

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

<p>SPS: 6 year graduation rate: Goal of 60% of students will have graduated by the end of the 6th year.</p>	<p>Information gathered in enrollment system. Tracking done through cohorts that are created when a person enrolls and tracked fall and spring semesters to calculate % graduation rate. Numbers are tracked by all of SPS, not by program/major. Numbers indicate a cumulative % of all students who started in the listed academic semester graduated within 6 years.</p>	<p>For semester cohorts, the percentage graduated is lower than desired rate.</p>	<p>When data was reviewed, it was noted that students starting in the Spring semester are less likely to return for another semester. Business students are graduating at a higher rate than SPS students in general for 2010.</p>	<p>Recruitment and retention committee was created. Application deadlines were instituted to ensure proper preparation to facilitate better student performance. Student orientation process is being modified to identify more student support systems and campus resources. Recorded for access for all year.</p>	<p>Cumulative Graduation Percentage AY 2010</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>BF 2010</th> <th>BS 2010</th> <th>BU 2010</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2</td><td>0</td><td>5</td><td>38</td></tr> <tr><td>3</td><td>8</td><td>15</td><td>45</td></tr> <tr><td>4</td><td>28</td><td>25</td><td>52</td></tr> <tr><td>5</td><td>35</td><td>38</td><td>55</td></tr> <tr><td>6</td><td>38</td><td>39</td><td>58</td></tr> <tr><td>7</td><td>40</td><td>42</td><td>60</td></tr> <tr><td>8</td><td>45</td><td>45</td><td>62</td></tr> <tr><td>9</td><td>48</td><td>48</td><td>63</td></tr> <tr><td>10</td><td>50</td><td>50</td><td>63</td></tr> <tr><td>11</td><td>52</td><td>52</td><td>63</td></tr> </tbody> </table>	Semester	BF 2010	BS 2010	BU 2010	1	0	0	0	2	0	5	38	3	8	15	45	4	28	25	52	5	35	38	55	6	38	39	58	7	40	42	60	8	45	45	62	9	48	48	63	10	50	50	63	11	52	52	63	<p>Cumulative Graduation Business Percentage AY 2010</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>BF 2010</th> <th>BS 2010</th> <th>BU 2010</th> </tr> </thead> <tbody> <tr><td>1</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>2</td><td>0</td><td>5</td><td>42</td></tr> <tr><td>3</td><td>8</td><td>15</td><td>48</td></tr> <tr><td>4</td><td>30</td><td>25</td><td>65</td></tr> <tr><td>5</td><td>35</td><td>38</td><td>68</td></tr> <tr><td>6</td><td>38</td><td>39</td><td>70</td></tr> <tr><td>7</td><td>40</td><td>42</td><td>72</td></tr> <tr><td>8</td><td>45</td><td>45</td><td>73</td></tr> <tr><td>9</td><td>48</td><td>48</td><td>73</td></tr> <tr><td>10</td><td>50</td><td>50</td><td>73</td></tr> <tr><td>11</td><td>52</td><td>52</td><td>73</td></tr> </tbody> </table>	Semester	BF 2010	BS 2010	BU 2010	1	0	0	0	2	0	5	42	3	8	15	48	4	30	25	65	5	35	38	68	6	38	39	70	7	40	42	72	8	45	45	73	9	48	48	73	10	50	50	73	11	52	52	73	<p>Fall 2010/52.9%</p>
Semester	BF 2010	BS 2010	BU 2010																																																																																																				
1	0	0	0																																																																																																				
2	0	5	38																																																																																																				
3	8	15	45																																																																																																				
4	28	25	52																																																																																																				
5	35	38	55																																																																																																				
6	38	39	58																																																																																																				
7	40	42	60																																																																																																				
8	45	45	62																																																																																																				
9	48	48	63																																																																																																				
10	50	50	63																																																																																																				
11	52	52	63																																																																																																				
Semester	BF 2010	BS 2010	BU 2010																																																																																																				
1	0	0	0																																																																																																				
2	0	5	42																																																																																																				
3	8	15	48																																																																																																				
4	30	25	65																																																																																																				
5	35	38	68																																																																																																				
6	38	39	70																																																																																																				
7	40	42	72																																																																																																				
8	45	45	73																																																																																																				
9	48	48	73																																																																																																				
10	50	50	73																																																																																																				
11	52	52	73																																																																																																				
<p>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%.</p>	<p>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.</p>	<p>4 and 5 year graduation rates are below benchmark.</p>	<p>Lower graduation rates could be attributed to multiple factors. Including admission standards, number of applicants and available support services. For the Cohort year of 2011, 18% of the students in KSB were conditionally accepted.</p>	<p>In addition to advising improvements as stated above. Trine and or KSB have made the following improvements: Creation of the Academic Success Center, increased utilization of early warning reporting system/We Care, continued revision of BA 101 structure and in the process of reevaluating admissions standards to determine best predictors of success.</p>	<p>4 Year Graduation Rate</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>4 Year Grad Rate</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2009/13</td> <td>41.89%</td> <td>50.00%</td> </tr> <tr> <td>Fall 2010/14</td> <td>45.24%</td> <td>50.00%</td> </tr> <tr> <td>Fall 2011/15</td> <td>30.36%</td> <td>50.00%</td> </tr> </tbody> </table>	Semester	4 Year Grad Rate	Goal	Fall 2009/13	41.89%	50.00%	Fall 2010/14	45.24%	50.00%	Fall 2011/15	30.36%	50.00%	<p>2009 Cohort 4 year graduation rate: 41.89%</p>	<p>2010 Cohort 4 year graduation rate: 45.24%</p>	<p>2011 Cohort 4 year graduation rate: 30.36%</p>																																																																																			
Semester	4 Year Grad Rate	Goal																																																																																																					
Fall 2009/13	41.89%	50.00%																																																																																																					
Fall 2010/14	45.24%	50.00%																																																																																																					
Fall 2011/15	30.36%	50.00%																																																																																																					
<p>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%.</p>	<p>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.</p>	<p>4 and 5 year graduation rates are below benchmark.</p>	<p>Lower graduation rates could be attributed to multiple factors. Including admission standards, number of applicants and available support services. For the Cohort year of 2011, 18% of the students in KSB were conditionally accepted.</p>	<p>In addition to advising improvements as stated above. Trine and or KSB have made the following improvements: Creation of the Academic Success Center, increased utilization of early warning reporting system/We Care, continued revision of BA 101 structure and in the process of reevaluating admissions standards to determine best predictors of success.</p>	<p>5 Year Graduation Rate</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>5 Year Grad Rate</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2009/13</td> <td>50.00%</td> <td>55.00%</td> </tr> <tr> <td>Fall 2009/13</td> <td>50.00%</td> <td>55.00%</td> </tr> </tbody> </table>	Semester	5 Year Grad Rate	Goal	Fall 2009/13	50.00%	55.00%	Fall 2009/13	50.00%	55.00%	<p>2009 Cohort 5 year graduation rate: 50%</p>	<p>2010 Cohort 5 year graduation rate: 50%</p>																																																																																							
Semester	5 Year Grad Rate	Goal																																																																																																					
Fall 2009/13	50.00%	55.00%																																																																																																					
Fall 2009/13	50.00%	55.00%																																																																																																					

