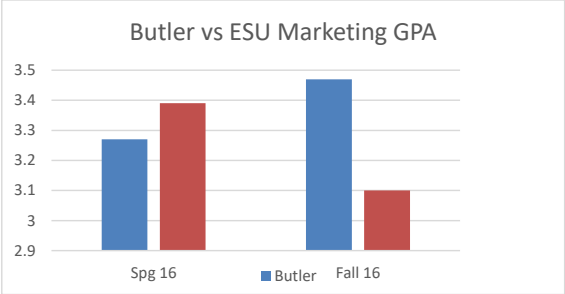


TABLE 7: Business Unit Performance Results (Standard 6)

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)														
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.	<table border="1"> <caption>Success Rates for BA126</caption> <thead> <tr> <th>Term</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 13</td> <td>0.85</td> </tr> <tr> <td>Spring 14</td> <td>0.82</td> </tr> <tr> <td>Fall 14</td> <td>0.82</td> </tr> <tr> <td>Spring 15</td> <td>0.80</td> </tr> <tr> <td>Fall 15</td> <td>0.83</td> </tr> <tr> <td>Spring 16</td> <td>0.81</td> </tr> </tbody> </table>	Term	Success Rate	Fall 13	0.85	Spring 14	0.82	Fall 14	0.82	Spring 15	0.80	Fall 15	0.83	Spring 16	0.81
Term	Success Rate																		
Fall 13	0.85																		
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Spring 15	0.80																		
Fall 15	0.83																		
Spring 16	0.81																		
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.	<table border="1"> <caption>Success Rates for BA127</caption> <thead> <tr> <th>Term</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>0.82</td> </tr> <tr> <td>Spring 2014</td> <td>0.88</td> </tr> <tr> <td>Fall 2014</td> <td>0.78</td> </tr> <tr> <td>Spring 2015</td> <td>0.74</td> </tr> <tr> <td>Fall 2015</td> <td>0.74</td> </tr> <tr> <td>Spring 2016</td> <td>0.74</td> </tr> </tbody> </table>	Term	Success Rate	Fall 2013	0.82	Spring 2014	0.88	Fall 2014	0.78	Spring 2015	0.74	Fall 2015	0.74	Spring 2016	0.74
Term	Success Rate																		
Fall 2013	0.82																		
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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.	 <table border="1"> <caption>Accounting Declared majors</caption> <thead> <tr> <th>Year</th> <th>Number of Majors</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>214</td> </tr> <tr> <td>2013</td> <td>214</td> </tr> <tr> <td>2014</td> <td>204</td> </tr> <tr> <td>2015</td> <td>241</td> </tr> <tr> <td>2016</td> <td>239</td> </tr> </tbody> </table>	Year	Number of Majors	2012	214	2013	214	2014	204	2015	241	2016	239
Year	Number of Majors																
2012	214																
2013	214																
2014	204																
2015	241																
2016	239																
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.	 <table border="1"> <caption>Butler vs ESU Marketing GPA</caption> <thead> <tr> <th>Term</th> <th>Butler</th> <th>ESU</th> </tr> </thead> <tbody> <tr> <td>Spq 16</td> <td>~3.25</td> <td>~3.38</td> </tr> <tr> <td>Fall 16</td> <td>~3.45</td> <td>~3.10</td> </tr> </tbody> </table>	Term	Butler	ESU	Spq 16	~3.25	~3.38	Fall 16	~3.45	~3.10			
Term	Butler	ESU															
Spq 16	~3.25	~3.38															
Fall 16	~3.45	~3.10															
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.	 <table border="1"> <caption>Butler vs ESU Management GPA</caption> <thead> <tr> <th>Term</th> <th>Butler</th> <th>ESU</th> </tr> </thead> <tbody> <tr> <td>Spq 16</td> <td>~3.28</td> <td>~3.25</td> </tr> <tr> <td>Fall 16</td> <td>~3.02</td> <td>~2.95</td> </tr> </tbody> </table>	Term	Butler	ESU	Spq 16	~3.28	~3.25	Fall 16	~3.02	~2.95			
Term	Butler	ESU															
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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%, overall 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.	<table border="1"> <caption>Marketing / Management Credit Hours Generated</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>2580</td> </tr> <tr> <td>2013</td> <td>2480</td> </tr> <tr> <td>2014</td> <td>2600</td> </tr> <tr> <td>2015</td> <td>2680</td> </tr> <tr> <td>2016</td> <td>2600</td> </tr> </tbody> </table>	Year	Credit Hours	2012	2580	2013	2480	2014	2600	2015	2680	2016	2600
Year	Credit Hours																
2012	2580																
2013	2480																
2014	2600																
2015	2680																
2016	2600																
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 numbers 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.	<table border="1"> <caption>Marketing and Management Declared Majors</caption> <thead> <tr> <th>Year</th> <th>Number of Majors</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>134</td> </tr> <tr> <td>2013</td> <td>122</td> </tr> <tr> <td>2014</td> <td>106</td> </tr> <tr> <td>2015</td> <td>116</td> </tr> <tr> <td>2016</td> <td>127</td> </tr> </tbody> </table>	Year	Number of Majors	2012	134	2013	122	2014	106	2015	116	2016	127
Year	Number of Majors																
2012	134																
2013	122																
2014	106																
2015	116																
2016	127																
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 switching.	<table border="1"> <caption># Completers</caption> <thead> <tr> <th>Year</th> <th>Number of Completers</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>1</td> </tr> <tr> <td>2013</td> <td>4</td> </tr> <tr> <td>2014</td> <td>3</td> </tr> <tr> <td>2015</td> <td>4</td> </tr> <tr> <td>2016</td> <td>4</td> </tr> </tbody> </table>	Year	Number of Completers	2012	1	2013	4	2014	3	2015	4	2016	4
Year	Number of Completers																
2012	1																
2013	4																
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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.	<p># Completers</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Completers</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>4</td> </tr> <tr> <td>2013</td> <td>2</td> </tr> <tr> <td>2014</td> <td>6</td> </tr> <tr> <td>2015</td> <td>5</td> </tr> <tr> <td>2016</td> <td>10</td> </tr> </tbody> </table>	Year	Completers	2012	4	2013	2	2014	6	2015	5	2016	10
Year	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.	<p>Business Admin Tech Declared Majors</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Majors Declared</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>66</td> </tr> <tr> <td>2013</td> <td>51</td> </tr> <tr> <td>2014</td> <td>29</td> </tr> <tr> <td>2015</td> <td>29</td> </tr> <tr> <td>2016</td> <td>40</td> </tr> </tbody> </table>	Year	Majors Declared	2012	66	2013	51	2014	29	2015	29	2016	40
Year	Majors Declared																
2012	66																
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2014	29																
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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.	<p>Butler vs ESU Business Education GPA</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Butler GPA</th> <th>ESU GPA</th> </tr> </thead> <tbody> <tr> <td>Spg 16</td> <td>3.28</td> <td>3.25</td> </tr> <tr> <td>Fall 16</td> <td>3.02</td> <td>2.94</td> </tr> </tbody> </table>	Term	Butler GPA	ESU GPA	Spg 16	3.28	3.25	Fall 16	3.02	2.94			
Term	Butler GPA	ESU GPA															
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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.	<p>Online Course Offerings</p> <table border="1"> <caption>Online Course Offerings Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Percent Online</td> <td>0.926829268</td> </tr> <tr> <td>Percent Not Online</td> <td>0.073170732</td> </tr> </tbody> </table>	Category	Value	Percent Online	0.926829268	Percent Not Online	0.073170732
Category	Value										
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