

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.				
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					
Attempt to increase total Accounting & Business program enrollment to 2008 (600) level by 2020	Enrollment Numbers provided by Assessment, Research, and Planning	Enrollment for 2017 totals ~346 students. After seeing dips in enrollment from 2008-2014 the School of Business & Hospitality has seen slow and steady growth in the Accounting and Business Programs	Enroll-ments in all areas are have declined from highs of 2007-2008, but with substantial focus on recruitment and retention these number are continuing to climb.	We are currently working on increasing our articulation agreements with community colleges in PA and NY; we provide opportunities for students to tour the campus and learn about our programs; we are working on new marketing materials for all areas. Our Assistant Dean, working with support staff in the School of Business and Hospitality, utilizes Hobson's database in order to identify students who have an interest in a business major. Prospective student outreach, emails and phone call are being done on a regular and continuing basis.	A.A.S.- Accounting 2010: 35 2011: 18 2012: 17 2013: 21 2014: 18 2015: 10 2016: 11 2017: 12 A.A.S. – Business Management 2010: 88 2011: 101 2012: 77 2013: 72 2014: 66 2015: 39 2016: 55 2017: 50 B.S. – Accounting 2010: 62 2011: 60 2012: 50 2013: 54 2014: 48 2015: 48 2016: 38 2017: 42

				<p>B.S. – Business Administration 2010: 182 2011: 159 2012: 134 2013: 122 2014: 128 2015: 159 2016: 186 2017: 191</p> <p>B.S. – Applies Management (Formerly Technology Management) 2010: 136 2011: 130 2012: 121 2013: 96 2014: 89 2015: 38 2016: 68 2017: 78</p> <p>All enrollments reported are for fall semester of that academic year. Public institutions across Pennsylvania have seen declining applications and enrollments due to</p>
Increase retention to levels equal to or greater than other programs at Penn College	1st Year First Time Entering Retention Rates by program	Most recent college retention rates, by academic school range from 44% to 77% (first year to second year) The school of business is retaining at a 64.4% retention rate.	Interpretation of retention rates as a comparison to peer institutions is limited due to data methodology. Retention rates are within the range of other programs at Penn College, but not equal to or better than all programs.	<p>Our Assistant Dean, works closely with students who may be at risk or have high withdrawal intentions to maintain their enrollment in addition to the work being done through the Academic Success Center. Since fall 2011, the College has employed MAP-Works®, a database system that identifies at-risk students so that faculty and administration can be proactive in helping these students to increase retention. College counselors contact students at risk to try to get them back on track with their studies.</p> <p>A.A.S. – Accounting 2008-09: 50% 2009-10: 88% 2010-11: 83% 2011-12: 0% (three students entered fall 2011, none remained in program) 2012-13: 67% 2013-14: 50% 2014-15: 50% 2015-16: 100% 2016-17: 28.6%</p> <p>A.A.S. – Business Management 2008-09: 55% 2009-10: 57% 2010-11: 45% 2011-2012: 27% 2012-13: 67% 2013-14: 40% 2014-15: 52.9% 2015-16: 76.9% 2016-17: 19%</p> <p>B.S. – Accounting 2008-09: 71% 2009-10: 17% 2010-11: 82% 2011-2012: 56% 2012-13: 63% 2013-14: 66.7%</p>

					<p>2014-15: 55.6%</p> <p>2015-16: 57.9%</p> <p>2016-17: 37.5%</p> <p>B.S. – Business Administration</p> <p>2008-09: 58%</p> <p>2009-10: 37%</p> <p>2010-11: 63%</p> <p>2011-2012: 59%</p> <p>2012-2013: 33%</p> <p>2013-14: 40%</p> <p>2014-15: 81.81%</p> <p>2015-16: 57.7%</p> <p>2016-17: 44.4%</p> <p>B.S. – Applied Management (Formerly Technology Management)</p> <p>Students entering the Technology Management major are not considered first-year students since they have attained an Associate's degree in a technical area. As a result, retention rates are not tracked by the College for these students.</p>
To achieve graduation rates for each degree at or above national averages.	Graduation Rates as provided by Assessment, Research, and Planning office at Penn College.	Recent rates are hard to interpret due to students taking longer to graduate than the standard measurement term allows. It still appears that as tuition increases, the length of time to graduate could take more time as students work while going to school. This is a common theme we hear from our students, but more investigation required to see if this is an accurate picture for the majority of students	Rates fluctuate greatly.	<p>The graduation rates are calculated with only first-time students in mind as a common practice across the higher education field.</p> <p>Continue to improve advising methods to detect students who might be off track early in order to get them back on track.</p> <p>Continue to assess the percentage of our students who enter the programs deficient in math or English compared to the rest of the College.</p> <p>Reviewing all programs for efficiency and employer desirability. Effort to keep Associate and Bachelor degrees to the 60/120 threshold where possible to ensure student learning/development without an overwhelming number of credits.</p>	<p>A.A.S. Accounting (3 year)</p> <p>2008-11: 28%</p> <p>2009-12: 67%</p> <p>2010-13: 15% (rate is lower because many who enter in 2010 are still in the program)</p> <p>2011-2014: 0</p> <p>2012-2015: 66.7%</p> <p>2013-2016: 0%</p> <p>2014-2017: 0%</p> <p>A.A.S. – Business Management (3 year)</p> <p>2008-11: 45%</p> <p>2009-12: 32%</p> <p>2010-13: 24% (rate is lower because many who enter in 2010 are still in program)</p> <p>2011-2014: 11.5%</p> <p>2012-2015: 31.3%</p> <p>2013-2016: 5.9%</p> <p>2014-2017: 17.6%</p> <p>B.S. – Accounting (5 year)</p> <p>2005-2011: 33%</p> <p>2006-2012: 71%</p> <p>2007-2012: 42%</p> <p>2008-2014: 50%</p> <p>2009-2015: 14.3%</p> <p>2010-2016: 33.3%</p> <p>2011-2017: 30%</p> <p>B.S. – Business Administration (5 year)</p> <p>2005-2011: 52%</p> <p>2006-2012: 31%</p>