<p>SPS: Undergraduate exit survey: focused question on meeting goal of education: Benchmark being decided. New data</p>	<p>Exit survey given the semester students are graduating</p>	<p>Initial data shows the students are reaching their goals upon graduation.</p>	<p>From the initial the students are reaching their goals. More data needs to be collected to develop a long term plan.</p>	<p>The first data collected will be utilized to work with Career Services to determine areas of support for the students.</p>	<p>Goals for Enrolling in Trine University SPS - Business Students</p>	<p>Fall 2015/77% reached goal</p>	<p>Spring 2016/71% reached the goal</p>			
<p>95% or above employment or admission to graduate school. Data is provided for Trine University and each individual school.</p>	<p>Career Services Employment Survey. Data collected indicates employment within stated parameters.</p>	<p>The students have been successful in finding jobs.</p>	<p>Data indicates that KSB students have been successful finding jobs.</p>	<p>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.</p>	<p>KSB</p>	<p>Overall % of December 2010 - August 2011 alumni employed or in grad school</p>	<p>Overall % of December 2011 - August 2012 alumni or in grad school</p>	<p>Overall % of May - August 2013 alumni employed or in grad school</p>	<p>Overall % of July 2013 - June 2014 alumni employed or in grad school</p>	<p>Overall % of July 2014 - June 2015 alumni employed or in grad school</p>
<p>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.</p>	<p>Internship evaluations are completed by supervisors at the end of the internship. Internships could occur in any semester.</p>	<p>Data shows that internship supervisors are more than satisfied with our student's performance.</p>	<p>Internship supervisors were more than satisfied with our students. In this reporting period, there were 3 supervisor evaluations that gave the student a satisfactory or lower rating. When those evaluations are reviewed, it shows that the students were deficient in the softer skills.</p>	<p>Data analysis began Fall 2012 to assess the evaluation of our students by business. Continue with data collection. Revisit evaluations to determine if improvements are needed. PAB to review for improvement. A program called P2 is being created to provide students with needed skills that may not be covered in the classroom. Soft skills are included in this program.</p>	<p>Internship Evaluations</p>	<p>2012/94.70%</p>	<p>2013/90.60%</p>	<p>2014/100%</p>	<p>2015/85%</p>	

