

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		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																														
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																																																																															
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?																																																																															
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Alumni (traditional) satisfaction with degree of preparation will exceed 60%.	Employment/Enrollment Survey - conducted annually	Three years of positive trend data however % does not meet or exceed the goal set by the department.	A review of the survey indicates that continued dissatisfaction with job placement assistance may have led to the low satisfaction levels. Students requested additional networking & job placement assistance.	Included increasing opportunities for internships on the strategic plan. Advisory boards becoming more active with job placement assistance/preparation. MVNU's receipt of the Title III grant has also provided for additional job placement assistance through the Center for Student Success. This more aggressive move toward providing increased opportunities for internships has been in place for two years. Satisfaction numbers should																																																																															
Alumni (traditional) satisfaction with career development will exceed 60%.	Employment/Enrollment Survey - conducted annually	Three years of positive trend data meeting or exceeding goal in all but one year.	A review of the survey indicates that continued dissatisfaction with job placement assistance may have led to the low satisfaction levels. Students requested additional networking & job placement assistance.	Included increasing opportunities for internships on the strategic plan. Advisory boards becoming more active with job placement assistance/preparation. MVNU's receipt of the Title III grant has also provided for additional job placement assistance through the Center for Student Success. This more aggressive move toward providing increased opportunities for internships has been in place for two years. Satisfaction numbers may be																																																																															
Alumni (BBA/GBD) satisfaction with impact of degree upon potential advancement will exceed 60%.	Employment/Enrollment Survey - conducted annually	Three years of positive trend data exceeding goal.	Overall satisfaction exceeded goal. Students requested additional internships & job placement assistance.	Included increasing opportunities for internships on the strategic plan. MVNU's receipt of the Title III grant also provided for additional job placement assistance through the Center for Student Success. The GPS Leadership Team will continue to monitor.	<table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>BBA</td> <td>77%</td> <td>69%</td> <td>83%</td> </tr> <tr> <td>GBD</td> <td>71%</td> <td>90%</td> <td>94%</td> </tr> </tbody> </table>			2014	2015	2016	BBA	77%	69%	83%	GBD	71%	90%	94%																																																																	
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Alumni (BBA/GBD) satisfaction with impact of degree upon skill level will exceed 60%.	Employment/Enrollment Survey - conducted annually	Three years of positive trend data exceeding goal within the GBD program. BBA data does not meet goal.	Overall satisfaction exceeded goal in GBD. BBA did not meet the goal. Students requested additional internships & job placement assistance.	Included increasing opportunities for internships on the strategic plan. MVNU's receipt of the Title III grant also provided for additional job placement assistance through the Center for Student Success. The GPS Leadership Team will continue to monitor.	<table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>BBA</td> <td>59%</td> <td>50%</td> <td>52%</td> </tr> <tr> <td>GBD</td> <td>73%</td> <td>66%</td> <td>71%</td> </tr> </tbody> </table>			2014	2015	2016	BBA	59%	50%	52%	GBD	73%	66%	71%																																																																	
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Graduation Rate - Traditional Business Department. Goal is to exceed a 90% graduation rate.	Annual Report Tables	Exceeded goal. Current six-year graduation rate for the traditional Business Department is 102%.	Traditional students often switch their major to a business major once they have begun their studies. Business Department faculty are excellent at advising these students on how they may stay on track to graduate.	Continue to monitor.	