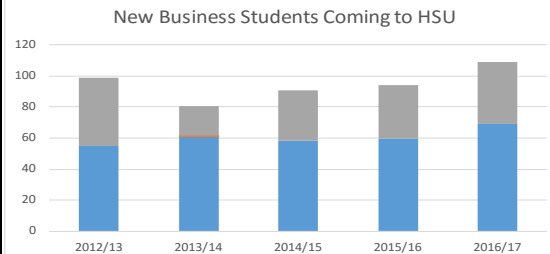
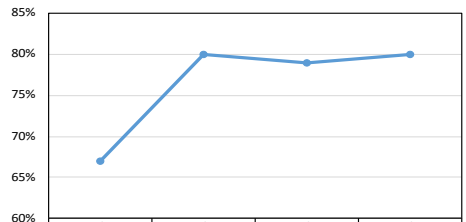
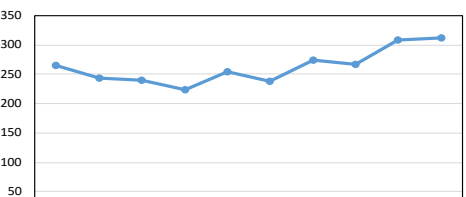


Standard #6 - Organizational Performance Results, Table 6.10

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 6.10 Standard 6 - Business Program Performance Results: See Standard 6.3.6 for Results by Program

