

**Standard #6 - Organizational Performance Results, Table 6.1**

**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			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made																
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?																				
Increase student interaction with Career Services activities.	Overall contacts and student usage numbers as provided in the annual report of the Office of Career Services and Cooperative Education	AY 2016-17--Overall contacts were 7,310; 732 students were served.	Overall contacts were up from the preceding year however, the number of students served decreased.	A one credit hour pilot course will be added in Spring 2017 with a targeted population of sophomores. The course will focus on career exploration, including self-assessment, researching majors, career readiness skills, and job search readiness skills.	<p align="center"><b>Percentage of Students Served by Career Services</b></p> <table border="1"> <caption>Percentage of Students Served by Career Services</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>32.2%</td> </tr> <tr> <td>2015-16</td> <td>26.9%</td> </tr> <tr> <td>2016-17</td> <td>20.8%</td> </tr> </tbody> </table>	Year	Percentage	2014-15	32.2%	2015-16	26.9%	2016-17	20.8%							
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Evaluate student satisfaction with the library	Responses on Graduate Exit Survey administered each semester to business and economics students.	Students expressed general satisfaction with library services. On a scale of 1-4, the composite response for Spring 2017 was 3.10.	Fall 2016 had a lower satisfaction rate for library services than other reported periods.	Response cards will be placed in the library as part of the Customer Service initiative beginning Fall 2017.	<p align="center"><b>Student Satisfaction with Library Services</b></p> <table border="1"> <caption>Student Satisfaction with Library Services</caption> <thead> <tr> <th>Period</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>F 15</td> <td>3.07</td> </tr> <tr> <td>Sp 16</td> <td>3.15</td> </tr> <tr> <td>F 16</td> <td>2.82</td> </tr> <tr> <td>Sp 17</td> <td>3.1</td> </tr> </tbody> </table>	Period	Rating	F 15	3.07	Sp 16	3.15	F 16	2.82	Sp 17	3.1					
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Increase retention rates of first-time, full-time freshmen.	Retention rates reported by WVSU each year in IPEDs.	The 2015 to 2016 retention rate was reported as 58%.	An improvement from 2012 to 2013 has been maintained, resulting in a somewhat consistent retention rate since the increase.	WVSU has implemented numerous initiatives to improve the retention rate, an emphasis on early intervention using tools such as Attendance Tracker and a Faculty Referral system, and effective Fall 2017, a formal mentoring program geared toward at risk first time freshmen.	<p align="center"><b>Retention Rate of First-time, Full-time Freshmen</b></p> <table border="1"> <caption>Retention Rate of First-time, Full-time Freshmen</caption> <thead> <tr> <th>Fall Cohort</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>51%</td> </tr> <tr> <td>2013</td> <td>58%</td> </tr> <tr> <td>2014</td> <td>59%</td> </tr> <tr> <td>2015</td> <td>58%</td> </tr> </tbody> </table>	Fall Cohort	Retention Rate	2012	51%	2013	58%	2014	59%	2015	58%					
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Improve student performance in quantitative business administrative courses	Annual reports for Supplemental Instruction from the Center for Academic Success	The average grades of students who participate in Supplemental Instruction in BA 313: Business Finance is consistently higher than the average grades of students who do not participate.	The difference in student performance for those participating in SI was greater in both terms in AY 2016-17.	Faculty in the business program identify students eligible to serve as SI leaders. Students in designated SI classes are highly encouraged to participate in SI sessions. SI sessions are scheduled close to the class time to increase participation in the program.	<p align="center"><b>Ave Grade-With/Without SI</b></p> <table border="1"> <caption>Ave Grade-With/Without SI</caption> <thead> <tr> <th>Period</th> <th>Ave Grade with SI</th> <th>Ave Grade without SI</th> </tr> </thead> <tbody> <tr> <td>F 15</td> <td>~2.5</td> <td>~2.2</td> </tr> <tr> <td>Sp 16</td> <td>~2.5</td> <td>~2.2</td> </tr> <tr> <td>F 16</td> <td>~2.8</td> <td>~2.0</td> </tr> <tr> <td>Sp 17</td> <td>~3.0</td> <td>~2.2</td> </tr> </tbody> </table>	Period	Ave Grade with SI	Ave Grade without SI	F 15	~2.5	~2.2	Sp 16	~2.5	~2.2	F 16	~2.8	~2.0	Sp 17	~3.0	~2.2
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