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 **Measurable goal** **What is your goal?**	**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 the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Performance Measure Retention Rate. **Measurable goal** ADP Business students retention rate is at the same level as or higher than the overall Lindenwood Business students retention rate.	**Measurement Instrument** Persistence Rate	**Current Results** The results showed that Lindenwood ADP Business programs' retention is as about or higher as the overall Lindenwood Business programs' retention when using the persistence rate which better describes the characteristics of Lindenwood ADP students.	**Analysis of Results** ADP Business Division may consider using the persistence rate to describe its retention for performance measure and for strategic planning.	**Action Taken or Improvement Made** Since traditional IPEDS retention metrics do not reflect the unique circumstances of the Accelerated Degree Program (ADP), more inclusive persistence metrics have been calculated for cohorts of new Business majors in these night school programs. Each cohort was defined by students who were either first-time students or new transfer students in a given quarter and academic year. The persistence rate is thus the percentage of students in each cohort who were enrolled in another quarter 1-year after their first quarter. This IPEDS retention rate definition somewhat underestimates student persistence in ADP business programs because some continuing and progressing ADP students may not enroll in all four quarters in a given academic year.	

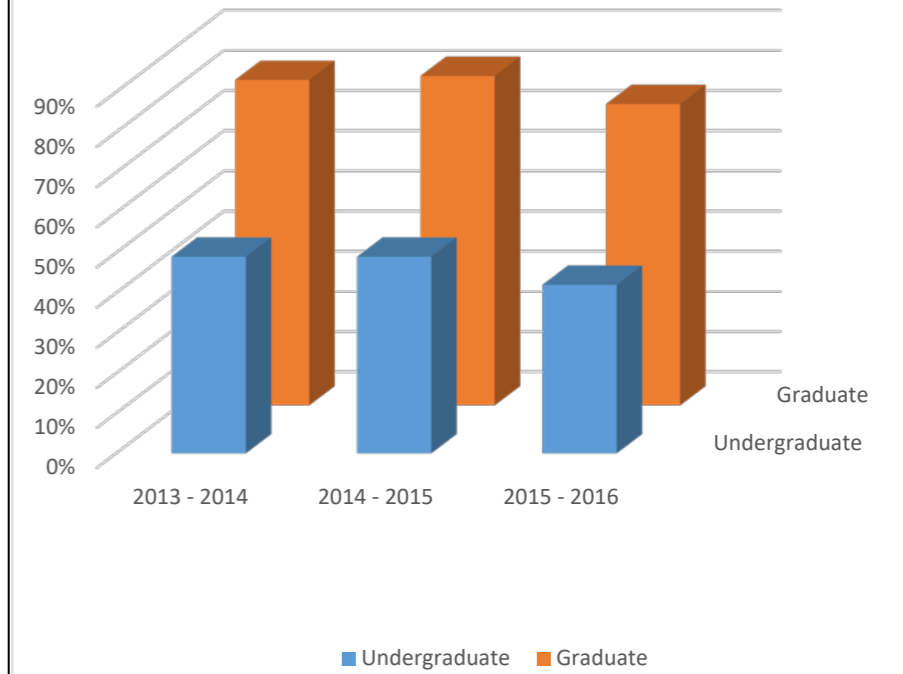| Performance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	
Performance Measure Graduation rate and average years to completion. **Measurable goal** ADP Business students graduate on schedule.	**Measurement Instrument** Graduation rate and average years to completion	**Current Results** As of January 1, 2018, 49% of the 2013-14 undergraduate business cohort graduated on average in 3.1 years. 49% of the 2014-15 undergraduate cohort graduated in 2.9 years and 42% of the 2015-16 undergraduate cohort graduated in 2.5 years. In addition, 81% of the 2013-14 graduate business cohort graduated on average in 1.6 years. 