

Accounting

Standard #6 - Organizational Performance Results, Table 6.1

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		Accounting is above the university average for DER Graduation %.	The accounting program is more successful than most programs at graduating students in its major.	As a means of continually increasing graduation rates, the accounting program began initiatives Fall 2015 to create bonds among accounting majors and focus interest on accounting careers as a means of motivating students to stay in the major. Initiatives include establishment of an accounting club, career exploration assignments and group projects within the curriculum, and guided pathways to achievement of both the CPA and CMA credentials.	<table><tr><td>10.0%</td><td colspan="4"></td></tr><tr><td>0.0%</td><td>AY 10-11</td><td>AY 11-12</td><td>AY 12-13</td><td>AY 13-14</td></tr><tr><td>Accounting</td><td>52.8%</td><td>59.0%</td><td>63.3%</td><td>53.8%</td></tr><tr><td>Management</td><td>50.8%</td><td>54.8%</td><td>53.2%</td><td>48.2%</td></tr><tr><td>HumanRes</td><td>56.6%</td><td>53.0%</td><td>54.9%</td><td>51.5%</td></tr><tr><td>Marketing</td><td>61.4%</td><td>47.2%</td><td>58.9%</td><td>48.4%</td></tr><tr><td>IntBusiness</td><td>50.0%</td><td>66.7%</td><td>76.9%</td><td>46.7%</td></tr><tr><td>Finance</td><td>60.7%</td><td>58.1%</td><td>65.7%</td><td>50.6%</td></tr><tr><td>EngMgt</td><td>52.6%</td><td>30.4%</td><td>36.0%</td><td>23.5%</td></tr><tr><td>Logistics</td><td>34.9%</td><td>43.4%</td><td>39.0%</td><td>34.0%</td></tr><tr><td>HCMgt</td><td>40.8%</td><td>35.4%</td><td>42.3%</td><td>39.9%</td></tr><tr><td>Economics</td><td>40.0%</td><td>66.7%</td><td>75.0%</td><td>60.0%</td></tr></table>	10.0%					0.0%	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Accounting	52.8%	59.0%	63.3%	53.8%	Management	50.8%	54.8%	53.2%	48.2%	HumanRes	56.6%	53.0%	54.9%	51.5%	Marketing	61.4%	47.2%	58.9%	48.4%	IntBusiness	50.0%	66.7%	76.9%	46.7%	Finance	60.7%	58.1%	65.7%	50.6%	EngMgt	52.6%	30.4%	36.0%	23.5%	Logistics	34.9%	43.4%	39.0%	34.0%	HCMgt	40.8%	35.4%	42.3%	39.9%	Economics	40.0%	66.7%	75.0%	60.0%
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Persistence rates track students across AY. Students with a high persistence rate % stay longer in a program. This information should be combined with the DER to show student completion.	Persistence Rate Analysis: Persistence is measures horizontally, from persistence year to persistence year as well as with a diagonal following persistence year to following year (i.e. 1 to 2). These programs are compared with persistence rates and the average number of years of persistence for non-graduates and the average number of years of persistence for graduates.	Results are for a five year period of analysis.	Economics has both a high persistence rate and a high DER. Management has a low persistence, but a medium DER. EngMgt has a low DER and average persistence.	Program directors need to evaluate why there may be both low persistence and lower DERs.	<div><h3>Retention Analysis</h3><table><thead><tr><th>Program</th><th>Average Program Persistence Rate (% Diagonal)</th><th>AY 10-15 Average Persistence Years Non-Grads</th><th>AY 10-15 Average Persistence Years Grads</th></tr></thead><tbody><tr><td>Economics</td><td>3.8</td><td>2.2</td><td>68%</td></tr><tr><td>IntBusiness</td><td>3.4</td><td>2.1</td><td>70%</td></tr><tr><td>HCMgt</td><td>3.1</td><td>2.5</td><td>72%</td></tr><tr><td>Finance</td><td>3.0</td><td>2.8</td><td>71%</td></tr><tr><td>University Average</td><td>2.7</td><td>2.4</td><td>69%</td></tr><tr><td>EngMgt</td><td>2.6</td><td>2.2</td><td>71%</td></tr><tr><td>Logistics</td><td>2.5</td><td>2.1</td><td>73%</td></tr><tr><td>HumanRes</td><td>2.3</td><td>2.6</td><td>74%</td></tr><tr><td>Marketing</td><td>1.9</td><td>2.5</td><td>70%</td></tr><tr><td>Accounting</td><td>1.8</td><td>2.6</td><td>68%</td></tr><tr><td>Management</td><td>1.5</td><td>2.5</td><td>72%</td></tr></tbody></table></div>	Program	Average Program Persistence Rate (% Diagonal)	AY 10-15 Average Persistence Years Non-Grads	AY 10-15 Average Persistence Years Grads	Economics	3.8	2.2	68%	IntBusiness	3.4	2.1	70%	HCMgt	3.1	2.5	72%	Finance	3.0	2.8	71%	University Average	2.7	2.4	69%	EngMgt	2.6	2.2	71%	Logistics	2.5	2.1	73%	HumanRes	2.3	2.6	74%	Marketing	1.9	2.5	70%	Accounting	1.8	2.6	68%	Management	1.5	2.5	72%												
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Finance

