Ketner School of Business at Trine University (AY 2016 - 2017)

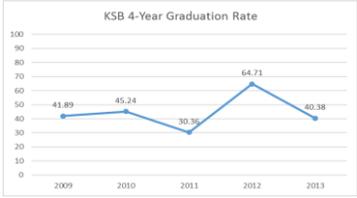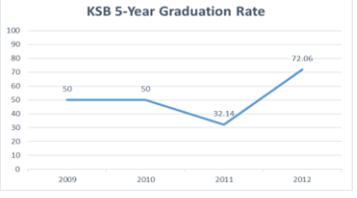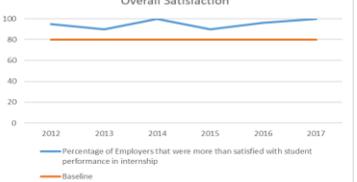### Figure 3.3 - Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)
Ketner School of Business Graduation rate: Goals established by Trine University and listed in the Strategic Plan are: 4 year/ 50%, 5 year/55%, 6 year/60%.	Information is provided by Office of the Registrar. Cohorts are established at the beginning of freshman year (Fall). The students who make up the original cohort are followed through graduation. Information presented is associated with the freshman Ketner School of Business Cohorts.	4 and 5 year graduation rates are below benchmark.	KSB continues to analyze the retention numbers that are below goals and is committed to improvement. In addition to the student engagement activities listed next, the KSB dean actively works with the Enrollment, Management, and Planning Committee to address retention issues.	In addition to advising improvements as stated above, the University in general or KSB in particular have made the following improvements: utilization of the Student Success and Engagement Center, continued utilization of early warning reporting system/We Care, revision of BA 102 (university experience) structure. BA 102 has an increased its focus on career readiness, networking, and student engagement. Other improvements include the addition of P2 activities and implementation of major specific clubs.	KSB 4-Year Graduation Rate	2009 Cohort 4 year graduation rate: 41.89%	2010 Cohort 4 year graduation rate: 45.24%	2011 Cohort 4 year graduation rate: 30.36%	2012 Cohort 4 year graduation rate: 64.71	2013 Cohort 4 year graduation rate: 40.38
Ketner School of Business Graduation rate: Goals established by Trine University and listed in the Strategic Plan are: 4 year/ 50%, 5 year:/55%, 6 year/60%.	Information provided by Registrar's Office. Cohorts are established at the beginning of the freshman year (Fall). The students who comprise the original cohort are followed through graduation. Information presented is associated with the freshman Ketner School of Business Cohorts.	4 and 5 year graduation rates are below benchmark.	KSB continues to analyze the retention numbers that are below goals and is committed to improvement. In addition to the student engagement activities listed next, the KSB dean actively works with the Enrollment, Management, and Planning Committee to address retention issues.	In addition to advising improvements as stated above. Trine and or KSB have made the following improvements: Utilization of the Student Success and Engagement center, increased utilization of early warning reporting system/We Care, implementation on BA 102 structure. BA 102 has an increased focus on career readiness, networking and student engagement. Addition of P2 activities and implementation of major specific clubs.	KSB 5-Year Graduation Rate	2009 Cohort 5 year graduation rate: 50%	2010 Cohort 5 year graduation rate: 50%	2011 Cohort 5 year graduation rate: 32.14%	2012 Cohort 5 year graduation rate: 72.06%	
95% or above employment or admission to graduate school. Data is provided for Trine University and each individual school from Trine's Employment Resource Center.	Employment Resource Center Data. Data collected indicates employment within stated parameters.	The students have been successful in finding jobs.	Data indicates that KSB students have been successful finding jobs.	See positive results overall and will make adjustments as necessary. Specific evaluation of student performance by outside stakeholders will be found under other performance measures.	KSB	Overall 97.4 % of May - August 2013 alumni employed or in grad school	Overall 100 % of July 2013 - June 2014 alumni employed or in grad school	Overall 100 % of July 2014 - June 2015 alumni employed or in grad school	Overall 100% of July 2015 - June 2016 alumni employed or in grad school	Overall 98% of July 2016 - June 2017 alumni employed or in grad school
Of survey respondents for internship supervisors, the goal is 80% or more ranking the experience as "More than Satisfactory" with our students. This performance measurement replaces: All students will complete a three hour internship.	Internship evaluations are completed by supervisors at the end of the internship. Internships could occur in any semester.	Data shows that internship supervisors are more than satisfied with our student's performance.	Internship supervisors were more than satisfied with our students. When evaluations were reviewed, it showed that the students were deficient in the softer skills in comparison to other criteria.	Assessing employer satisfaction during internships began during Fall 2012. Feedback was gleaned from site visits in addition to the written employer evaluation at the completion of the internship. P2 has been deployed to provide students with needed skills that may not be covered in the classroom. Soft skills are included in this programming.	Overall Satisfaction — Percentage of Employers that were more than satisfied with student performance in internship; Baseline	2013 / 90%	2014 / 100%	2015 / 90%	2016 / 96%	2017 / 100%

