

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)																		
<p>Increase or sustain COB student credit hour (SCH) annual production.</p>	<p>EAB's Academic Performance Solutions (Ferris install).</p>	<p>We experienced a credit hour decline of 6.1% during the past three years (Fall 2018 - Summer 2021).</p>	<p>The same factors affecting headcount are also affecting student credit hour production.</p> <p>COVID-19 shutdowns and the resultant hesitation of students to return to campus, have resulted in continuing 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 2037.</p> <p>Maintaining or sustaining enrollment (Head Count) or SCH is unrealistic in view of environmental factors. All efforts now are to "stem the tide" of enrollment losses.</p>	<p>From 2019-2037, Michigan is projected to have 15% to 19% fewer high school graduates due to a variety of factors. Starting in 2025, national projections show a decline in the number of high school graduates for 12 consecutive years.</p> <p>The state's flagship institutions (U of Michigan & Michigan State) lowered enrollment requirements dipping into our pool of applicants. 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).</p> <p>Currently, 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 and in alternate delivery modes, where appropriate. The COB added three new programs during the past two years. A few programs are being reviewed for possible closing due to sustained low enrollments. We are also conducting our own career fair for the first time.</p> <p>The Navigate application is being used to communicate to at-risk students, text reminders to students, and to maintain communications with them. Since the nontraditional population is very large, the University is embracing new ways to reach and entice them to enroll.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>YEAR</th> <th>TOTAL SCH</th> </tr> </thead> <tbody> <tr><td>2016-2017</td><td>76,632</td></tr> <tr><td>2017-2018</td><td>74,585</td></tr> <tr><td>2018-2019</td><td>70,679</td></tr> <tr><td>2019-2020</td><td>66,180</td></tr> <tr><td>2020-2021</td><td>62,285</td></tr> <tr><td>2021-2022</td><td>57,227</td></tr> <tr><td>2022-2023</td><td>55,435</td></tr> </tbody> </table>	YEAR	TOTAL SCH	2016-2017	76,632	2017-2018	74,585	2018-2019	70,679	2019-2020	66,180	2020-2021	62,285	2021-2022	57,227	2022-2023	55,435		
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<p>Increase or sustain student headcount majoring in COB programs.</p>	<p>EAB's Academic Performance Solutions (Ferris install).</p>	<p>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).</p>	<p>Maintaining or sustaining enrollment (Head Count) or SCH is unrealistic in view of environmental factors. All efforts now are to "stem the tide" of enrollment losses.</p>	<p>Currently, 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 and in alternate delivery modes, where appropriate. The COB added three new programs during the past two years. A few programs are being reviewed for possible closing due to sustained low enrollments. We are also conducting our own career fair for the first time.</p> <p>The Navigate application is being used to communicate to at-risk students, text reminders to students, and to maintain communications with them. Since the nontraditional population is very large, the University is embracing new ways to reach and entice them to enroll.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>YEAR</th> <th>Total HC Enrollment</th> </tr> </thead> <tbody> <tr><td>2016-2017</td><td>6,547</td></tr> <tr><td>2017-2018</td><td>6,319</td></tr> <tr><td>2018-2019</td><td>5,990</td></tr> <tr><td>2019-2020</td><td>5,613</td></tr> <tr><td>2020-2021</td><td>5,176</td></tr> <tr><td>2021-2022</td><td>4,895</td></tr> <tr><td>2022-2023</td><td>4,680</td></tr> </tbody> </table>	YEAR	Total HC Enrollment	2016-2017	6,547	2017-2018	6,319	2018-2019	5,990	2019-2020	5,613	2020-2021	5,176	2021-2022	4,895	2022-2023	4,680		
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<p>Increase average fall-to-fall retention rate for all full-time FTIACs in a baccalaureate program to achieve a 75% rate. (NOTE: goal was set when rate was below 75%)</p>	<p>Retention and Graduation Rates report (Institutional Research & Testing)</p>	<p>Performance meets goal for the 2014-2021 average. The goal was not met for two years (2017 & 2019). However, those two years were at 74% and 72% respectively.</p>	<p>Consistent strategies have made a difference in keeping first-year retention at or close to our goal.</p> <p>Increasing retention is one strategy to reduce enrollment losses.</p>	<p>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. Navigate is being used to identify and communicate with at-risk students. The target goal will be evaluated for efficacy.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>FALL</th> <th>F2F Retention</th> </tr> </thead> <tbody> <tr><td>2014</td><td>76%</td></tr> <tr><td>2015</td><td>75%</td></tr> <tr><td>2016</td><td>79%</td></tr> <tr><td>2017</td><td>74%</td></tr> <tr><td>2018</td><td>76%</td></tr> <tr><td>2019</td><td>72%</td></tr> <tr><td>2020</td><td>78%</td></tr> <tr><td>2021</td><td>77%</td></tr> </tbody> </table>	FALL	F2F Retention	2014	76%	2015	75%	2016	79%	2017	74%	2018	76%	2019	72%	2020	78%	2021	77%
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<p>Increase average fall-to-fall retention rate for all full-time FTIACs in an associate's program to achieve a 65% rate. (NOTE: goal was set in 2016)</p>	<p>Retention and Graduation Rates report (Institutional Research & Testing)</p>	<p>Since 2016, performance has been below goal.</p>	<p>Since most of our associate degrees primarily dovetail with the corresponding BS degree, there appears to be less drive to complete the degree.</p> <p>Underprepared students were admitted to help alleviate enrollment decreases, and they failed out within one academic year. This had a negative effect on retention.</p> <p>Increasing retention for 2-year FTIACs might be unrealistic in view of all the environmental factors.</p>	<p>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.</p> <p>After analysis of the results couple with an environmental scan, the goal was changed from 65% to 60%. This will be revisited when enrollments are stabilized.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>FALL</th> <th>F2F Retention</th> </tr> </thead> <tbody> <tr><td>2014</td><td>65%</td></tr> <tr><td>2015</td><td>66%</td></tr> <tr><td>2016</td><td>60%</td></tr> <tr><td>2017</td><td>59%</td></tr> <tr><td>2018</td><td>51%</td></tr> <tr><td>2019</td><td>63%</td></tr> <tr><td>2020</td><td>62%</td></tr> <tr><td>2021</td><td>63%</td></tr> </tbody> </table>	FALL	F2F Retention	2014	65%	2015	66%	2016	60%	2017	59%	2018	51%	2019	63%	2020	62%	2021	63%
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