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.

<table>
<thead>
<tr>
<th>Organizational Effectiveness Results</th>
<th>Analysis of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is your performance measure?</strong></td>
<td><strong>What are your current results?</strong></td>
</tr>
<tr>
<td><strong>What is your goal?</strong></td>
<td><strong>Analysis of Results:</strong></td>
</tr>
<tr>
<td><em>(The goal should be measurable.)</em></td>
<td><strong>What did you learn from your results?</strong></td>
</tr>
<tr>
<td><strong>What is your measurement instrument or process? (indicate length of cycle)</strong></td>
<td><strong>Action Taken or Improvement Made:</strong></td>
</tr>
<tr>
<td><strong>Current Results:</strong></td>
<td><strong>What did you improve or what is your next step?</strong></td>
</tr>
</tbody>
</table>

The Business Division budget will remain proportional to the institution budget based upon FTEs.

The Business Division budget and FTEs will be compared with the institutional budget and FTEs.

During the past year, the School of Business & Industry has generated 20% of the institutional FTEs and received an average of 22% of the budget for this year.

While the Business Division has decreased in funds, so has the institution. The Dean continues to assess budgets and needs yearly for professional development, division budgets and faculty positions.

The current budget is enough for most departmental goals and funding and will be monitored. Additionally, grants and their resources have been looked at.

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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 is taken.
- For all data reported, show sample size (n=75).

### 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 trends, and more.
- 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 is taken.
- For all data reported, show sample size (n=75).

### Analysis of Results

- **What are your current results?**
- **What did you learn from your results?**
- **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 Division will grow at a rate equal to or better than the institution's overall rate.

The measurement instrument is the number of credit hours generated by the Business Division and institutionally on an annual basis.

The Business Division trends have slightly outperformed institutional changes.

The Business Division enrollment numbers have decreased minimally in the last few years, declining at a rate slower than the institution overall. Therefore, the Business Division continues to have strong demand for business courses compared with other disciplines. It is believed that the decline in credit hour generation is due to economic factors and a decline in statewide enrollment among community colleges and the University of

Continue to monitor credit hours taken in Business Division classes.
The percentage of students declaring an area in the Business Division as their major will be proportional to the percentage of CC graduates receiving a business degree.

The number of majors as a percent of overall institutional majors (including “undecided”) compared to the number of graduates with business degrees as a percent total of CC graduates assessed on an annual basis.

The percent of CC graduates in Business Division classes (xx%, xx%, xx%) exceeded the percent of CC majors declaring business, accounting and computer science and information systems as the majors (xx%, xx%, xx%) in Academic Years 2013-2015. Steady increases have been made in the percentage of business division majors relative to all majors throughout the 3 year period.

Advisement to encourage students to declare the major earlier in their college studies has continued to improve steadily.

We will continue to monitor and analyze advisement and its process for possible improvements. Efforts have been made to make the advising process more personal for our students.

See charts below
Transfer rates to University of Wyoming (UW) will all be articulated with 100% smooth transitions for our students.

Yearly articulation meetings occur with the UW Business Division to ensure 2 + 2 transferability. Meetings are held for each academic area with the purpose of complete articulation agreements for each CC/UW program for our students.

The Business Division had 18 students last year transfer to UW for business, accounting, economics, marketing, and computer related classes and programs.

Casper College will continue to participate in yearly meetings and ensure smooth transfers for all students transferring to University of Wyoming.

This last year, Casper College faculty articulated classes and coursework for all Business Division programs.

Note: Working on 2015-16 transfer numbers