

Standard #6 - Organizational Performance Results, Table 6.1

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?																							
What is your goal?																											
Increase undergraduate enrollment to 300	Enrollment is reported by the Academic Center at Census Date each semester	We are trending toward goal. In Fall 2018 we were 4 away from goal. Fall 2019 will likely show a decline as overall OBU enrollment is expected to have a significant drop.	In general, our recruiting efforts are succeeding. We realize that a significant part of the success comes via the Admissions Office and are exploring ways we can contribute more directly to goal achievement.	Articulation agreements with business programs at 5 community colleges were formed in 18-19. The Business College, through its Curriculum Committee Rep, is trying to create a university-wide policy that could be applied to all community colleges (students with an AA degree) to improve recruitment of transfer students.	<div style="text-align: center;">Undergrad Business Enrollment</div> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Undergrad Business Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>Fall 2009</td><td>140</td></tr> <tr><td>Fall 2010</td><td>160</td></tr> <tr><td>Fall 2011</td><td>180</td></tr> <tr><td>Fall 2012</td><td>200</td></tr> <tr><td>Fall 2013</td><td>230</td></tr> <tr><td>Fall 2014</td><td>210</td></tr> <tr><td>Fall 2015</td><td>240</td></tr> <tr><td>Fall 2016</td><td>270</td></tr> <tr><td>Fall 2017</td><td>280</td></tr> <tr><td>Fall 2018</td><td>300</td></tr> </tbody> </table>	Year	Enrollment	Fall 2009	140	Fall 2010	160	Fall 2011	180	Fall 2012	200	Fall 2013	230	Fall 2014	210	Fall 2015	240	Fall 2016	270	Fall 2017	280	Fall 2018	300
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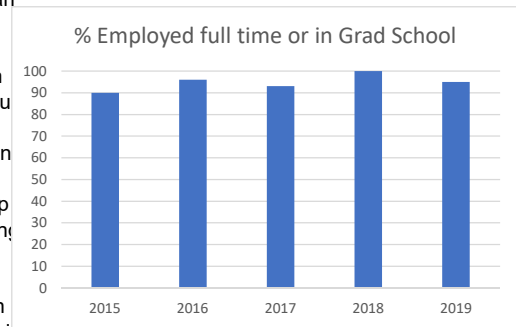
Undergraduate Job and/or Graduate College Placement rate of 95%

Alumni are surveyed by the Business College Annually.

Goal has been achieved 3 times in the past 5 years. (note for the purpose of this report 2019 data = 2017-2018 graduates, 2018 = 2016-2017, etc.)

Students are having success achieving their placement goals.

In 17-18 the College began working with the new Career Center director to play a more active role on our part with the on campus career fairs. In 18-19 the Bus. Comm. course began requiring and helping students to create/develop LinkedIn profiles. Mentoring groups with business professional for Business College juniors have been formed to help expand their professional networks (women's group was launched in 17-18; The men's group is being launched 19-20).



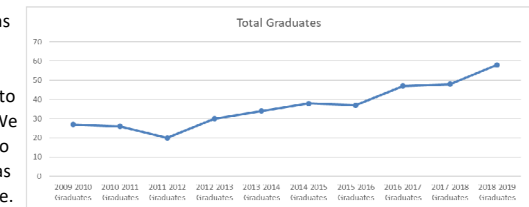
Increase number in graduating class each year

Annual

We have achieved goal 8 out of 10 years since we began tracking it. The trend line indicates goal success overall.

Our goal is being achieved, but a better measure may be graduation rates (instead of numbers graduated). To some degree, this is captured in our retention data further below.

A new assessment director was hired in August 2019. We anticipate a part-time Institutional Research person to be hired in Fall 2019 as well. We are going to work with them to understand graduation rates as applied to the Business College. That is, we understand university graduation rates but need a good definition for College graduation rates. Once this definition is established, we will examine historical data to set a new goal.



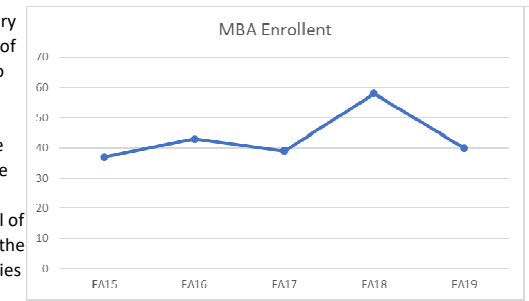
Increase MBA Enrollment 20%

Enrollment is tracked each 8 weeks. For reporting purposes, the numbers in this table are Fall Census date numbers.

FA18 was positive, but overall enrollment is flat.

In our last QA we reported: "Focus groups and in-depth interviews will be conducted in 17-18 as part of the Academic Program Review of the MBA. If our hypothesis is confirmed then we may alter the existing MBA such that it is streamlined - 33-hour MBA could be pursued with the tracks being optional." We made that change and it went into effect June 2019.

We reformed our MBA Advisory board to include HR directors of area companies. In addition to helping us with industry input into our product, we are also hoping this will create positive word of mouth to promote the MBA. The Dean and MBA recruiter will approach several of the Native American tribes in the area and other larger companies to explore the possibility of establishing a cohort of students at their place of employment.



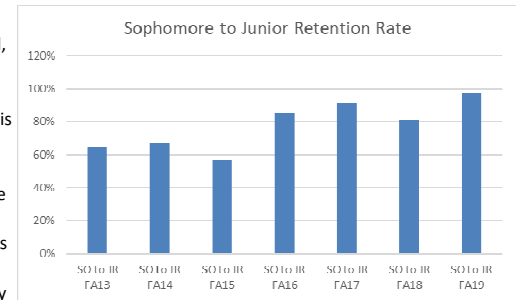
Sophomore to Junior Retention >=70%

Retention numbers are compared at each census date.

Sophomore to Junior retention is now meeting goal.

The reported numbers do not account for new majors freshman-sophomore that are added to the college from other majors on campus or transfer students.

Although our sophomore to junior rate is achieving the goal, our freshman to sophomore retention is lower. We believe the sophomore-junior number is more valuable because that is when most students begin taking business courses, but the freshman-sophomore metric is also important to our program's health. The most recent year (97%) is unusually high and may not be repeatable, but our overall trend is favorable.



Freshman to Sophomore Retention

Our retention goal is framed in terms of Sophomore to Junior, but per the above comment we are also interested in FR to SO and have shared those data here as well.

We need to determine when major declaration truly matters (when does the student really know what he/she wants to pursue) for retention tracking purposes (one reason we track sophomore to junior and not freshman to sophomore), but we should not ignore FR to SO since it impacts overall enrollment in the college.

We have purposefully engaged the students in more extra curricular and co-curricular activities (e.g. Enactus, the creation of a new accounting club, the creation of a new computer science club) and created a community learning space in the building to assimilate freshmen into the business college culture sooner. Early results suggest those changes are having a positive effect. These changes were implemented from recommendations for the Business Student Advisory Council as well as leaders on the Enactus team. Next, we will explore the possibility of developing formal mentor relationships between upper and lower classmen in the college.