Standard #4 Measurement and Analysis of Student Learning and Performance

Mean scores on the Major Field Test in Business will show positive trend each year of at least one point. Individual content assessment indicators will also show a positive trend each year of at least one point.

ETS Major Field Test in Business. (Summative External Assessment) and benchmark data with other competing schools and ACBSP accredited schools. (Summative External Comparative)

The overall test score for the last 4 years has little variation. The lowest score was recorded in AY 2012 at 146.3 with the highest score at 147.2 in AY 2014. Note that MFT results from previous reports will be different based on the inclusion of SPS data.

Information System category has been identified for curriculum update. BA 113 (Business Applications) and BA 213 (Advanced Spreadsheets) will be updated to reflect areas for improvement. Additional focus in some majors to accommodate discipline specific needs.

Major Specific data is highlighted in the narrative section of the report. Areas for improvement will be addressed by major.

146.3 145.7 147.2 146.9

# Tested	Overall mft	Acctg mft1	Econ mft2	Mgt Analysis mft3	Finance mft4	Mktg mft5	Legal/Social mft6	Info Systems mft7	Inter. national mft8	Inter. mft9	
											Quant
KSB and SPS Combined Overall											
FA12-SP13	113	146.3	39.3	39.8	56.2	38.8	36.7	51.6	53.5	47.1	48.2
FA13-SP14	120	145.7	37.3	36.6	51.2	32.9	37.1	52.0	56.3	44.7	38.2
FA14-SP15	127	147.2	38.1	39.0	53.5	35.4	36.4	52.2	58.8	45.3	37.6
FA15-SP16	147	146.9	37.6	36.7	53.3	35.6	38.2	55.4	57.4	41.5	38.2

Fall 15 Spring 16

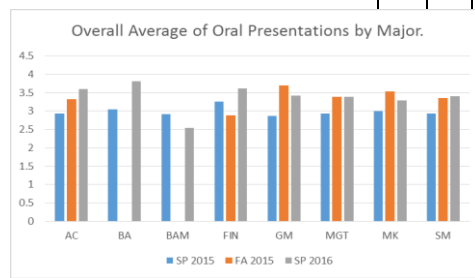
University-wide all students will average 3.0 out of a possible 4.0 on the General Education written skills assessment. (4 being the highest rating) (Internship data out 10 with 10 being the highest)

General Education Assessment rubric applied in general assessment summit. (Summative, comparative internal assessment) Assessment areas are rotated each AY. To compare business student performance, school level measures are used. For oral communication skills, internship data and capstone oral presentation assessments were used.

In 2016, data showed improvement from previous years.

Review of business students oral communication skills as reported in the internship evaluations indicate that employers are satisfied with student skills. The results were consistent over the 3 reporting periods. Oral communication skills as assessed by faculty members and outside clients during capstone projects indicate more variation in performance.

Major Specific data is highlighted in the narrative section of the report. Areas of improvement will be addressed by major.



Category	SP 2015	FA 2015	SP 2016
Internship Evaluations	2.94	3.32	3.6
Oral Communication Skills	8.6	8.4	8.4
Capstone Oral Presentations	2.94	3.32	3.6

Demonstrate a 30% improvement from pre to post testing in Microsoft Suite applications: specific focus on Word and Excel.

