

Standard #6 - Organizational Performance Results, Table 6.1

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 6.1 Standard 6 - Organizational Performance 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 enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, 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.																																
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SCOB expects an overall six-year graduation rate of 30% or higher.	Graduation rates as reported in IPEDs completions report (annual)	The six-year graduation rate has improved slightly over time. During the financial crisis there was an increase in the number of students finishing in 8-years vs. 6-years. The trend has reverted from 8-year to 6-year in the 2013 and 2014 IPEDS reports.	Most of our students are nontraditional age, working professionals so they tend to take longer to finish than other schools who focus on younger traditional students. The changes seen during the worst of the financial crisis have dissipated and students are completing degrees sooner. A revised BSBA - Global Business major was introduced in 2013-14, with most former majors being converted to concentrations under a common major core. This has allowed students to transfer to other concentrations within the major without losing a significant number of credits. All graduate degrees are now 30 semester hours in length, which allows students to complete programs faster.	Improve student career counseling, increase access to tutoring and writing centers, improve degree plans to help students better map out the courses needed to finish their programs within a particular time frame.	<p style="text-align: center;">Six-Year Graduation Rates in percent by cohort year</p> <table border="1" style="display: none;"> <caption>Six-Year Graduation Rates Data</caption> <thead> <tr> <th>Cohort Year</th> <th>Overall (%)</th> <th>Total Entering (%)</th> </tr> </thead> <tbody> <tr><td>2003-04</td><td>33</td><td>37</td></tr> <tr><td>2004-05</td><td>33</td><td>37</td></tr> <tr><td>2005-06</td><td>32</td><td>38</td></tr> <tr><td>2006-07</td><td>34</td><td>41</td></tr> <tr><td>2007-08</td><td>35</td><td>47</td></tr> <tr><td>2008-09</td><td>35</td><td>46</td></tr> </tbody> </table>	Cohort Year	Overall (%)	Total Entering (%)	2003-04	33	37	2004-05	33	37	2005-06	32	38	2006-07	34	41	2007-08	35	47	2008-09	35	46							
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Increase credit hour production by 2% year to year	Credit hours produced by location and for college as a whole	There was a substantial decline in all locations during the 2013-14 and 2014-15 periods. There was a recovery in 2015-16, but only in some locations. The goal was not met for SCOB overall due to declining enrollment in Montgomery (-28.3%), Phenix City (-8.0%), and in TROY Online (-3.1%). The goal was exceeded on the Troy Campus (+9.2%) in particular, and in Dothan (+5.6%).	SCOB enrollment has been in decline for nearly a decade. But the reorganization toward building capacity and focusing on the growth of Troy Campus is making progress. The non-traditional market will focus on online programs in particular. The Troy Campus is making positive steps. Non-traditional locations and online are in very competitive markets. We must improve and sharpen our marketing focus. The Troy campus and online programs account for the majority of enrollments, with branch campuses accounting for a much smaller fraction of the total.	Begin revision of website to improve ability to attract more non-traditional students. Develop new video content to use in marketing campaign. Conducting deep dive analysis of academic program offerings to determine proper placement and viability.	<p style="text-align: center;">Credit Hour Production by Location</p> <table border="1" style="display: none;"> <caption>Credit Hour Production Data</caption> <thead> <tr> <th>Location</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr><td>Dothan</td><td>~2,000</td><td>~2,000</td><td>~2,000</td></tr> <tr><td>MGM</td><td>~5,000</td><td>~5,000</td><td>~5,000</td></tr> <tr><td>Phenix</td><td>~5,000</td><td>~5,000</td><td>~5,000</td></tr> <tr><td>Troy</td><td>~22,000</td><td>~22,000</td><td>~22,000</td></tr> <tr><td>Online</td><td>~35,000</td><td>~35,000</td><td>~38,000</td></tr> <tr><td>Global</td><td>~5,000</td><td>~5,000</td><td>~5,000</td></tr> </tbody> </table>	Location	2013-14	2014-15	2015-16	Dothan	~2,000	~2,000	~2,000	MGM	~5,000	~5,000	~5,000	Phenix	~5,000	~5,000	~5,000	Troy	~22,000	~22,000	~22,000	Online	~35,000	~35,000	~38,000	Global	~5,000	~5,000	~5,000
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Increase training support to the small business community through the Small Business Development Center Measurable: The number of attendees will be at least 750 per year at SBDC training events.	Number of training attendees per year	Period from 10/1 through 9/30 of following year 2010-11: 543 2011-12: 744 2012-13: 708 2013-14: 721 2014-15: 800 The goal was met in the 2014-15 time period.	There has been a slight increase in the number of training events, but the number of attendees per event has increased substantially from prior years. The move to the Dothan Campus has allowed us to tap a larger market for entrepreneurs in the Wiregrass region who need SBDC services. There has also been an improvement in the marketing and advertising of SBDC events.	Increase the number of training events per year. Increase funding for capital infusion through loans/equity partnerships through the SBDC.	<p style="text-align: center;">SBDC Training Attendees by Year</p> <table border="1" style="display: none;"> <caption>SBDC Training Attendees Data</caption> <thead> <tr> <th>Year</th> <th>Attendees</th> </tr> </thead> <tbody> <tr><td>2010-11</td><td>543</td></tr> <tr><td>2011-12</td><td>744</td></tr> <tr><td>2012-13</td><td>708</td></tr> <tr><td>2013-14</td><td>721</td></tr> <tr><td>2014-15</td><td>800</td></tr> </tbody> </table>	Year	Attendees	2010-11	543	2011-12	744	2012-13	708	2013-14	721	2014-15	800																
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SCOB will retain 75% of its full-time students and 40% of its part-time students.	Retention rates as reported in IPEDs completions report (annual)	<p>For full-time students, the goal was met or exceeded in the past two years. Retention rates have been increasing over time.</p> <p>For part-time students, the goal was not met in the past two years. Rates did increase over time, rising to 42% in the 2011-13 period before dropping to 38% in 2013-14 and 2014-15 respectively</p>	There has been an increased focus on student retention in the past few years both at the university and college levels. This seems to have paid off for full-time students, but we still have work to do to improve part-time student retention. Increased competition in the online market in particular has been an issue.	<p>Continue focus on quality teaching, advising, student support services, and course supports such as the use of lecture capture to assist in student learning and retention.</p> <p>Improve career counseling for online students in particular and increase student awareness of the job and career services available.</p>	<p style="text-align: center;">Retention Rates in percent for FT and PT students</p> <table border="1"> <caption>Retention Rates in percent for FT and PT students</caption> <thead> <tr> <th>Year</th> <th>Full-time (%)</th> <th>Part-time (%)</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>73</td> <td>34</td> </tr> <tr> <td>2010-11</td> <td>74</td> <td>37</td> </tr> <tr> <td>2011-12</td> <td>72</td> <td>42</td> </tr> <tr> <td>2012-13</td> <td>74</td> <td>42</td> </tr> <tr> <td>2013-14</td> <td>75</td> <td>38</td> </tr> <tr> <td>2014-15</td> <td>79</td> <td>37</td> </tr> </tbody> </table>	Year	Full-time (%)	Part-time (%)	2009-10	73	34	2010-11	74	37	2011-12	72	42	2012-13	74	42	2013-14	75	38	2014-15	79	37
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