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.																																																																																			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																														
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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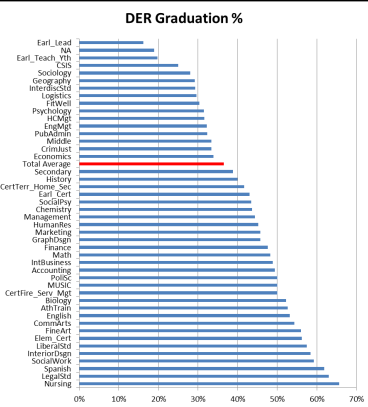
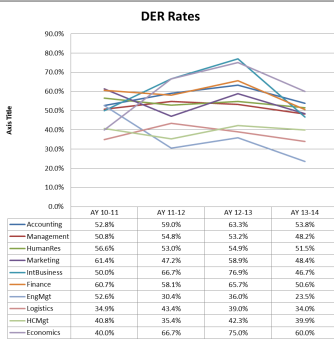
<p>Persistence rates track students across AY. Students with a high persistence rate % stay longer in a program. This information should be combined with the DER to show student completion.</p>	<p>Persistence Rate Analysis: Persistence is measures horizontally, from persistence year to persistence year as well as with a diagonal following persistence year to following year (i.e. 1 to 2). These programs are compared with persistence rates and the average number of years of persistence for non-graduates and the average number of years of persistence for graduates.</p>	<p>Results are for a five year period of analysis. Finance has a higher persistence rate of 2.8 years than University average of 2.6 years.</p>	<p>Economics has both a high persistence rate and a high DER. This may due to the double major or additional minor of students in Economics program. Students who are in another business programs may seek for public certified licences beyond degrees to fit for job markets.</p>	<p>Economics program may include good portion of international students whose education programs are supported by their governments. The higher persistence rate in Economics program may reflect their plans for further graduate studies.</p>	<div><p>Retention Analysis</p><table><caption>Retention Analysis Data</caption><thead><tr><th>Program</th><th>Average Program Persistence Rate (% Diagonal)</th><th>AY 10-15 Average Persistence Years Non-Grads</th><th>AY 10-15 Average Persistence Years Grads</th></tr></thead><tbody><tr><td>Economics</td><td>3.9</td><td>2.2</td><td>2.8</td></tr><tr><td>IntBusiness</td><td>3.5</td><td>2.1</td><td>2.7</td></tr><tr><td>HCMgt</td><td>3.1</td><td>2.3</td><td>2.9</td></tr><tr><td>Finance</td><td>3.0</td><td>2.4</td><td>2.8</td></tr><tr><td>University Average</td><td>2.6</td><td>2.5</td><td>2.6</td></tr><tr><td>EngMgt</td><td>2.5</td><td>2.2</td><td>2.7</td></tr><tr><td>Logistics</td><td>2.4</td><td>2.3</td><td>2.8</td></tr><tr><td>Humanities</td><td>2.3</td><td>2.5</td><td>2.9</td></tr><tr><td>Marketing</td><td>2.0</td><td>2.4</td><td>2.8</td></tr><tr><td>Accounting</td><td>1.9</td><td>2.5</td><td>2.7</td></tr><tr><td>Management</td><td>1.6</td><td>2.4</td><td>2.8</td></tr></tbody></table></div>	Program	Average Program Persistence Rate (% Diagonal)	AY 10-15 Average Persistence Years Non-Grads	AY 10-15 Average Persistence Years Grads	Economics	3.9	2.2	2.8	IntBusiness	3.5	2.1	2.7	HCMgt	3.1	2.3	2.9	Finance	3.0	2.4	2.8	University Average	2.6	2.5	2.6	EngMgt	2.5	2.2	2.7	Logistics	2.4	2.3	2.8	Humanities	2.3	2.5	2.9	Marketing	2.0	2.4	2.8	Accounting	1.9	2.5	2.7	Management	1.6	2.4	2.8												
