

Ferris State University College of Business

ORGANIZATIONAL PERFORMANCE RESULTS

Performance Measure: What is your measurable goal?	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 the result?	Action Taken or Improvement made: What did you improve or what is your next step?	Insert graphs or tables of resulting trends (3-5 data points preferred)														
Increase or sustain COB student credit hour (SCH) annual production.	EAB's Academic Performance Solutions (Ferris install).	We experienced a credit hour decline of 6.1% during the past three years (Fall 2018 - Summer 2021).	The same factors affecting headcount are also affecting student credit hour production.	The university and the college increased efforts to connect with prospective students, in live events, via the web, phone calls, and through social media. The university has a comprehensive campaign with a major focus of raising scholarship funding to decrease the net cost of attendance and promote enrollment (either new or retained). State competitors lowered their enrollment requirements dipping into our normal pool of applicants. At this time, efforts are concentrated in stemming the enrollment decline to the extent possible. We have enhanced student advising to increase retention levels. Programs are striving to identify and promote programmatic distinctiveness and value, to increase market share. They are also encouraged to explore opportunities in new curricular areas, formats (e.g., certifications) and in alternate delivery modes, where appropriate. We added three new programs during the past two years. The University strategic plan is to add 4-5 unique programs each year.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">YEAR</th> <th style="text-align: center;">TOTAL SCH</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">2016-17</td><td style="text-align: center;">76,632</td></tr> <tr><td style="text-align: center;">2017-18</td><td style="text-align: center;">74,585</td></tr> <tr><td style="text-align: center;">2018-19</td><td style="text-align: center;">70,679</td></tr> <tr><td style="text-align: center;">2019-20</td><td style="text-align: center;">66,180</td></tr> <tr><td style="text-align: center;">2020-21</td><td style="text-align: center;">62,285</td></tr> <tr><td style="text-align: center;">2021 FALL</td><td style="text-align: center;">26,218</td></tr> </tbody> </table>	YEAR	TOTAL SCH	2016-17	76,632	2017-18	74,585	2018-19	70,679	2019-20	66,180	2020-21	62,285	2021 FALL	26,218
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Increase or sustain student headcount majoring in COB programs.	EAB's Academic Performance Solutions (Ferris install).	While enrollment increased by almost 13% from 2008 to 2015, we experienced an enrollment decline of 7% during the past three years (Fall 2018 – Summer 2021).	COVID-19 shutdowns and the resultant hesitation of students to return to campus, have resulted in critical declines in headcount. Part of this is due to international enrollment stopped by COVID-19 decrees. Exacerbating this situation is the continuing drop in the available pool of high school grads in Michigan until 2030.		<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">YEAR</th> <th style="text-align: center;">Total Enrollment</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">2016-2017</td><td style="text-align: center;">6,547</td></tr> <tr><td style="text-align: center;">2017-2018</td><td style="text-align: center;">6,319</td></tr> <tr><td style="text-align: center;">2018-2019</td><td style="text-align: center;">5,990</td></tr> <tr><td style="text-align: center;">2019-2020</td><td style="text-align: center;">5,613</td></tr> <tr><td style="text-align: center;">2020-2021</td><td style="text-align: center;">5,176</td></tr> <tr><td style="text-align: center;">2021 FALL</td><td style="text-align: center;">3,700</td></tr> </tbody> </table>	YEAR	Total Enrollment	2016-2017	6,547	2017-2018	6,319	2018-2019	5,990	2019-2020	5,613	2020-2021	5,176	2021 FALL	3,700
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Increase fall to fall FTIAC retention rates to achieve 75% fall-to-fall retention for all full-time baccalaureate students. (NOTE: goal was set when rate was below 75%)	Retention and Graduation Rates report (Institutional Research & Testing)	Performance meets goal for the 2014-2019 average; however, there is a negative trend that none of the original strategies has addressed.	COVID-19 has altered any strategies for continuous improvement. The University's average for 2019 was 72% overall retention of FTIACs. Transfers account for over half of our enrollment. Retention was equal to FTIACs in 2019.	The college has embraced a multi-faceted approach to this issue: (1) focused professional advising to help students navigate the educational process; (2) greater focus on understanding the business curricular process in FSUS 100 ('hello to college'); (3) inclusion of Strengths Finder in FSUS 100 to help students better understand themselves and what academic offerings might best align with their strengths. Mentoring has also been added to identify and work with at risk students.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">FALL</th> <th style="text-align: center;">1st Year Retention</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">2014</td><td style="text-align: center;">76%</td></tr> <tr><td style="text-align: center;">2015</td><td style="text-align: center;">75%</td></tr> <tr><td style="text-align: center;">2016</td><td style="text-align: center;">79%</td></tr> <tr><td style="text-align: center;">2017</td><td style="text-align: center;">74%</td></tr> <tr><td style="text-align: center;">2018</td><td style="text-align: center;">76%</td></tr> <tr><td style="text-align: center;">2019</td><td style="text-align: center;">72%</td></tr> </tbody> </table>	FALL	1 st Year Retention	2014	76%	2015	75%	2016	79%	2017	74%	2018	76%	2019	72%
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Increase fall to fall FTIAC retention rate to achieve 65% fall-to-fall retention for all full-time associate degree students. (NOTE: goal was set in 2016)	Retention and Graduation Rates report (Institutional Research & Testing)	Performance is below goal for 2019 and for the 2014-19 average. Negative results with a large and unexplained 12% gain in 2019.	Since most of our associate degrees primarily dovetail with the corresponding BS degree, there appears to be less drive to complete the degree. Goal may be unrealistic.	The overwhelming majority of students choosing associate degrees do so because the state funds just over two years for associate degree students. It is a financial aid decision, and our associate degrees are not necessarily intended for work force placement. We will evaluate the long-term viability of this goal.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">FALL</th> <th style="text-align: center;">1st Year Retention</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">2014</td><td style="text-align: center;">65%</td></tr> <tr><td style="text-align: center;">2015</td><td style="text-align: center;">66%</td></tr> <tr><td style="text-align: center;">2016</td><td style="text-align: center;">60%</td></tr> <tr><td style="text-align: center;">2017</td><td style="text-align: center;">59%</td></tr> <tr><td style="text-align: center;">2018</td><td style="text-align: center;">51%</td></tr> <tr><td style="text-align: center;">2019</td><td style="text-align: center;">63%</td></tr> </tbody> </table>	FALL	1 st Year Retention	2014	65%	2015	66%	2016	60%	2017	59%	2018	51%	2019	63%
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