<table border="1"> <thead> <tr> <th colspan="2">Traditional Business Department</th> <th colspan="3">Table 8</th> <th colspan="2">Table 23</th> </tr> <tr> <th colspan="2">Graduation Rate</th> <th>Base Year (Freshmen)</th> <th>Base Year + 1 (Sophomores)</th> <th>Base Year + 2 (Juniors)</th> <th>Base Year + 3 (Seniors)</th> <th>Base Year + 4 (Graduates)</th> </tr> <tr> <th>Reporting Year</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>2011-2012</td> <td></td> <td>40</td> <td>35</td> <td>29</td> <td>42</td> <td>42</td> </tr> <tr> <td>2012-2013</td> <td></td> <td>42</td> <td>38</td> <td>37</td> <td>43</td> <td>46</td> </tr> <tr> <td>2013-2014</td> <td></td> <td>45</td> <td>35</td> <td>43</td> <td>43</td> <td></td> </tr> <tr> <td>2014-2015</td> <td></td> <td>40</td> <td>29</td> <td>21</td> <td></td> <td></td> </tr> <tr> <td>2015-2016</td> <td></td> <td>47</td> <td>53</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2016-2017</td> <td></td> <td>45</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Average</td> <td></td> <td>43.2</td> <td>38.0</td> <td>32.5</td> <td>42.3</td> <td>44.0</td> </tr> <tr> <td>%</td> <td></td> <td></td> <td>88%</td> <td>75%</td> <td>98%</td> <td>102%</td> </tr> </tbody> </table>		Traditional Business Department		Table 8			Table 23		Graduation Rate		Base Year (Freshmen)	Base Year + 1 (Sophomores)	Base Year + 2 (Juniors)	Base Year + 3 (Seniors)	Base Year + 4 (Graduates)	Reporting Year							2011-2012		40	35	29	42	42	2012-2013		42	38	37	43	46	2013-2014		45	35	43	43		2014-2015		40	29	21			2015-2016		47	53				2016-2017		45					Average		43.2	38.0	32.5	42.3	44.0	%			88%	75%	98%	102%
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SCH/FTE Ratio - Traditional, BBA, and GBD. Business programs will generate an average SCH/FTE of 500 and will exceed the university average SCH/FTE ratio.	Annual Report Tables	Traditional - has an upward trend of meeting or exceeding SCH/FTE of 500 and has generated SCH/FTE above the University average every year. BBA has exceeded the University average in 3 of 4 years and has exceeded 500 two of five years. Trending back up toward 500. GBD has not met a SCH/FTE ratio of 500 nor met the University average.	The BBA and GBD class sizes have typically been smaller (although most BBA/GBD classes meet MVNU minimum class size requirements) which impacts the student credit hours/FTE faculty ratio. The change to multiple entry points and the continued growth of the online BBA/MBA should [continue] to help these numbers to go up over the next few years. However, given cohort size constraints and building constraints, there is limited opportunity for these numbers to increase.	Continue to monitor.	<table border="1"> <thead> <tr> <th></th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Business (Traditional)</td> <td>445</td> <td>548</td> <td>588</td> <td>619</td> <td>709</td> </tr> <tr> <td>Business Administration (AASB and BBA)</td> <td>567</td> <td>554</td> <td>316</td> <td>296</td> <td>422</td> </tr> <tr> <td>Graduate Business</td> <td>296</td> <td>283</td> <td>226</td> <td>234</td> <td>248</td> </tr> <tr> <td>University Total</td> <td>385</td> <td>397</td> <td>367</td> <td>386</td> <td>409</td> </tr> </tbody> </table>			2012-13	2013-14	2014-15	2015-16	Fall 2016	Business (Traditional)	445	548	588	619	709	Business Administration (AASB and BBA)	567	554	316	296	422	Graduate Business	296	283	226	234	248	University Total	385	397	367	386	409																																															
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<p>Increase Institutional persistence, retention, and graduation rates.</p>	<p>Office for Student Success and Retention data, Annual Report Tables.</p>	<p>The Retention Taskforce was reformed during the 2016-2017 academic year with a renewed focus on increasing institutional persistence, retention, and graduation rates. The committee is comprised of interdisciplinary leaders across the University. The attached chart shows some initial retention data gathered for some traditional business majors.</p>	<p>The Retention Taskforce has reviewed a number of different metrics and conducted a survey through which they identified at-risk groups. Special programming is being put in place to address the at-risk groups. At risk groups included: commuter students, conditional admits, and first generation students.</p>	<p>The Retention Taskforce will continue to met and monitor the success of various programming on persistence, retention, and graduation rates.</p>	<table border="1"> <thead> <tr> <th>Retention by Major (Fall-Fall FTIC)</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>100%</td> <td>86%</td> <td></td> </tr> <tr> <td>Business Admin</td> <td>85%</td> <td>80%</td> <td></td> </tr> <tr> <td>Business Technology</td> <td>50%</td> <td></td> <td></td> </tr> <tr> <td>IT Management</td> <td>0%</td> <td>100%</td> <td></td> </tr> <tr> <td>Management</td> <td>80%</td> <td>75%</td> <td></td> </tr> <tr> <td>Marketing</td> <td>33%</td> <td>75%</td> <td></td> </tr> </tbody> </table>	Retention by Major (Fall-Fall FTIC)	2014	2015	2016	Accounting	100%	86%		Business Admin	85%	80%		Business Technology	50%			IT Management	0%	100%		Management	80%	75%		Marketing	33%	75%	
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