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Average Performance Ratings

Students will be rated by an internship supervisor as a 7 or better (on a 10 point scale with 10 being the highest).	Internship supervisor performance evaluation. Internships could occur each semester. (External, indirect, formative)	All term averages meet the goal of 7 or better.	Students are performing well in internships and meeting employer expectations	Major Specific data is highlighted in the narrative section of the report. Areas of improvement will be addressed by major.

% of External Clients Satisfied

| Of survey respondents for external clients, our goal is 80% or more ranking the experience as 'More than Satisfactory'" with our students. | Assessment completed by client at the end of each project (Direct, formative/summative, and external) | Over the last six semesters, 50% of the time the goal of 80% of client evaluations were more than satisfactory. | Looking at all terms it is noted that there has been an increase in interschool collaborations. This adds complexity to the projects. | A focus on interschool collaborations processes will be utilized to improve the execution of the client projects. | | | 71% | 92% | 77% | 80% | 77% | 88% |

Standard #6 - Organizational Performance Results, Table 6.10

Sophomore Retention KSB

Comparison of Sophomore Retention

| Increase in campus-wide sophomore retention rates by 5% each year until it reaches 80%. | Enrollment statistics provided by the Registrar's Office for returning sophomores. Review of early departure interviews | KSB's retention rates are lower than Trine University's. Early Departure interviews continued. The 4 largest reasons for students leaving were financial, the school environment, sport team experience and ability to pursue a specific degree. | The data from the interviews continues to support the findings from the previous reporting period. Few issues were directly related to KSB specific items. The school environment is closely related to the size of our school and the size of our local community. | Changes in the last five years to help positively impact retention include but are not limited to the initiatives in Academic Success Center, faculty advising, new majors and major related club engagement. | | | 60.74% | 77.94% | 55.77% | 71.43% | 75.81% | 72.73% |

Reasons for Early Departure AY 2015

Reasons for Early Departure AY 2016

Reasons for Early Departure AY 2017

Ketner School of Business Alumni Survey 2016

Ketner School of Business Alumni Survey 2017

KSB Alumni previous AY year were surveyed.	Survey sent to alumni from AY of 2014. Survey monkey was used to collect the responses.	The recent Alumni Satisfaction survey was conducted via Survey Monkey. From 92 survey requests, the study garnered 18 responses, resulting in a response rate of 19.56%. Though 50% of respondents self-reported as working for a private, for profit organization, over 27.78% reported working for a non-profit organization. Interestingly, additional results indicated that 22.22% of our respondents reported being in the field of accounting, 11.11% insurance, 11.11%, manufacturing and 11.11% healthcare and social assistance fields.	The survey continues to confirm that our alumni are extremely happy with the education they received, the experience they had at Trine and the level of preparing they received for their chosen career.	Overall theme of the survey is that students are satisfied with their experience. They value the interaction with the faculty, one on one mentoring and professional experiences that faculty bring to the classroom. Continue with our stated plans.

