

Annual ACBSP Accredited Programs Report Disclosures: Organizational Performance Results

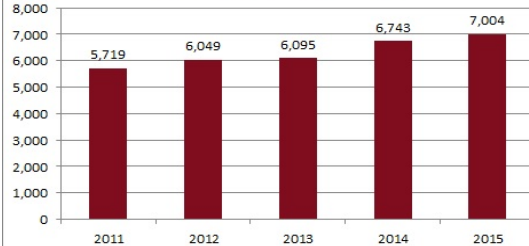
Last Updated: September 2016

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.

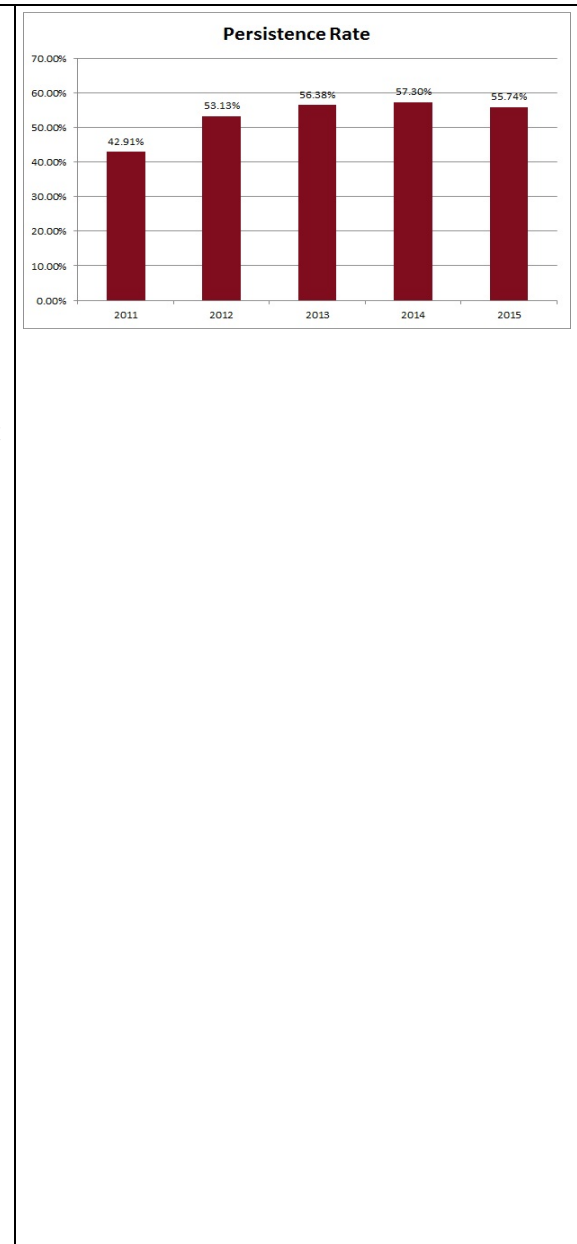
Table 6.1 Standard 6 - Organizational Performance Results

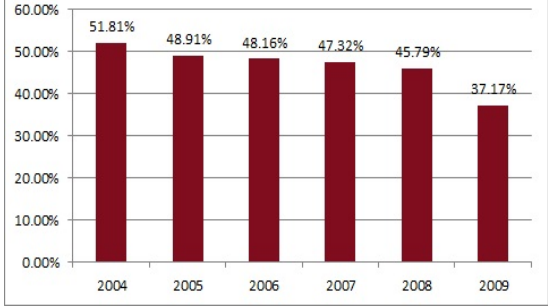
Organizational Effectiveness Results

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.

