

## 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**

<b>Organizational Effectiveness Results</b>	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? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
Measurable goal		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?																													
<b>Student Enrollment:</b> Maintain overall student enrollment	Statistical data on student enrollment in PSB&E classes	Approximately 3% overall average increase in total enrollment since 2015 <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Total</th> <th style="text-align: left;">Undergraduate</th> <th style="text-align: left;">Graduate</th> </tr> </thead> <tbody> <tr> <td>12656</td> <td>9345</td> <td>3311</td> </tr> <tr> <td>12535</td> <td>9559</td> <td>2976</td> </tr> <tr> <td>13262</td> <td>10365</td> <td>2897</td> </tr> </tbody> </table>	Total	Undergraduate	Graduate	12656	9345	3311	12535	9559	2976	13262	10365	2897	Showing an overall positive trend for the last 3 years	Due to facility constraints & to maintain small class sizes for retention, PSB&E has decided to maintain current enrollment numbers. In addition, PSB&E is in the process of revising an MBA curriculum in effort to increase enrollment.	<b>Undergraduate &amp; Graduate Enrollment #s 2015-2017</b> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th>Year</th> <th>Undergraduate</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>10365</td> <td>2897</td> </tr> <tr> <td>2016</td> <td>9559</td> <td>2976</td> </tr> <tr> <td>2015</td> <td>9345</td> <td>3311</td> </tr> </tbody> </table>	Year	Undergraduate	Graduate	2017	10365	2897	2016	9559	2976	2015	9345	3311
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<b>Summer Internships:</b> Increase the number of students enrolled in summer internships. The PSB&E goal is to have 50 students enrolled each year in summer internships.	Internship enrollments for the last 3 summer terms	Enrollments: 2015 - 20 2016 - 38 2017 - 73	Showing a positive trend for the last 3 years	Given the school's desire for students to gain practical experience, the Dean sought a tuition reduction for summer internship tuition to make internship opportunities economically feasible for students. This was trialed in Summer 2017 and was extremely successful. Resulted in nearly 100% increase in students enrolling in summer internships for academic credit in 2017. This tuition reduction will continue in future summer terms.	<b>Summer Internships 2015-2017</b> <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th>Year</th> <th>Internship</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>20</td> <td>50</td> </tr> <tr> <td>2016</td> <td>38</td> <td>50</td> </tr> <tr> <td>2017</td> <td>73</td> <td>50</td> </tr> </tbody> </table>	Year	Internship	Benchmark	2015	20	50	2016	38	50	2017	73	50												
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<p><b>Summer course offerings:</b> Increase the number of online vs. on-ground course offerings in summer terms based on student demand.</p>	<p>Online vs. on ground course offerings for 3 summer terms</p>	<p><u>Offerings On ground vs. Online:</u>  <b>2015:</b> 25 vs. 15  <b>2016:</b> 15 vs. 20  <b>2017:</b> 5 vs. 27</p> <p><u>Enrollments On-ground vs. Online:</u>  2015: 213 vs. 212  2016: 84 vs. 283  2017: 36 vs. 386</p>	<p>The PSB&amp;E increased its online offerings in response to student demand and course enrollment numbers. Results show an increased trend in number of online course offerings.</p>	<p>By responding to student demand (low enrollments in on-ground classes but high enrollments in online classes), the school adjusted the summer course offerings by reducing the number of on-ground offerings and increasing the number of online offerings. This allowed the school to recover summer student enrollments (as shown below).</p>	<table border="1"> <caption>On ground vs. Online offerings SU15, SU16, and SU17</caption> <thead> <tr> <th>Year</th> <th>Onground</th> <th>Online</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>25</td> <td>15</td> </tr> <tr> <td>2016</td> <td>15</td> <td>20</td> </tr> <tr> <td>2017</td> <td>5</td> <td>27</td> </tr> </tbody> </table>	Year	Onground	Online	2015	25	15	2016	15	20	2017	5	27
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<p><b>Summer course enrollments:</b> Increase the number of enrollments in summer terms based on student demand.</p>	<p>Online enrollments for 3 summer terms</p>	<p><u>Enrollments:</u>  <b>2015:</b> 425  <b>2016:</b> 367  <b>2017:</b> 422</p>	<p>The PSB&amp;E increased its online offerings in response to student demand and course enrollment numbers. Results show a significant reduction in on-ground enrollment but an increase in online enrollment summer courses in 2016.</p>	<p>By adjusting the number of on-ground/online course offerings, the school was able to recover summer student enrollments in 2017. This will continue to be modified moving forward.</p>	<table border="1"> <caption>Online summer enrollment #s SU15, SU16, and SU17</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>425</td> </tr> <tr> <td>2016</td> <td>367</td> </tr> <tr> <td>2017</td> <td>422</td> </tr> </tbody> </table>	Year	Enrollment	2015	425	2016	367	2017	422				
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<p><b>PSB&amp;E Freshman Advising Survey:</b> The PSB&amp;E goal of 80% satisfaction rate</p>	<p>Freshman advising survey distributed to all new first year business students.</p> <p>Student Response Rate: 2017-18 95/145 = 66%</p>	<p>Results show that PSB&amp;E students are satisfied with their freshman advising. 93% of PSB&amp;E freshman positively rated their overall advising experience. 93% of PSB&amp;E freshman students found the information provided by the advisor was useful. Additionally, 81% of PSB&amp;E freshman students indicated the transition from high school to college was easier with the help of the freshman academic advisor.</p>	<p>The results support the importance of the role of designated freshman advisors for incoming PSB&amp;E freshmen students.</p>	<p>PSB&amp;E will continue to administer the survey each year to incoming freshmen in order to track satisfaction. In addition, the freshman advisors will continue to track these students once they are assigned to a faculty advisor in order to gather further information for retention purposes (e.g. re-enrollments).</p>	<p>No graph available (PSB&amp;E advising office with one data point available as of January 2018).</p>												