College of Graduate and Professional Studies at Trine University (AY 2016-2017)

Figure 3.3 - Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)
CGPS: 6 year graduation rate: Goal: 60% of students will have graduated by the end of the 6th year.	Information gathered in enrollment system. Tracking done through cohorts that are created when a student enrolls. Cohorts are tracked fall and spring semesters to calculate % graduation rate. Numbers are tracked by all of CGPS, not by program/major. Numbers indicate a cumulative % of all students who started in the listed academic semester and graduated within 6 years.	Graduation rates fluctuate depending on the cohort from a low in fall AY 2011 of 48.31% to a high in fall AY 2012 of 70.08%.	While CGPS has not continuously met the challenging graduation rate goal set by the University, it has performed favorably.	Combining graduation rate information with other data such as student satisfaction survey and Success Navigator results, CGPS staff and faculty have added support services. Tutor.com will become incorporated into every Moodle course and be available to every student 24 hours a day. Additionally, conditionally-admitted students receive more frequent advisor contact.		2010 Six-Year Graduation Rate: Fall 52.9%, Spring 52.1%, Summer 65.6%	2011 Six-Year Graduation Rate: Fall 48.31%, 63.24%, 53.75%	2012 Six-Year Graduation Rate: Fall 70.08%, Spring 59.38%, Summer 63.46%		
Mid-Session Course Surveys for CGPS: The goal for overall average experience rating should average a minimum 4.0 out of 5.0.	During the fourth week of each term for fall and spring, current students are sent a mid-session survey designed to evaluate course satisfaction and address any issues early.	The goal was met or exceeded in 7 of the 8 terms surveyed for this report.	During the term AY 15-16 BST2, distance learning opportunities were expanded resulting in technology obstacles that could attribute to the slightly lower experience rating.	Technology issues have been corrected and student satisfaction with distance learning has improved.		AY 16 BFT1/4.1	AY 16 BFT2/ 4.1	AY 16 BST1/4.2	AY 16 BST2/4.2	

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CGPS Undergraduate Exit Survey: Students are asked specifically about goal attainment.	Exit survey is given to students during their last semester of study.	Data shows the most students are reaching their goals upon graduation.	A majority of students continue to respond that they achieved their goals prior to graduation. The three main goals sought by students were completing a degree, advancing in their current career, or changing jobs.	Questions regarding goal attainment have been added to entrance questionnaires. Advisors use this information to support goal attainment with opportunities for resume workshops or interviewing practice.		AY 2015/72% reached their goal	AY 2016/83% reached their goal			
CGPS Undergraduate Exit Survey: Students are asked to rate their overall satisfaction from highly satisfied (5) to highly dissatisfied (1) with Trine University. A minimum rating of 4.0 is expected on this survey question.	Exit survey is given to students during their last semester of study.	Student responses on this survey question have consistently exceeded the 4.0 minimum expectation.	Students continue to graduate from Trine University satisfied with the experience and education they have received.	CGPS will continue to utilize the undergraduate exit survey and monitor results for concerns.						

Standard #6 - Organizational Performance Results, Table 6.10

CGPS Retention	Information is gathered from a Jenzabar report during the fall and spring semesters after the term two drop deadline. Every semester (fall, spring, and summer) a new cohort is created.	The report was created in AY 2015-2016 year and information can be pulled from AY 2010 forward. Cohorts for the 2010 academic year are the only ones that contain six year graduate/retention information.	While reviewing the retention report we noticed that students entering in spring were less likely to return for another semester than students in fall or summer. We also are not graduating our students at the 60% six year rate we are striving for according to this one data point.	We set application deadlines to allow students to get prepared for their first semester with proper attention paid to financial aid information and the purchase of books. We began using the Success Navigator assessment so advisors can assess a student's strengths and weaknesses and provide support as needed.						
Advisor Reported Departures	Advisors monitor student enrollment. When students do not return, advisors note reasons on our Eligible to Return document.	Financial reasons and conflicts with school are the two biggest reasons for not returning.	Due to the unexpected departure of an advisor, there were a larger number of do not know responses.	As a result of the large number of do not know responses, advisors are now tracking this information on an ongoing basis rather that waiting for the end of the registration period.						