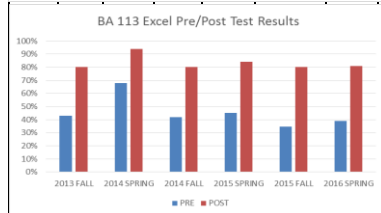
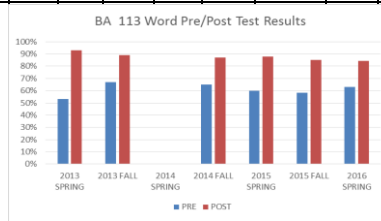
Professors administer a pre and post test to the BA 113 students each semester. BA 113 is a course that runs every semester and is required for every student. (Direct, Formative, Internal)

The data continues to show that there is less improvement from pre to post testing with Word. There is a larger improvement with Excel. An additional professor taught the course and produced results of 9% on improvement Word and 56% improvement on Excel.

With input from internship evaluations, it has been determined that BA 113 and BA 213 need to be updated. It is noted that a basic Word/Excel needs to be maintained as an elective. International students and some non-traditional students are still in need of the course. Maintain the focus on the higher level applications in excel.

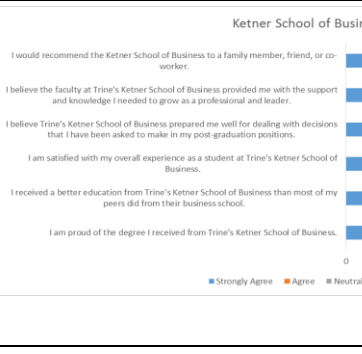
Work with professors who teach the course, content experts and advisory board to create new curriculum.

TERM	WORD			EXCEL		
	PRE	POST	Change	PRE	POST	Change
	2013 SPRING	53%	93%	40%	N/A	N/A
2013 FALL	67%	89%	22%	43%	80%	37%
2014 SPRING	N/A	N/A	N/A	68%	94%	26%
2014 FALL	65%	87%	22%	42%	80%	38%
2015 SPRING	60%	88%	28%	45%	84%	39%
2015 FALL	58%	85%	27%	35%	80%	45%
2016 SPRING	63%	84%	21%	39%	81%	42%



Standard #6 - Organizational Performance Results, Table 6.1

					AY												
					2010	2011	2012	2013	2014	2015							
SPS 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 this 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 are creating a peer mentor program at each campus to provide an additional level of support for students. We began using the Success Navigator assessment so advisors can assess a student's strengths and weaknesses and provide support as needed.													
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 rate was lower than Trine University's. Early Departure interviews continued. The 3 largest reasons for students leaving were financial, the school environment and ability to pursue a specific degree.	The data from the interviews in 2014-2016 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.	Continued efforts will be made in support services and advisor relationships. Ensure Trine University and local community culture are clearly communicated in visit days.	71.43%	60.71%	77.94%	55.77%	71.43%	NA							
SPS enrollment	Enrollment information was provided by a report from the Registrar's Office.	Applied management students constitute about half of the students in SPS business courses.	Majors with limited enrollment need to be evaluated for viability.	The SPS assessment committee was tasked with researching the viability of all degree programs. Enrollment information was gathered and is being shared with enrollment specialists and campus directors to determine the needs of potential students.													

