degree.</p>	<p>The college's Institutional Effectiveness (IE) department performs annual survey of registration data.</p>	<p>Accounting and Office Administration retention is highest among the programs and is improving.</p>	<p>Data available for years 2014-2015 show retention is below the goal of 50%.</p>	<p>College's IE department should continue to collect retention data in future.</p>	 <table border="1"> <caption>Student Retention Rates</caption> <thead> <tr> <th>Program</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>43</td> <td>40</td> </tr> <tr> <td>Accounting</td> <td>43</td> <td>47</td> </tr> <tr> <td>Office Adm.</td> <td>43</td> <td>46</td> </tr> <tr> <td>Business Transfer</td> <td>38</td> <td>41</td> </tr> </tbody> </table>	Program	2014	2015	Management	43	40	Accounting	43	47	Office Adm.	43	46	Business Transfer	38	41					
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<p>Enrollment changes in programs should mirror enrollment changes for the college as a whole.</p>	<p>The college's IE department collects data for declared majors.</p>	<p>Total college enrollment during the reporting period was unchanged. Business Management and Accounting show declines, while Office Administration enjoyed a slight increase. Business transfer enrollment grew by 30%.</p>	<p>It is unclear why enrollment in Business Management and Accounting is declining or why Business Transfer enrollment has increased dramatically.</p>	<p>College's IE department should continue to collect and report data.</p>	 <table border="1"> <caption>Student enrollment by program</caption> <thead> <tr> <th>Program</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Business Management</td> <td>340</td> <td>290</td> <td>260</td> </tr> <tr> <td>Accounting</td> <td>140</td> <td>120</td> <td>110</td> </tr> <tr> <td>Office Administration</td> <td>150</td> <td>140</td> <td>160</td> </tr> <tr> <td>Business Transfer</td> <td>350</td> <td>400</td> <td>450</td> </tr> </tbody> </table>	Program	2013	2014	2015	Business Management	340	290	260	Accounting	140	120	110	Office Administration	150	140	160	Business Transfer	350	400	450
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<p>To improve accessibility to students, online sections should be expanded.</p>	<p>The college's IE department collects data for course sections offered online and in traditional classroom.</p>	<p>All programs have expanded the percentage of online sections offered to students.</p>	<p>Increased accessibility continues to improve.</p>	<p>Continue and expand offering online sections in all programs.</p>
<p>Awarded degrees should increase overtime.</p>	<p>IE department collects degree awarded data.</p>	<p>Office Administration graduates the largest number of students. Accounting is most stable, while Business Management sees large swings in the number of graduates.</p>	<p>The number of degrees awarded is connected to the number of students enrolled in each program. If enrollment declines, it would follow that degrees awarded would decline as well.</p>	<p>Improving enrollment would likely lead to improved graduates.</p>

