

Table 7.1.b - Operations and Support

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.

Operations and Support		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?																										
Increase retention for Dauch COBE Business programs to above 70%	<p><u>First-time, Full-time Freshmen Retention (to 2nd Year)</u></p> <p>Measures the % of first time freshmen entering the college each fall that continue on to the following fall. This is reported for each college. A 4-year history is presented.</p> <p>Retention rates are reported to Board of Trustess every May.</p>	<p>2018: 77.7%</p> <p>2019: 73.9%</p> <p>2020: 65.2%</p> <p>2021: 72.8%</p> <p>2022: Cohort won't have retention data until the census point fall 2023.</p>	<p>Negative trend from 2018 through 2020. 2021 showed positive trend compared to 2020. Data for 2022 not available.</p>	<p>Retention initiatives aimed at 1st semester, 1st year, and 2nd year students have included the Dauch COBE. In the past, retention efforts were conducted intermittently. Recent donor contributions have been allocated specifically to focus on retention efforts. Many activities, events, initiatives are being created to reach the students.</p> <p>We will continue to work to improve advising to make sure students are on the right track. The university is also using the SOAR Network which will provide 24/7 services that better connect students to all matters related to advising, scheduling, and academic resources. This network provides a tool to identify when students are having issues outside the classroom that may contribute to retention issues.</p>	<p>% of Students Retained Fall-to-Fall</p> <table border="1"> <caption>% of Students Retained Fall-to-Fall</caption> <thead> <tr> <th>Year</th> <th>Retention %</th> </tr> </thead> <tbody> <tr> <td>Fa 18</td> <td>77.7%</td> </tr> <tr> <td>Fa 19</td> <td>73.9%</td> </tr> <tr> <td>Fa 20</td> <td>65.2%</td> </tr> <tr> <td>Fa 21</td> <td>72.8%</td> </tr> <tr> <td>Fa 22</td> <td>0</td> </tr> </tbody> </table>	Year	Retention %	Fa 18	77.7%	Fa 19	73.9%	Fa 20	65.2%	Fa 21	72.8%	Fa 22	0									
Year	Retention %																									
Fa 18	77.7%																									
Fa 19	73.9%																									
Fa 20	65.2%																									
Fa 21	72.8%																									
Fa 22	0																									
Efficient Use of Budget	<p><u>Approved Operating Budget Report (COBE)</u></p>	<p>We are efficiently using the budget allocated to COBE for undergraduate and graduate programming and services despite some lower enrollments and economy constraints</p>	<p>We are currently working on enrollment which has a direct effect on the college and university budget</p>	<p>No immediate action is taken at this time</p>	<p>Approved Operating Budget (COBE)</p> <table border="1"> <caption>Approved Operating Budget (COBE)</caption> <thead> <tr> <th>Year</th> <th>Budgeted Expenses</th> <th>Total Actual Expenses</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>\$6,000,000</td> <td>\$5,500,000</td> </tr> <tr> <td>2018-2019</td> <td>\$7,200,000</td> <td>\$6,800,000</td> </tr> <tr> <td>2019-2020</td> <td>\$7,000,000</td> <td>\$6,500,000</td> </tr> <tr> <td>2020-2021</td> <td>\$6,500,000</td> <td>\$5,800,000</td> </tr> <tr> <td>2021-2022</td> <td>\$8,800,000</td> <td>\$5,000,000</td> </tr> </tbody> </table>	Year	Budgeted Expenses	Total Actual Expenses	2017-2018	\$6,000,000	\$5,500,000	2018-2019	\$7,200,000	\$6,800,000	2019-2020	\$7,000,000	\$6,500,000	2020-2021	\$6,500,000	\$5,800,000	2021-2022	\$8,800,000	\$5,000,000			
Year	Budgeted Expenses	Total Actual Expenses																								
2017-2018	\$6,000,000	\$5,500,000																								
2018-2019	\$7,200,000	\$6,800,000																								
2019-2020	\$7,000,000	\$6,500,000																								
2020-2021	\$6,500,000	\$5,800,000																								
2021-2022	\$8,800,000	\$5,000,000																								
The goal is for Part-time faculty usage to be less than 25%	<p><u>Part-time Faculty Usage Rate</u></p> <p>This process measures the % of credits taught by part-time faculty each semester within the college. A part-time faculty member is a faculty member who teaches no more than 9 credits in a given semester. Data from the last 6 semesters is presented.</p>	<p>The goal was met.</p>	<p>The reason the college would like to limit part-time faculty usage is so that college can be more efficient with course offerings. Limiting the usage of part-time faculty limits supplemental contracts that are paid out.</p>	<p>No immediate action is taken at this time</p>	<p>% of Credits Taught by PT Faculty Goal: Less than 25%</p> <table border="1"> <caption>% of Credits Taught by PT Faculty</caption> <thead> <tr> <th>Semester</th> <th>Undegraduate %</th> <th>MBA %</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>2%</td> <td>14%</td> </tr> <tr> <td>Spring 2020</td> <td>5%</td> <td>18%</td> </tr> <tr> <td>Fall 2020</td> <td>4%</td> <td>16%</td> </tr> <tr> <td>Spring 2021</td> <td>4%</td> <td>13%</td> </tr> <tr> <td>Fall 2021</td> <td>1%</td> <td>2%</td> </tr> <tr> <td>Spring 2022</td> <td>6%</td> <td>4%</td> </tr> </tbody> </table>	Semester	Undegraduate %	MBA %	Fall 2019	2%	14%	Spring 2020	5%	18%	Fall 2020	4%	16%	Spring 2021	4%	13%	Fall 2021	1%	2%	Spring 2022	6%	4%
Semester	Undegraduate %	MBA %																								
Fall 2019	2%	14%																								
Spring 2020	5%	18%																								
Fall 2020	4%	16%																								
Spring 2021	4%	13%																								
Fall 2021	1%	2%																								
Spring 2022	6%	4%																								