82% of the 2014-15 undergraduate cohort graduated in 1.5 years and 75% of the 2015-16 undergraduate cohort graduated in 1.4 years.	**Analysis of Results** The ADP undergraduate Business programs may be completed in 3.25 years if students enroll consecutively every quarter. Thus, the graduation records were quite on track given that nearly 50% of the 2013-14 cohort completed their degree in 3.1 years on average. The consistency is quite established when looking at the subsequent year cohorts. The graduation records of the ADP graduate Business programs were also quite on schedule with over 80% of the cohort graduated in 1.5-1.6 year, given that the length of the programs is about 1.25 - 1.75 years allowing time for stopping-outs as adult working students.	**Action Taken or Improvement Made** Efforts have been made to remind students to take courses every quarter consecutively despite their busy schedule. Increased academic support has also been helpful to encourage students to stay in school and complete their program on schedule.	ADP Business Division Graduation Rates
					ADP Business Division Average Years to Degree Completion
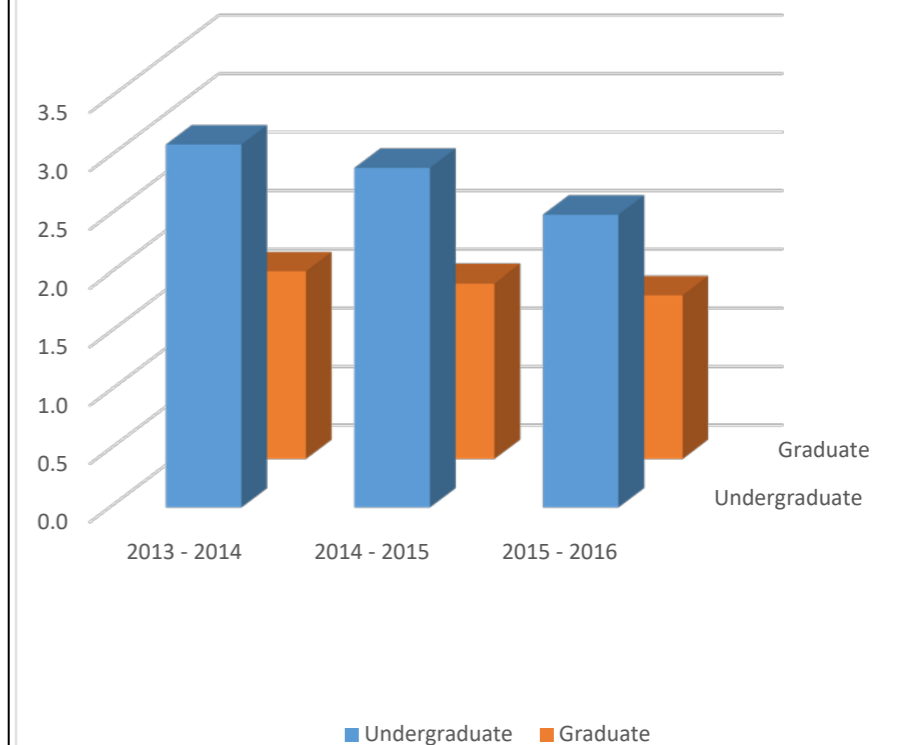
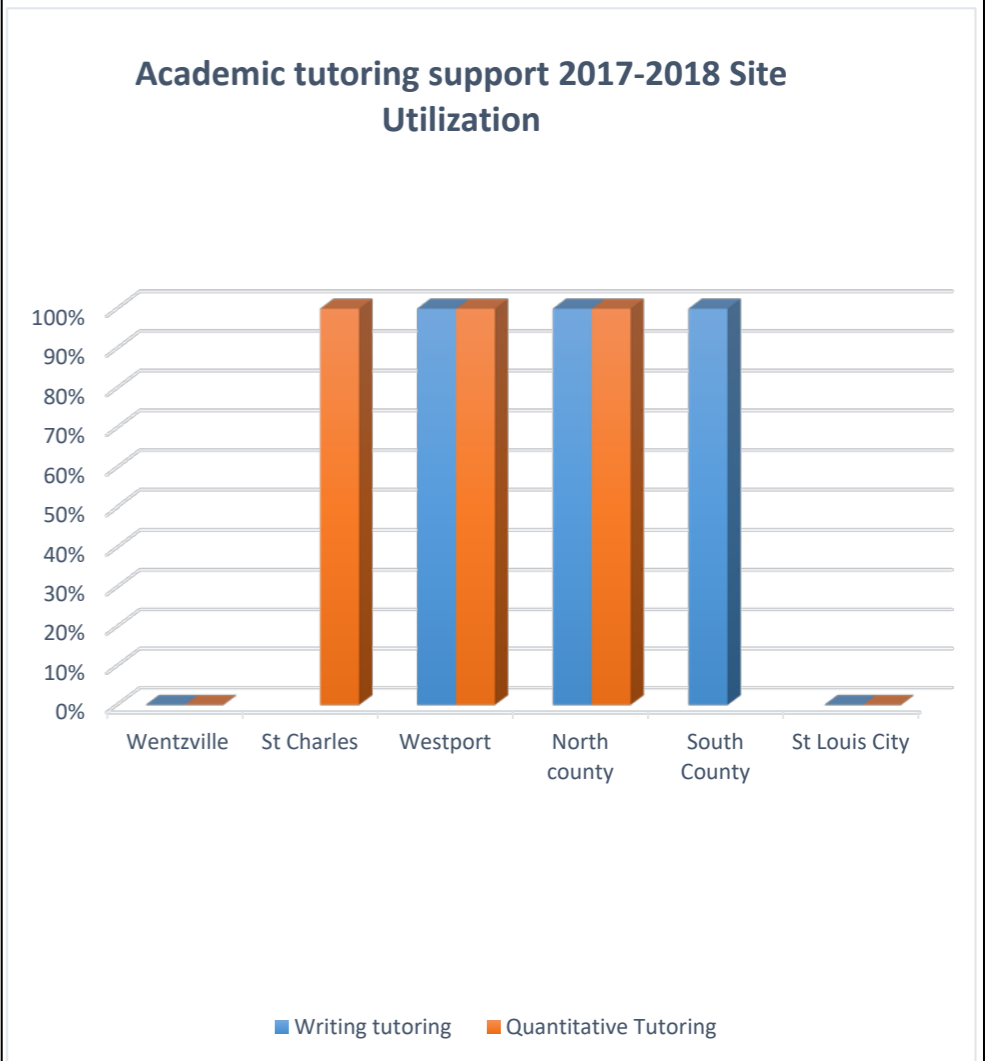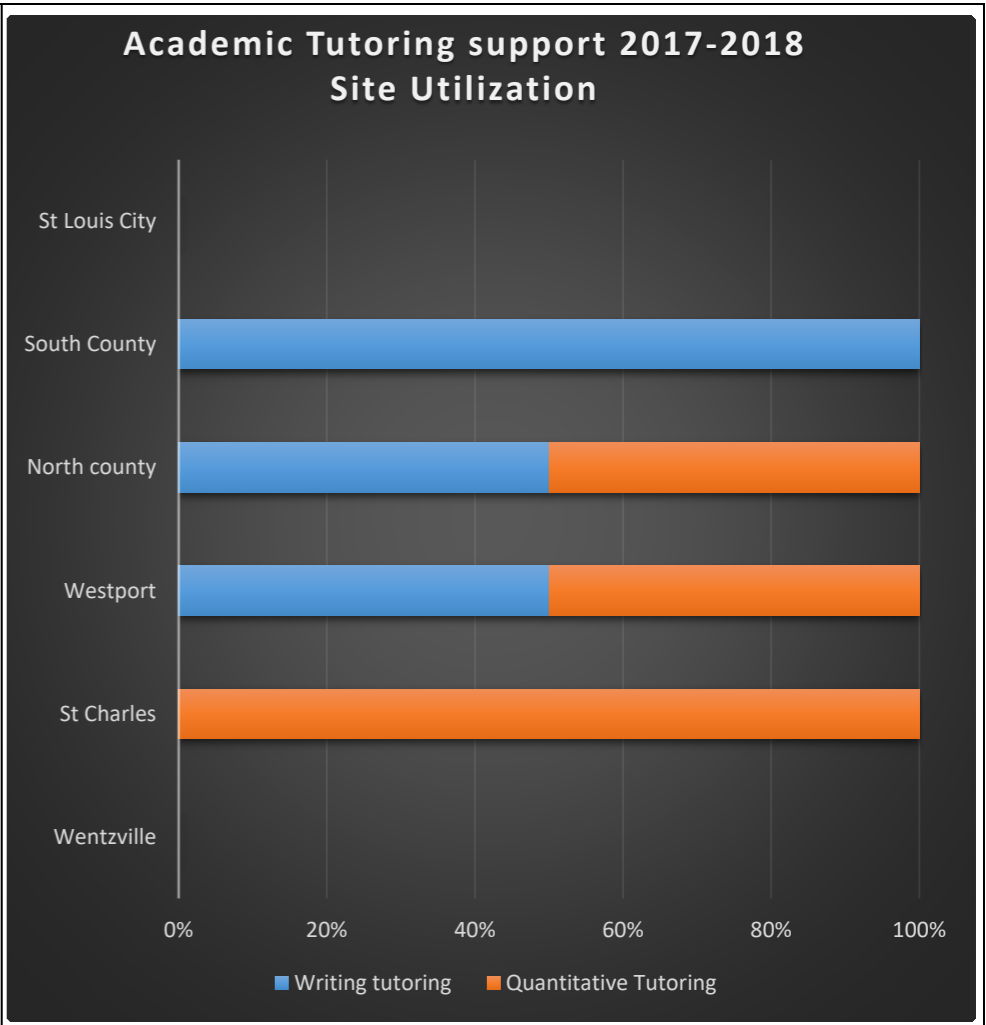| erformance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	
Academic Support. **Measurable goal** Provide academic support via tutoring through student support liaisons to improve writing skills (Writing Tutoring) as well as tutoring at the quantitative learning center (Quantitative Tutoring) for mathematics, accounting, economics and finance topics during evening class hours 2017-2018 .	Tutoring personnel are Lindenwood employees trained and positioned to assist students and instructors during evening hour classes at four of the six campuses throughout the week and Saturdays. We measure Site Utilization by the presence of an active tutoring center at each site.	1. We address the 2017-18 academic year. The quantitative learning center provides tutoring (mathematics, accounting, economics and finance) at St Charles, Westport, and North county campuses. Data were collected for Spring Qtr. '18 and a total of 108 students were tutored across all three sites. Tutoring is available during the week (M-F) from 3:30 pm - 9:00 pm and Saturday mornings. 