		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?													
School of Business total active enrollment to increase every year.	Active enrollment for each year at year end (i.e., 2011 data shows active enrollments as of December 31, 2011).	Active enrollment on December 31, 2015 was 7,004 learners.	In a positive trend for the past five years.	We continue to work as a team to ensure that program requirements, updates and resources are clearly articulated and available to support a positive onboarding experience for new learners.	<div style="text-align: center;"> <p>Total Active Enrollment</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Total Active Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>5,719</td> </tr> <tr> <td>2012</td> <td>6,049</td> </tr> <tr> <td>2013</td> <td>6,095</td> </tr> <tr> <td>2014</td> <td>6,743</td> </tr> <tr> <td>2015</td> <td>7,004</td> </tr> </tbody> </table> </div>	Year	Enrollment	2011	5,719	2012	6,049	2013	6,095	2014	6,743	2015	7,004
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<p>School of Business Total Persistence to reach or exceed 50%.</p>	<p>Retention rate is the rolling weighted average of Fall cohorts from 2009-2014, at one year out.</p>	<p>Year over year persistence rates are improving.</p>	<p>Insights from various degree levels are positive and improving.</p> <ul style="list-style-type: none"> • Overall EOCE Comments: Learners feel positive regarding their experience with faculty t- the school average 4.3. • Census to FC Success: we continue to watch these areas as we notice some decline particularly in our doctoral and undergrad programs. Section sizes and other learner success measures are being evaluated through separate initiatives. • In several programs First Year Persistence: Increased by 4% even with anticipated Q3 program changes. • for doctoral EOCE Faculty and Course: These are maintaining with both exceeding Capella's suggested 4.2. Faculty increased by .06, course remaining the same. Also we are seeing improvements un doctoral Mentor overall EOCE of 4.8 with the range being 4.38-5.0. • PSOL Net Promoter Score: Upon reviewing the comments, the decline in the score reflection dissatisfaction with comps and dissertation primarily. <p>BS-BUS Insights:</p> <ul style="list-style-type: none"> • Census to FC Success: Up from PQ and PY. The change might not be statistically significant, but it likely does reflect continually improving results from the BUS First Course learner segmentation initiative launched in Q1-15. • PSOL Net Promoter Score: Down 7 ppt from PQ and 8 ppts from PY. This metric is undoubtedly sensitive to the sample size, which can vary from quarter to quarter. And the College overall experienced large variances in this metric. • EOCE comments: Learners commented on the brevity of the 5 week courses, especially for Accounting and Finance. They felt the 5 week course structure is too short. Learners also emphasized SI and how it helped them successfully complete the quantitative courses. 	<p>We have incorporated a series of activities/infinitives to improve persistence over the last few years: these include:</p> <ul style="list-style-type: none"> • Some examples include the following: The DBA program has been approved to initiate a major learner success/persistence initiative beginning in Q4 2016 which involves the integration of individual assessments, course and field leveling modules from Peregrine Academic Services for learners with little or no background in business who may need additional support to succeed at the doctoral business level. In addition, the faculty team have implemented and will continue to build on, offering additional opportunities for first and second quarter learners to meet together with the faculty on conference calls to discuss transitions from the first to the second quarter, answer questions, offer suggestions and tips for making an effective transition, etc. • During 2015 - 2016 an updated and comprehensive rubric system was created to articulate the performance standards for our doctoral programs. We also redesigned PhD residency content and requirements resulting in early signs of success. On-going faculty coaching and communications is a cornerstone of our persistence strategy across all degree levels.
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<p>School of Business completion rate by cohort to maintain at 40% or higher.</p>	<p>Capella's completion rate is a rolling 6-year average of students who reached census of their second course and who completed their degree or certificate. Program information based on cohort inception program.</p>	<p>School of Business Cohort by Year over year comparison is positive.</p>	<p>We see a steady improvement in cohort persistent and believe many factors are contributing to this positive trends:</p> <ol style="list-style-type: none"> Higher proposition of stop-out are returning to school Favorable external economy – lower unemployment Earlier interventions are in place such as orientation programs, case management activities, writing and coaching opportunities that may have some impact on learner experience and outcomes. Ongoing focus on adaptation and change management strategies across the universities 	<p>We will improved and will continue to focus on the following: 1) First course improvements and monitoring 2) New Orientation for Flex Path 3) Improvements in Tutoring process- Flex Path 4) Doctoral Success Initiatives continue to pilot, measure and adjust and 6) Faculty Leadership focus on persistence, performance and analytics. What we see so far is a positive trend across all programs. Based on Q1 2016, the Business unit experienced improvements in most categories that we measured and compared to Q1 2015. Persistence (+5ppt) and learner perceptions improved significantly YOY. PSOL scores remained consistent with a slight decline from Q4 2015. We expect to see similar results going forward overall. Although, we continue to focus on learners enrolled in our programs during their first year. We know from experience the first 4quarters are the most vulnerable for learners. The team is aggressively & proactively initiating action in many of our programs to mitigate persistence risks. Because we have initiated several changes in our doctoral programs over the past 18 months, we are watching those programs carefully. We expect some short term dips in persistence at the doctoral level due to changes with the comprehensive exam and dissertation progress. Again, we see carefully monitoring and working with staff, faculty and learners to mitigate these risks.</p>	<div data-bbox="1522 516 2066 885"> <h3 style="text-align: center;">Completion Rate by Cohort Year</h3>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>51.81%</td> </tr> <tr> <td>2005</td> <td>48.91%</td> </tr> <tr> <td>2006</td> <td>48.16%</td> </tr> <tr> <td>2007</td> <td>47.32%</td> </tr> <tr> <td>2008</td> <td>45.79%</td> </tr> <tr> <td>2009</td> <td>37.17%</td> </tr> </tbody> </table> </div>	Year	Completion Rate	2004	51.81%	2005	48.91%	2006	48.16%	2007	47.32%	2008	45.79%	2009	37.17%
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