

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 program.

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 (Indicate length of cycle)	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results What are your current results?	Analysis of Results What did you learn from the	Action Taken or Improvement made What did you improve or what is	
What is your goal? Increase enrollments in both ADP and Main Campus Graduate & Undergraduate Programs.	We use Classroom Headcounts to gauge enrollment growth or decline. We track enrollments at the end of each term, so as not to count students who many initially enroll then drop or withdraw from their courses.	ADP Classroom Headcounts remained relatively flat from 2014 to 2015. A 12% decrease was observed between 2015-2016. Main Campus enrollments have decreased in 2014, 2015, and Spring 2016. MBA showed an average of 7% decrease each year over the last 3 years.	In Fall 2016, enrollments increased and early results for Spring 2017 show a positive trend as well. In 2016, the MBA program began seeing an increase in enrollments with over 300 course registrations expected in January, 2017 (Mod 3). This will be the highest level of registrations since 2013.	ADP and Main Campus Admissions were restructured and new admissions criteria enacted. A new Admissions Director for the Main Campus was hired in mid-2016. Keypath Education was hired to examine current program portfolio and recommend new programs to stimulate enrollment growth. (See STD 6 Narra	

Decrease amount of ADP students who fail courses by starting the class but not completing by end of the term. (We term these students as UF's or having an Unearned F).	Students in MGT 105, which has the highest incidence of UF's among the University's onboarding foundation courses, are tracked at the end of each Mod.	Overall improvements have been made to course content and instructor onboarding. Working along side Instructional Designers, MGT 105 was redesigned to acknowledge student challenges with technology, navigating Blackboard LMS, and student challenges with time management. A lower percentage of UF's were recorded during most of the 2016 year. In Mods 1 & 2 of 2016, the number of UF's rose as the course was redesigned slightly to add more rigor to curriculum. New training modules were created for instructors who teach these specific introductory courses.	Students are struggling to complete their studies when personal issues arise during the term. Most of these students are new and have only earned 0-3 credits in the program so far.	Faculty and advisors are currently researching the reasons for the increase in numbers and trying to identify patterns or trends. This is also a university-wide and ongoing initiative to reduce UF's and engage/reengage students so they can complete and pass their courses. Since Mod 2 of 2016, emails from the dean are sent out to students at-risk at the mid-way point of the mod, encouraging students to reengage.	 <table border="1"> <thead> <tr> <th colspan="2">Total from Dean Emails Mods 1 & 2</th> <th>Total Responses</th> </tr> </thead> <tbody> <tr> <td>Total Emailed</td> <td>243</td> <td></td> </tr> <tr> <td>Total responded</td> <td>32</td> <td></td> </tr> <tr> <td>Response rate</td> <td>13%</td> <td></td> </tr> <tr> <td colspan="3">Reasons for non-participating</td> </tr> <tr> <td>Personal - 15</td> <td>35%</td> <td></td> </tr> <tr> <td>Medical - 4</td> <td>15%</td> <td></td> </tr> <tr> <td>Work Related - 1</td> <td>5%</td> <td></td> </tr> <tr> <td>PC issues - 3</td> <td>15%</td> <td></td> </tr> <tr> <td>Financial issues - 2</td> <td>20%</td> <td></td> </tr> <tr> <td>Problem with course/instructor- 1</td> <td>5%</td> <td></td> </tr> <tr> <td>Withdrawals/drops - 1</td> <td>5%</td> <td></td> </tr> </tbody> </table>	Total from Dean Emails Mods 1 & 2		Total Responses	Total Emailed	243		Total responded	32		Response rate	13%		Reasons for non-participating			Personal - 15	35%		Medical - 4	15%		Work Related - 1	5%		PC issues - 3	15%		Financial issues - 2	20%		Problem with course/instructor- 1	5%		Withdrawals/drops - 1	5%	
Total from Dean Emails Mods 1 & 2		Total Responses																																							
Total Emailed	243																																								
Total responded	32																																								
Response rate	13%																																								
Reasons for non-participating																																									
Personal - 15	35%																																								
Medical - 4	15%																																								
Work Related - 1	5%																																								
PC issues - 3	15%																																								
Financial issues - 2	20%																																								
Problem with course/instructor- 1	5%																																								
Withdrawals/drops - 1	5%																																								

Ensure Main Campus undergraduate students are successful taking online courses	During the period of Mod 2, 2016 wampus students requesting online courses. We decided to investigate historical academic performance results in Dec. 2016. We reviewed course grades and CGPA from 6 different mods between 2015-2016.	Students who have a CGPA of above 2.5 perform significantly better than students whose CGPA is below 2.5	Students below 2.5 CGPA struggle in online classes.	Students whose CGPA is below 2.5 need to be counseled and provided access to recourses if they choose to take online courses. Academic Advisors will counsel students who are below 2.5 CGPA to choose courses offered on the Main Campus instead. Students who refuse, will report to Academic Program Managers to develop a plan to successfully complete the courses. Once a plan is developed, the Dean will review and approve on a case-by-case basis, to assess for student success.	
--	---	--	---	---	--