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	<p>Most students are transferred with around 60 credit hours our of total 120 hours to graduate varies between 3 to 4 years.</p>	<p>There are only 199 Finance majors in this period of time with an average persistence rate of 69.1% or 2.77 years in AY10-15. Average DER is 55.5%.</p>	<p>Finance has a higher than average DER of 55.5%, a 2.77 year average from AY10-11 to AY13-14, than a University average of approximately 37%.</p>	<p>Students take Finance program as a minor may include good portion of international students whose education programs are supported by their governments. The higher persistence rate in Finance program may reflect their plans for further graduate studies.</p>	<div><table><thead><tr><th># Majors</th><th>Persistence > 0</th><th>Average DER</th><th>Average Program Persistence Rate Diagonal</th><th>10-15 Average Persistence Non-Grads</th></tr></thead><tbody><tr><td>2064</td><td>Management</td><td>52.8%</td><td>61.3%</td><td>2.55</td></tr><tr><td>1174</td><td>HumanRes</td><td>53.0%</td><td>65.4%</td><td>2.74</td></tr><tr><td>810</td><td>MIS</td><td>42.6%</td><td>67.0%</td><td>2.29</td></tr><tr><td>503</td><td>HCMgt</td><td>39.9%</td><td>69.4%</td><td>2.59</td></tr><tr><td>393</td><td>Logistics</td><td>42.5%</td><td>66.3%</td><td>2.34</td></tr><tr><td>300</td><td>Accounting</td><td>56.1%</td><td>62.9%</td><td>2.64</td></tr><tr><td>241</td><td>Marketing</td><td>53.4%</td><td>63.4%</td><td>2.49</td></tr><tr><td>199</td><td>Finance</td><td>55.5%</td><td>69.1%</td><td>2.77</td></tr><tr><td>40</td><td>EngMgt</td><td>42.3%</td><td>67.0%</td><td>2.21</td></tr><tr><td>33</td><td>Economics</td><td>54.2%</td><td>73.1%</td><td>2.27</td></tr><tr><td>30</td><td>IntBusiness</td><td>59.9%</td><td>70.9%</td><td>2.09</td></tr></tbody></table></div>	# Majors	Persistence > 0	Average DER	Average Program Persistence Rate Diagonal	10-15 Average Persistence Non-Grads	2064	Management	52.8%	61.3%	2.55	1174	HumanRes	53.0%	65.4%	2.74	810	MIS	42.6%	67.0%	2.29	503	HCMgt	39.9%	69.4%	2.59	393	Logistics	42.5%	66.3%	2.34	300	Accounting	56.1%	62.9%	2.64	241	Marketing	53.4%	63.4%	2.49	199	Finance	55.5%	69.1%	2.77	40	EngMgt	42.3%	67.0%	2.21	33	Economics	54.2%	73.1%	2.27	30	IntBusiness	59.9%	70.9%	2.09
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Human Resources