2. During the 2017-2018 year tutoring for writing skills was provided by student support liaisons at South County, Westport and North County. For Summer Qtr. '17 Westport offered tutoring services 15 times for 12 students and provided presentations at six instructors' classrooms. During Summer Qtr. '17 South County provided tutoring services 10 times to seven students and provided presentations at five instructors' classrooms. For Fall Qtr. '17 Westport provided tutoring services 26 times for 10 students and provided presentations at two instructors' classrooms; South County provided tutoring services for four students and conducted a presentation at one instructor's classroom. For Winter Qtr. '18 Westport provided tutoring services 18 times for 10 students and conducted presentations at two instructors' classrooms; South County provided tutoring for five times for six students and conducted presentations at two instructors' classrooms. For Spring Qtr. '18 Westport provided tutoring services 27 times to 11 students and provided presentations at three instructors' classrooms; South County provided tutoring services nine times for five students with no classroom presentations; North County provided tutoring services five times for three students and conducted presentations at three instructors' classrooms. Tutoring coverage is available during the week (M-F) from 5:00 pm – 10:00 pm.	1. Student utilization data for Quantative Tutoring consists of an aggregated total number of students tutored for the 2017-18 academic year. Tutoring is only available at three of six campus locations (St Charles, Westport, and North County sites). The Director of the Quantitative Learning Center will provide data by academic discipline (mathematics, accounting, economics, or finance) in the future. Quantitative tutoring hours extend beyond a four hour classroom period. Such is available from 3:30 to 9 pm and Saturday mornings from 9:00 am - 1 pm. Quantitative Tutoring is not available at the South County, Wentzville and St. Louis City sites. This leaves adult working students without personnel to assist with tutoring needs at these locations. The number of students with personal & academic needs vary week to week, and this may have a negative influence over their ability to learn and often their ability to complete their degree programs. 