

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.																								
Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																				
Measurable goal	(Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made																					
What is your goal?		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																					
Increase undergraduate enrollment to 300	Enrollment is reported by the Academic Center at Census Date each semester	We are trending toward goal.	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.	Business Faculty Speakers' Bureau created to increase brand awareness in high schools and business community. Will provide open house information sessions targeted at OBU undeclared majors prior to Spring enrollment. Marketing professor is going to launch new social media campaign in 2017-2018	<p>Undergrad Business Enrollment</p> <table border="1" style="display: none;"> <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>150</td></tr> <tr><td>Fall 2011</td><td>170</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> </tbody> </table>	Year	Enrollment	Fall 2009	140	Fall 2010	150	Fall 2011	170	Fall 2012	200	Fall 2013	230	Fall 2014	210	Fall 2015	240	Fall 2016	270	Fall 2017	280
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Undergraduate Job and/or Graduate College Placement rate of 95%	Alumni are served by the Business College Annually. The Career Director started surveying alumni annually beginning in 2015-2016. Career Center data became official data for reporting purposes in 2016	After 2013, goal has been consistently achieved.	Data prior to 2014-2015 do not include Grad College placement	A new Career Center Director is anticipated to be hired in 2017-2018. The College is going to meet with him/her to discuss our current OBU Career Fair format. We will also suggest that the Career Center survey add a question to determine if Grad School is a first choice for the respondent or was selected because a full time job was not found.	<p>% Employed Full Time or in Grad School</p> <table border="1" style="display: none;"> <caption>% Employed Full Time or in Grad School Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>2011-12</td><td>90</td></tr> <tr><td>2012-13</td><td>80</td></tr> <tr><td>2013-14</td><td>95</td></tr> <tr><td>2014-15</td><td>100</td></tr> <tr><td>2015-16</td><td>100</td></tr> </tbody> </table>	Year	Percentage	2011-12	90	2012-13	80	2013-14	95	2014-15	100	2015-16	100								
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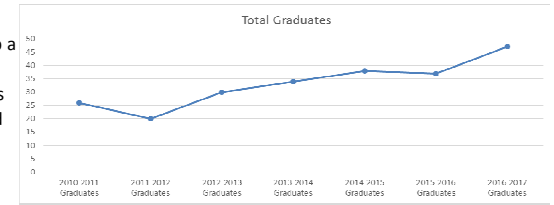
Increase number in graduating class each year

Annual

We have achieved goal 6 out of 8 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).

We are working with the assessment director to develop a good definition for 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.



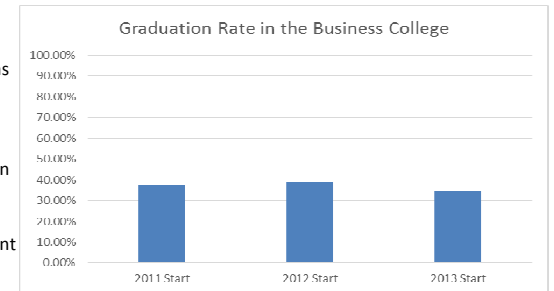
Graduation Rates

We will begin receiving data Annually

Per the above comment, we have not tracked graduation rates in the Business College. The QA report process challenged us to begin examining this in addition to our tracking of total number of graduates each year.

Data reported in this report are grad rates with the student's first major upon entering the university as a major in the Business College and if they graduated with a business degree. Thus, it does not account for students that graduated with a business degree but did not start as business majors. It also does not account for students that entered as a business major but graduated from the university with a non-business degree.

Working with Assessment Director to build a good definition of graduation rates as they relate to the business college. It may be that Sophomore or even the Junior year of major declaration (when students actually begin taking the bulk of their business courses) is a better starting point for the metric. Once we have agreed on a measurement standard, a goal will be set and assessed each year.



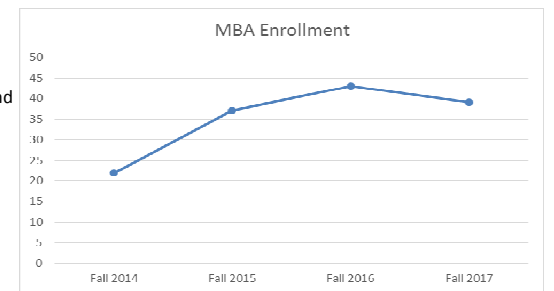
Increase MBA Enrollment 20%

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

2017 numbers are not final, but it is unlikely that we are going to achieve this year's goal.

We are analyzing the results. Secondary research was conducted in 16-17 to assess potential market demand for current product and possible future versions of the MBA. Our hypothesis is that two of the tracks are not in demand but are selected merely because a "general" MBA doesn't exist in our current model.

Focus groups and in-depth interviews will be conducted in 17-18 as part of the Academic Program Review of the MBA and the program may be revised.



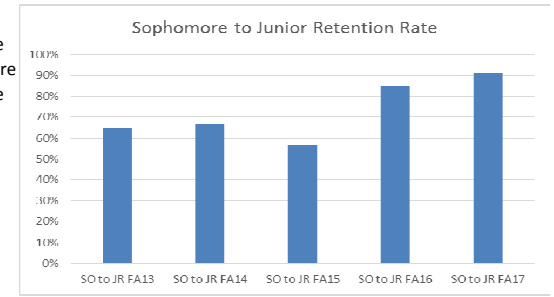
Sophomore to Junior Retention $\geq 70\%$

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 now achieving the goal our freshman to sophomore retention is below the goal. 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. We are now trying to determine if retention factors are unique to the Business College (i.e. is it course or program related?) or if external factors are influencing the process in significant ways



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.