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.																																																												
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Graduation rate trends analysis. Goal is to understand the underlying influences on student graduation.	Graduation Rate Trend Analysis: The degree-to enrollment ratio (DER) measures is analyzed over four academic years. This has been recognized in the literature on program assessment. This graduation measure alternative is the ratio of degrees and certificates produced per 100 students enrolled. DER rates are set for students with persistence rates above 0.	The following programs are above the university average: Management, Human Resources, Marketing, Finance, International Business, and Accounting. The following programs are below the university average: Logistics, HCMgt, EngMgt, Economics.	Human Resource Management has ranged between 52 and 57 percent for the period examined. Logistics, HCMgt, and EngMgt have the lowest DER and are all trending down.	Direct program oversight for HRM has been in place for six years. Direct program oversight for Logistics, HCMgt, and EngMgt has been put into place.	 <table border="1" data-bbox="1579 1272 1912 1401"><thead><tr><th></th><th>AY 10-11</th><th>AY 11-12</th><th>AY 12-13</th><th>AY 13-14</th></tr></thead><tbody><tr><td>Accounting</td><td>52.8%</td><td>59.0%</td><td>63.3%</td><td>53.8%</td></tr><tr><td>Management</td><td>50.8%</td><td>54.8%</td><td>53.2%</td><td>48.2%</td></tr><tr><td>Humanities</td><td>56.6%</td><td>53.0%</td><td>54.9%</td><td>51.5%</td></tr><tr><td>Marketing</td><td>62.4%</td><td>47.2%</td><td>54.9%</td><td>46.4%</td></tr><tr><td>InterBusiness</td><td>50.0%</td><td>66.7%</td><td>76.9%</td><td>46.7%</td></tr><tr><td>Finance</td><td>60.7%</td><td>58.1%</td><td>65.7%</td><td>50.6%</td></tr><tr><td>EngMgt</td><td>52.6%</td><td>30.4%</td><td>16.0%</td><td>23.5%</td></tr><tr><td>Logistics</td><td>34.9%</td><td>43.4%</td><td>39.0%</td><td>34.0%</td></tr><tr><td>HCMgt</td><td>40.8%</td><td>35.4%</td><td>42.3%</td><td>39.9%</td></tr><tr><td>Economics</td><td>40.0%</td><td>66.7%</td><td>75.0%</td><td>60.0%</td></tr></tbody></table>		AY 10-11	AY 11-12	AY 12-13	AY 13-14	Accounting	52.8%	59.0%	63.3%	53.8%	Management	50.8%	54.8%	53.2%	48.2%	Humanities	56.6%	53.0%	54.9%	51.5%	Marketing	62.4%	47.2%	54.9%	46.4%	InterBusiness	50.0%	66.7%	76.9%	46.7%	Finance	60.7%	58.1%	65.7%	50.6%	EngMgt	52.6%	30.4%	16.0%	23.5%	Logistics	34.9%	43.4%	39.0%	34.0%	HCMgt	40.8%	35.4%	42.3%	39.9%	Economics	40.0%	66.7%	75.0%	60.0%
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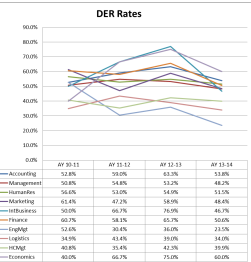
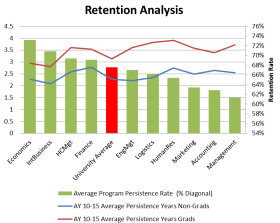
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International Business