Early Departure Survey	Academic advisors send this survey to students when they indicate that they will not be returning to Trine University for classes. The survey was created in Fall 2015.	While a small sample size, six students indicate that they are leaving due to financial reasons. Four students indicated a change in career plans contributed to their decision to leave the university.	When questioned on the survey, seven respondents said they would reconsider Trine University for future academic needs.	Early departure survey data will be evaluated by the Recruitment and Retention committee who will then make recommendations to meet the needs of students.	 <p>Reasons for Early Departure</p> <table border="1"> <thead> <tr> <th>Reason</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>I am leaving because my preferred delivery mode (online, hybrid) or classes were not available.</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am leaving because I changed career plans.</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am leaving because the campus was too impersonal.</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am leaving because the coursework was not relevant to my current needs.</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am leaving because the courses I wanted or needed were not available.</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am leaving because of financial reasons.</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am leaving because of personal conflicts with school.</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Reason	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I am leaving because my preferred delivery mode (online, hybrid) or classes were not available.	0	0	0	0	0	I am leaving because I changed career plans.	0	0	0	0	0	I am leaving because the campus was too impersonal.	0	0	0	0	0	I am leaving because the coursework was not relevant to my current needs.	0	0	0	0	0	I am leaving because the courses I wanted or needed were not available.	0	0	0	0	0	I am leaving because of financial reasons.	0	0	0	0	0	I am leaving because of personal conflicts with school.	0	0	0	0	0						
Reason	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree																																																						
I am leaving because my preferred delivery mode (online, hybrid) or classes were not available.	0	0	0	0	0																																																						
I am leaving because I changed career plans.	0	0	0	0	0																																																						
I am leaving because the campus was too impersonal.	0	0	0	0	0																																																						
I am leaving because the coursework was not relevant to my current needs.	0	0	0	0	0																																																						
I am leaving because the courses I wanted or needed were not available.	0	0	0	0	0																																																						
I am leaving because of financial reasons.	0	0	0	0	0																																																						
I am leaving because of personal conflicts with school.	0	0	0	0	0																																																						
KSB Alumni previous AY year were surveyed.	Survey sent to alumni from AY of 2014. Surveymonkey was used to collect the responses.	The recent Alumni Satisfaction survey was conducted via Survey Monkey. From 97 survey requests, the study garnered 20 responses, resulting in a response rate of 20.67%. Though 58% of respondents self-reported as working for a private, for profit organization, over 26% reported working for a non-profit organization. Interestingly, additional results indicated that 15.8% of our respondents reported being in the Golf industry, while 21.1% reported to be in the Education field.	40% of the Alumni Satisfaction survey respondents were Sports Management, and Golf Management majors, (25% and 15% respectively), while an additional 20% of respondents were Marketing majors, 15% Management majors, 10% Accounting majors, 10% Business Administration, and 5% Other.	Continue survey in future years. Upon review of comments to identify areas of opportunity, no theme emerged. Repeat survey and address any issues identified.	 <p>Ketner School of Business Alumni Survey</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>I would recommend the Ketner School of Business to a family member, friend, or co-worker.</td> <td>10</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>I believe the faculty at Trine's Ketner School of Business provided me with the support and knowledge I needed to grow as a professional and leader.</td> <td>10</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>I believe Trine's Ketner School of Business prepared me well for dealing with decisions that I have been asked to make in my post-graduation positions.</td> <td>10</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am satisfied with my overall experience as a student at Trine's Ketner School of Business.</td> <td>10</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>I received a better education from Trine's Ketner School of Business than most of my peers did from their business school.</td> <td>10</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>I am proud of the degree I received from Trine's Ketner School of Business.</td> <td>10</td> <td>8</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I would recommend the Ketner School of Business to a family member, friend, or co-worker.	10	8	2	0	0	I believe the faculty at Trine's Ketner School of Business provided me with the support and knowledge I needed to grow as a professional and leader.	10	8	2	0	0	I believe Trine's Ketner School of Business prepared me well for dealing with decisions that I have been asked to make in my post-graduation positions.	10	8	2	0	0	I am satisfied with my overall experience as a student at Trine's Ketner School of Business.	10	8	2	0	0	I received a better education from Trine's Ketner School of Business than most of my peers did from their business school.	10	8	2	0	0	I am proud of the degree I received from Trine's Ketner School of Business.	10	8	2	0	0												
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree																																																						
I would recommend the Ketner School of Business to a family member, friend, or co-worker.	10	8	2	0	0																																																						
I believe the faculty at Trine's Ketner School of Business provided me with the support and knowledge I needed to grow as a professional and leader.	10	8	2	0	0																																																						
I believe Trine's Ketner School of Business prepared me well for dealing with decisions that I have been asked to make in my post-graduation positions.	10	8	2	0	0																																																						
I am satisfied with my overall experience as a student at Trine's Ketner School of Business.	10	8	2	0	0																																																						
I received a better education from Trine's Ketner School of Business than most of my peers did from their business school.	10	8	2	0	0																																																						
I am proud of the degree I received from Trine's Ketner School of Business.	10	8	2	0	0																																																						