Organizational Effectiveness Results		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made																									
Measurable goal	What is your goal?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																									
Increase in recruitment of new students to the business programs to 120 by 2020.	Number of new students majoring in business as reported by the office of Institutional Research	More than 25% increase since 2013	2013 was a very bad recruiting year for the university as a whole, due to a software malfunction and other factors. A fairer comparison would be 2012, from which the KCOB is up only about 10%.	The KCOB has developed a protocols for a more systematic contact with potential business students identified by Enrollment Management. The results suggest this is has been effective.	 <table border="1" style="display: none;"> <caption>New Business Students Coming to HSU</caption> <thead> <tr><th>Year</th><th>Blue Segment</th><th>Grey Segment</th><th>Total</th></tr> </thead> <tbody> <tr><td>2012/13</td><td>55</td><td>45</td><td>100</td></tr> <tr><td>2013/14</td><td>60</td><td>20</td><td>80</td></tr> <tr><td>2014/15</td><td>55</td><td>35</td><td>90</td></tr> <tr><td>2015/16</td><td>60</td><td>35</td><td>95</td></tr> <tr><td>2016/17</td><td>70</td><td>40</td><td>110</td></tr> </tbody> </table>	Year	Blue Segment	Grey Segment	Total	2012/13	55	45	100	2013/14	60	20	80	2014/15	55	35	90	2015/16	60	35	95	2016/17	70	40	110
Year	Blue Segment	Grey Segment	Total																										
2012/13	55	45	100																										
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Increase in retention of business students to 80% by 2020	Retention rates as reported by the office of Institutional Research	Retention for KCOB students had been the lowest of all the schools at HSU. In 2012, KCOB had improved to the HSU average. The jumped suddenly to our target.	Retention for HSU as a whole has improved, partly as the result of improved student life, a more systematic early reporting of academic problems, etc. But retention of KCOB students has grown more sharply.	Advising has begun to "load up" freshmen with business courses rather than giving students a balance of gen ed courses. The students get to study what they came to college for and become attached to their majors early.	 <table border="1" style="display: none;"> <caption>Retention of First-Time Freshmen</caption> <thead> <tr><th>Year</th><th>Retention Rate (%)</th></tr> </thead> <tbody> <tr><td>2012/13</td><td>67</td></tr> <tr><td>2013/14</td><td>80</td></tr> <tr><td>2014/15</td><td>79</td></tr> <tr><td>2015/16</td><td>80</td></tr> <tr><td>2016/17</td><td>80</td></tr> </tbody> </table>	Year	Retention Rate (%)	2012/13	67	2013/14	80	2014/15	79	2015/16	80	2016/17	80												
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Increase number of business majors to 400 by 2020	Number of majors as drawn into reports from HSU databases	Fall-to-fall and spring-to-spring increases since Fall 2013	Improved recruitment and retention led to the predictable result of more majors.	This is a significant result. An increase in hours sold might reflect merely the change to the "load them up" policy referred to above. Its effectiveness in retaining business majors is reflected here. We are still a long way below goal.	 <table border="1" style="display: none;"> <caption>BUSINESS MAJORS</caption> <thead> <tr><th>Year</th><th>Number of Majors</th></tr> </thead> <tbody> <tr><td>2012/13</td><td>270</td></tr> <tr><td>2013/14</td><td>240</td></tr> <tr><td>2014/15</td><td>240</td></tr> <tr><td>2015/16</td><td>220</td></tr> <tr><td>2016/17</td><td>250</td></tr> <tr><td>2017/18</td><td>230</td></tr> <tr><td>2018/19</td><td>270</td></tr> <tr><td>2019/20</td><td>260</td></tr> <tr><td>2020/21</td><td>310</td></tr> <tr><td>2021/22</td><td>310</td></tr> </tbody> </table>	Year	Number of Majors	2012/13	270	2013/14	240	2014/15	240	2015/16	220	2016/17	250	2017/18	230	2018/19	270	2019/20	260	2020/21	310	2021/22	310		
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<p>Increase number of business minors to 180 by 2020</p>	<p>Number of minors as drawn into reports from HSU databases</p>	<p>Sharp increases from Spring 2014</p>	<p>The sharp increase in minors since Fall 2015 is due to the introduction of a major in Business Administration on HSU's liberal arts degrees: Most BSAD majors also minor in a business field.</p>	<p>The KCOB introduced a BSAD major on the BA and BBS degrees in Fall 2015 and added minors in accounting and finance.</p>	<p>BUSINESS MINORS</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Business Minors</th> </tr> </thead> <tbody> <tr><td>2012 - 13</td><td>20</td></tr> <tr><td>2013 - 14</td><td>85</td></tr> <tr><td>2014 - 15</td><td>70</td></tr> <tr><td>2015 - 16</td><td>35</td></tr> <tr><td>2016 - 17</td><td>55</td></tr> <tr><td>2017 - 18</td><td>75</td></tr> <tr><td>2018 - 19</td><td>125</td></tr> <tr><td>2019 - 20</td><td>125</td></tr> <tr><td>2020 - 21</td><td>140</td></tr> </tbody> </table>	Year	Business Minors	2012 - 13	20	2013 - 14	85	2014 - 15	70	2015 - 16	35	2016 - 17	55	2017 - 18	75	2018 - 19	125	2019 - 20	125	2020 - 21	140
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2018 - 19	125																								
2019 - 20	125																								
2020 - 21	140																								
<p>Increase in hours sold to 10,000 per year by 2020</p>	<p>Number of hours sold as supplied by the office of Institutional Research</p>	<p>More than a one-third increase in hours sold since 2013-14.</p>	<p>An experiment with front-loading new students with business courses has resulted in more majors, more minors, and more hours sold.</p>	<p>More systematic contact with prospective business students, better retention for reasons specified above, offering courses - and scheduling them - with an eye to student interest are all paying off.</p>	<p>Hours sold by Business Unit</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Hours</th> </tr> </thead> <tbody> <tr><td>2012 - 13</td><td>6033</td></tr> <tr><td>2013 - 14</td><td>5503</td></tr> <tr><td>2014 - 15</td><td>5781</td></tr> <tr><td>2015 - 16</td><td>7366</td></tr> <tr><td>2016 - 17</td><td>8126</td></tr> </tbody> </table>	Year	Hours	2012 - 13	6033	2013 - 14	5503	2014 - 15	5781	2015 - 16	7366	2016 - 17	8126								
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