Standard #6 - Organizational Performance Results, Table 6.1

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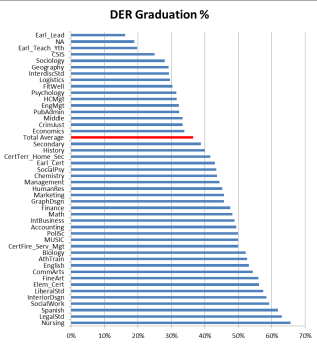
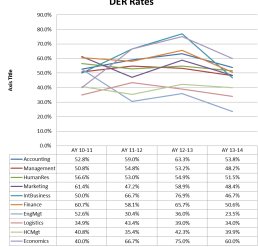
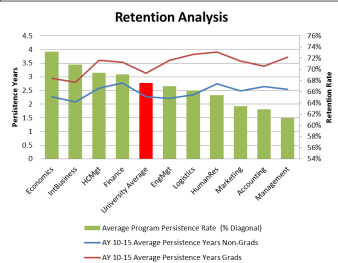
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Education	40%																																																																																														
Logistics	35%																																																																																														
Finance	30%																																																																																														
Psychology	25%																																																																																														
EngMgt	20%																																																																																														
Human Resources	15%																																																																																														
Marketing	10%																																																																																														
Public Admin	5%																																																																																														
Media	5%																																																																																														
Classical	5%																																																																																														
Economics	5%																																																																																														
Total Average	37%																																																																																														
Secondary	35%																																																																																														
History	30%																																																																																														
Cert/Trans, Home, Soc	25%																																																																																														
Earl, Cert	20%																																																																																														
Social Work	15%																																																																																														
Chemistry	10%																																																																																														
Management	5%																																																																																														
Business	5%																																																																																														
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International Business has a higher than average DER (a 4 year average from AY10-11 to AY 13-14, 59.9% with a University average of approximately 37%. The program has higher than average persistence, slightly less than 2.9 years. This shows a higher number of students majoring in International Business are graduating and they are graduating in less time than many other programs. This is a good position for a program to be in and At this time, I do not believe any action needs to be taken, but will continue to monitor the position of the International Business program, and continue to analyze the data as it comes in. All programs have lower numbers this Yesy There goals for DER and persistence are benchmarked from regular industry standard ideas and innovators in this area. There is a large body of literature on these topics as well as periodicals with that regularly review and analyze higher education as the NYT Times and the WSJ. Industry standards recommend making it easier to transfer in credits, emphasizing that students stick to their degree programs, collecting data and analysis on stop-outs, and, providing various support systems. I am surprised to see we do not have a first attendees club as many of my students are the first people in their families to attend college and we know that these students are high risk. We could also allow students that have a high GPA to register for course overloads, emphasize how important is to take a full course load, adding in extra courses wherever possible. I think students need to take more ownership of their degree plan as many times they are unsure of what courses to take. We should be able to assist them by providing easy to read and comprehensive degree plans. We should provide extra curricular networking opportunities, strategic professional development, and internships. We need to make it easier for them to get course credits for internships. Every student I've helped with an internship let me know how valuable it was for them as a learning experience. We need to help them get their first jobs and create alumni networks that are interested in helping Park students. We need community business partners to hire our students and provide feedback on our curriculum. We also might want to look at dual majors' data: are the extra classes and extra time adding value? I understand DER is important, but we also need to create lifelong learners who strive for continuous improvement, are critical thinkers, problem solvers, and are able to identify various professional and developmental opportunities.	International Business majors total number of student enrolled is 90. The demographic breakdown is male at 66.7% and female at 28.9 %, with an average age of 20, which is about average for the School of Business. International Business students take their classes predominantly face to face (40.9%), mixed (45.2%) and (13.9%) online. The higher than average face to face number of international business students may be primarily due to the number of courses international students must take face to face rather than online when compared to the School of Business average of 46.4%. They have an average GPA of 2.89 which indicates average or better comprehension. There may be language or cultural acclimation barriers that students work through at their own pace.	IB enrollemt is trending up. Need to consult research on decision factors for International Students when selecting a school and a separate study for domestic students.	Need to consult research on decision factors for International Students when selecting a school and a separate study for domestic students. Increase outreach and recruitment funding																																																																																												

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Logistics

Standard #6 - Organizational Performance Results, Table 6.1

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Graduation rate analysis. Goal is to understand the underlying influences on student graduation. Improve low DER program ratios to university average.	Graduation Rate Analysis: Park services primarily an adult student population that transfer credits into programs. These adult students attend Park for as long as 10 persistence years. Park has decided to use degree-to-enrollment ratio (DER) measures. This has been recognized in the literature on program assessment. This graduation measure alternative is the ratio of degrees and certificates produced per 100 students enrolled. DER rates are set for students with persistence rates above 0.	The following programs are below the university average: Logistics, HCMgt, EngMgt, Economics. The following programs are above the university average: Management, Human Resources, Marketing, Finance, International Business, and Accounting.	Logistics, HCMgt, and EngMgt have not had direct PC oversight.	Direct program oversight for Logistics, HCMgt, and EngMgt has been put into place.	
Graduation rate trends analysis. Goal is to understand the underlying influences on student graduation.	Graduation Rate Trend Analysis: The degree-to-enrollment ratio (DER) measures is analyzed over four academic years. This has been recognized in the literature on program assessment. This graduation measure alternative is the ratio of degrees and certificates produced per 100 students enrolled. DER rates are set for students with persistence rates above 0.	The following programs are below the university average: Logistics, HCMgt, EngMgt, Economics. The following programs are above the university average: Management, Human Resources, Marketing, Finance, International Business, and Accounting.	Logistics, HCMgt, and EngMgt have the lowest DER and are all trending down.	Direct program oversight for Logistics, HCMgt, and EngMgt has been put into place.	