2007-2013: 40%
2008-2014: 33.3%
2009-2015: 23.5%
2010-2016: 22.2%
2011-2017: 28.6%

B.S. – Applied Management (Formerly Technology Management) (5 year)

Data not available because entering students are not first time students. All Technology Management majors have completed their Associate's degree in a technical area and are completing business courses for a Bachelor's degree. Many students work full time while taking only a couple of courses each semester, prolonging their enrollment in the degree program. Many others take courses part time via distance, also prolonging their enrollment in the degree program. Hence, the College does not keep data on graduation rates of enrolled Technology Management students.

All graduation rates for BSA and BSBA are for first time college students attending on a full-time basis. Penn College considers students who change their major as not graduating in their intended major. For example, a student originally enrolled in Management, who then changes to Marketing, is counted as not graduating in their major, even though both majors are within the same degree. As a result, percentages reported may appear lower than they actually are.

<p>Increase placement rates to equal or greater than the College's rate by 2020.</p>	<p>Positive Employment Placement Rates as reported from annual survey of graduates conducted by the Assessment, Research and Planning office. Most recent data is for graduates of 2015-2016 academic year. Data for 2016-2017 academic year not available yet.</p>	<p>Range is from 3.3% (continuing education) to 67.7% (Employed fulltime in field of study). Overall the college posted an 88.2% positive placement with an overall placement of 96.7%. The School of Business & Hospitality posted an 80% positive placement with an overall placement of 93.3% The rates for 2016-2017 are not available s due to response deadline and compilation</p>	<p>Response rates of survey range from 11.8%-80% for 2012-2013 and 11%-63% for 2013-2014. Number of respondents ranges from 1-14 for 2012-2013 and 3-13 for 2013-2014.</p>	<p>The college has taken a holistic look at the process for graduate surveys to up the total number of respondents. In the last few years the number of respondents has increased.</p>	<p>A.A.S. Accounting 2010-11: 63% 2011-2012: N/A 2012-2013: 100% 2013-2014:50% 2014-2015: 33.3% 2015-2016:100%</p> <p>A.A.S. – Business Management 2010-11: 67% 2011-2012: 71% 2012-2013:N/A 2013-2014: 62.5% 2014-2015: 37.5% 2015-2016: 100%</p> <p>B.S. – Accounting 2010-11: 75% 2011-2012: 83% 2012-2013: 100% 2013-2014: 66.7% 2014-2015: 71.4% 2015-2016: 100%</p> <p>B.S. – Business Administration 2010-11: 56% 2011-2012: 53% 2012-2013: 73% 2013-2014: 100% 2014-2015: 61.1% 2015-2016: 50%</p> <p>B.S. – Technology Management 2010-11: 54% 2011-2012: 60% 2012-2013: 72% 2013-2014: 90.6% 2014-2015: 77.8% 2015-2016: 55.6%</p>
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<p>Continue to maintain hosting the events we currently do and increase the number by two per year in the next five years.</p>	<p>Use of Facilities by Community Groups</p>	<p>Currently our goal is to host 8-10 major events per year for the School of Business & Hospitality.</p>	<p>Based on interaction with outside events coordinators, they continue to be impressed with our facilities and request them for future events.</p>	<p>Will continue to host events that we have in the past. Exploring and expanding PCNow for an introductory management course. Began to host high school Entrepreneurship Challenge in Fall 2014 and continues Fall 2015. Expanded to College Pitch Competition including two other local colleges for current students. Also increased involvement with DECA.</p>	<p>FY2010-11: Region 7 FBLA Leadership Conference – 1; Dual Enrollment (PCNow) Program Participant School – 1 (Accounting); VITA (Volunteer Income Tax Assistance) Program site – 1; Career Expo (2X/year); BLAST Intermediate Unit Computer Competition – 1 Total = 6 events.</p> <p>FY2011-12: Region 7 FBLA Leadership Conference – 1; VITA (Volunteer Income Tax Assistance) Program site – 1; BLAST Intermediate Unit Computer Competition – 1; Dual Enrollment (PCNow) Program Participant School – 1 (Accounting); Career Expo (2X/year); Total = 6 events.</p> <p>FY2012-13: Region 7 FBLA Leadership Conference – 1; VITA (Volunteer Income Tax Assistance) Program site – 1; Dual Enrollment (PCNow) Program Participant School – 1 (Accounting); Career Expo (2X/year); Host of high school investments competition final awards – 1 Total = 6 events.</p> <p>FY 2013-14: Region 7 FBLA Leadership Conference – 1; VITA (Volunteer Income Tax Assistance) Program site – 1; Dual Enrollment (PCNow) Program Participant School – 1 (Accounting); Career Expo (2X/year); Host of high school investments competition final awards – 1; 1- Economics PA Entrepreneurship Challenge; 1- Economics PA Stock Market Challenge</p> <p>FY2014-15: Region 7 FBLA Leadership Conference – 1; VITA (Volunteer Income Tax Assistance) Program site – 1; Dual Enrollment (PCNow) Program Participant School – 1 (Accounting); Career Expo (2X/year); Host of high school investments competition final awards – 1; 2 Business Visit</p>
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