2. Academic support data for Writing Tutoring was measured for the Summer, Fall, Winter, and Spring Qtrs. These captured the number of tutoring services provided and the number of students as well as any writing presentations for students when instructors requested these services. Presentations covered writing format (MLA) and library resources. Tutoring services were available at four of six sites. Tutoring was available each quarter at both Westport and South County, while only the Spring Qtr. at North County. Tutoring was available before and during the four hour classroom period from 5-10 pm. Writing Tutoring was not available at the St. Charles, Wentzville, or St. Louis City sites. This leaves adult working students without personnel to assist with tutoring needs at these locations. The number of students with personal & academic needs vary week to week, and this may have a negative influence over their ability to learn and often their ability to complete their degree programs.	1. Create a student survey to capture students' opinions on the effectiveness of tutoring services as academic support services. This will provide qualitative data to assess students' satisfaction with services to support their performance and ability to complete their degree programs. 2 Tutoring services at the Quantitative Learning Center are only available at three sites (St. Charles, North County, and Westport). Tutoring services for writing are only available at three sites (North County, South County, and Westport). We need to extend tutoring services to the Wentzville and St. Louis City sites. Tutoring at all sites needs to become a primary priority. This will require a detailed budgeting and personnel staffing analysis.	

Performance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	
Student / Instructor Safety and Security. **Measurable goal** Improve the safety and security measures by increasing the training and educational activities in 2016-2018 by at least 30% to help reduce incidents by more than 20% in the same period.	Number and content of training and educational activities, number of participants, number and credentials of the security personal, and the number of incidents.	The data collected through interviewing the Director of the Safety and Security Department, and through looking at published reports, shows an increase in the number of training and educational activities by more than 30%, the number of the Active Shooting training went up from only two activities in 2014-2016 to 20 activities since then, the number of participants in the Active Shooting training went up from 110 then to 662 participants, ADP faculty participation was close to 100%, the overall incidents went down by 27%, and the remote locations continued to be 100 covered by security personal with close to Zero percent incidents.	The improvements in the safety and security environment is directly related to the serious measures taken by the Safety Department, the Dean of Students' office, the IT department, and the Human Resources office. The Safety and Security Department not only increased their number of personal, but also hired and trained few of them to assume leadership positions. The nature and content of the Safe Colleges training and educational activities improved and increased in numbers, i.e. the Active Shooting training. Security personal continued to be present in four of our six remote locations. The other two locations, each, hired an employee to be present between 6-10 pm to provide personal support and tutoring. This in addition to the presence of security cameras and the utilization of swipe cards.	The School of Business, as part of the Accelerated Degree Programs (ADP), will continue to cooperate with the Department of Safety and Security, and other departments, to provide our students with a safe and secure environment to help them stay focused, learn, and complete their programs successfully. We will continue to involve and train our students and faculty, especially our adjuncts who teach at the remote locations, to equip them with the skills needed to be safe and help them feel safe. This will continue to be a high priority for our Business division and ADP at large.	

Active Shooting Participants

# of Incidents