<p>Persistence rates track students across AY. Students with a high persistence rate % stay longer in a program. This information should be combined with the DER to show student completion.</p>	<p>Persistence Rate Analysis: Persistence is measures horizontally, from persistence year to persistence year as well as with a diagonal following persistence year to following year (i.e. 1 to 2). These programs are compared with persistence rates and the average number of years of persistence for non-graduates and the average number of years of persistence for graduates.</p>	<p>Results are for a five year period of analysis.</p>	<p>Economics has both a high persistence rate and a high DER. Management has a low persistence, but a medium DER. EngMgt has a low DER and average persistence.</p>	<p>Program directors need to evaluate why there may be both low persistence and lower DERs.</p>	<div><p>Retention Analysis</p><table><thead><tr><th>Program</th><th>Average Program Persistence Rate (% Diagonal)</th><th>AY 10-15 Average Persistence Years Non-Grads</th><th>AY 10-15 Average Persistence Years Grads</th></tr></thead><tbody><tr><td>Economics</td><td>3.8</td><td>2.2</td><td>68%</td></tr><tr><td>InfBusiness</td><td>3.5</td><td>2.1</td><td>66%</td></tr><tr><td>H&Mgt</td><td>3.2</td><td>2.3</td><td>70%</td></tr><tr><td>Finance</td><td>3.0</td><td>2.4</td><td>68%</td></tr><tr><td>University Average</td><td>2.8</td><td>2.5</td><td>66%</td></tr><tr><td>EngMgt</td><td>2.5</td><td>2.2</td><td>64%</td></tr><tr><td>Logistics</td><td>2.4</td><td>2.3</td><td>66%</td></tr><tr><td>Humanities</td><td>2.3</td><td>2.4</td><td>68%</td></tr><tr><td>Marketing</td><td>2.0</td><td>2.1</td><td>64%</td></tr><tr><td>Accounting</td><td>1.8</td><td>2.2</td><td>62%</td></tr><tr><td>Management</td><td>1.5</td><td>2.3</td><td>60%</td></tr></tbody></table></div>	Program	Average Program Persistence Rate (% Diagonal)	AY 10-15 Average Persistence Years Non-Grads	AY 10-15 Average Persistence Years Grads	Economics	3.8	2.2	68%	InfBusiness	3.5	2.1	66%	H&Mgt	3.2	2.3	70%	Finance	3.0	2.4	68%	University Average	2.8	2.5	66%	EngMgt	2.5	2.2	64%	Logistics	2.4	2.3	66%	Humanities	2.3	2.4	68%	Marketing	2.0	2.1	64%	Accounting	1.8	2.2	62%	Management	1.5	2.3	60%
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<p>Retention Analysis for the Marketing Program. Marketing has a higher than average DER (a 4 year average from AY10-11 to AY13-14, 54%; with a University average of approximately 37%), The program has a lower than average Persistence, at 2.0 years (down from 2.99 - the AY 11-15 avg) . This shows that a higher number of students majoring in Marketing are graduating and they are graduating in less time than many other programs. This is a good position for a program to be in. I think it can be attributed to two things. One is the program. It is designed to be flexible with 3 core program courses and allowing students the opportunity to take choose 4 electives and develop their own emphasis. Also, all the courses are available online, which adds to the flexibility and the convenience of the program. I have also had very low turn over in Marketing in both full-time and adjunct faculty which I believe adds to the stability of the program. The second factor that contributes to the good position of the Marketing program may lie in the nature of the students themselves. Marketing majors are predominantly male (52%), with an average age of 30.4 (about average for the College of Management). Our students take their classes predominantly online (12.7% ftf, 27.3% mixed, 59% online - about avg for the College of Management) . They have an average GPA of 3.0 which indicates average or better comprehension. Finally, they are much less likely to be active duty, with a 32.3% rate compared to 53.7% rate in Management, for instance. The average number of hours Marketing Majors transfer in to the program is approximately 46.6, which is on par with most of the College of Management. I believe the most outstanding factors here the high percentage of non-military students which would necessarily mean less chance of an interruption of their educational careers, and the higher number of online students which gives them better access to classes. At this time, I do not believe any action needs to be taken, but will continue to monitor the position of the Marketing program. There has been a steady loss of enrollment in the Marketing program which we are countering with the addition of 2 new Marketing tracks, Professional Sales and Digital Marketing.</p>																																																					

Computer Information Systems

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Computer Information Management

