

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

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies business students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	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 your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
<p>UG Alumni report satisfaction with overall business education (≥ 4.0 on 5-pt scale). 1 = Poor. 5 = Excellent</p>	<p>Annual Alumni Survey</p>	<p>Alumni are highly satisfied.</p>	<p>Multiple years of achieving the goal.</p>	<p>Goal was ≥ 3 in self-study. We moved the goal to ≥ 4.0 in 2016. Although the goal is being consistently achieved and students express high levels of satisfaction, the trend is negative. A correlation study will be conducted in 19-20 to understand factors that may be affecting overall satisfaction.</p>	<p>Overall OBU Business education</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Overall OBU Business education Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>4.28</td> </tr> <tr> <td>2016</td> <td>4.17</td> </tr> <tr> <td>2017</td> <td>4.35</td> </tr> <tr> <td>2018</td> <td>4.28</td> </tr> <tr> <td>2019</td> <td>4.13</td> </tr> </tbody> </table>	Year	Satisfaction Score	2015	4.28	2016	4.17	2017	4.35	2018	4.28	2019	4.13
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UG Alumni report satisfaction with faith integration (<=2.0 on 3-pt scale). 1 = Well Prepared. 3 = Poorly Prepared

Annual Alumni Survey

Goal achieved and improving

Changes in curriculum are working and the trend is now in the correct direction.

Goal was met in 2014 but was trending in the wrong direction. Faculty introduced additional readings into the curriculum in 2015 and specific rubrics on assignments in 2016 to stress faith integration. Trend is now moving in the right direction