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.					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	Analysis of Results	Action Taken or Improvement made	
What is your goal?			What did you learn from the results?	What did you improve or what is your next step?	
Graduation rate analysis. Goal is to understand the underlying influences on student graduation. Improve low DER program ratios to university average.	Graduation Rate Analysis: Park services primarily an adult student population that transfer credits into programs. These adult students attend Park for as long as 10 persistence years. Park has decided to use degree-to-enrollment ratio (DER) measures. This has been recognized in the literature on program assessment. This graduation measure alternative is the ratio of degrees and certificates produced per 100 students enrolled. DER rates are set for students with persistence rates above 0.	The following programs are below the university average: Logistics, HCMgt, EngMgt, Economics. The following programs are above the university average: Management, Human Resources, Marketing, Finance, International Business, and Accounting.	Logistics, HCMgt, and EngMgt have not had direct PC oversight.	Direct program oversight for Logistics, HCMgt, and EngMgt has been put into place.	<div style="text-align: center;"> DER Graduation % </div>
Graduation rate trends analysis. Goal is to understand the underlying influences on student graduation.	Graduation Rate Trend Analysis: The degree-to-enrollment ratio (DER) measures is analyzed over four academic years. This has been recognized in the literature on program assessment. This graduation measure alternative is the ratio of degrees and certificates produced per 100 students enrolled. DER rates are set for students with persistence rates above 0.	The following programs are below the university average: Logistics, HCMgt, EngMgt, Economics. The following programs are above the university average: Management, Human Resources, Marketing, Finance, International Business, and Accounting.	Logistics, HCMgt, and EngMgt have the lowest DER and are all trending down.	Direct program oversight for Logistics, HCMgt, and EngMgt has been put into place.	<div style="text-align: center;"> DER Rates </div>

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Master of Healthcare Administration

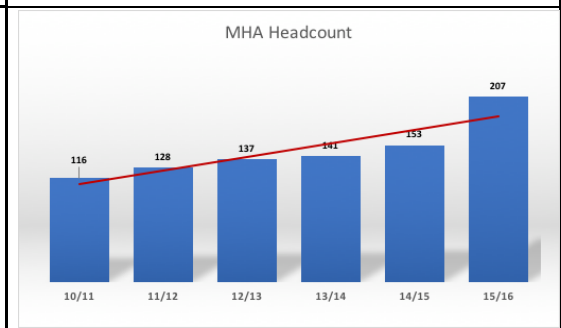
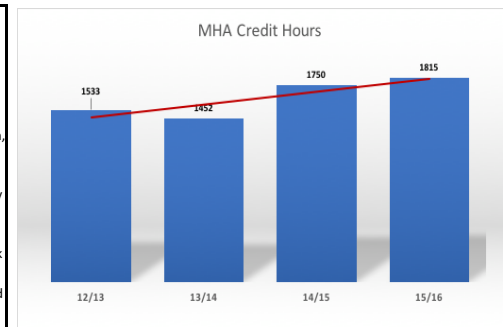
Standard #6 - Organizational Performance Results, Table 6.1

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	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?																			
Number of Graduates. Goal is to understand the underlying influences on student graduation.	Graduation Analysis: Park services primarily an adult student population that transfer credits into programs. These adult students attend Park for as long as 10 persistence years. The measurement is the number of graduates in the program over a 6 year time span.	There was a slight increase (3.37%) in the number of MHA graduates AY10/11 and 11/12. From AY11/12 through AY14/15, the number of MHA graduates had experienced a notable decline and at an accelerated annual rate: -13%) between AY11/12 and 12/13; -22.5% between AY12/13 and AY13/14; and -54.8% between AY13/14 and AY14/15. The average annual decline in the number of MHA graduates between AY11/12 and AY14/15 was -30.1%. This trend was reversed in AY15/16, whereby the program experienced a 53.6% increase in the the number of graduates.	There are a couple of explanations for the slight increase, decline, and then increase in the number of MHA graduates between AY10/11 and AY15/16. Students were choosing to take their time completing the MHA, this obviously contributed to the declining number of graduates. Following an extensive program review, the MHA core curriculum underwent a major enhancement. Previously, the curriculum lacked focus on "hard skill" development; however, the changes resulted in the addition of <i>Healthcare Operations Management</i> , and converting <i>Healthcare Economics and Policy</i> and <i>Healthcare Finance</i> from concept oriented courses to application focused requiring mathematical computations utilizing Microsoft Excel. The existing MHA students were aware of the curricular changes and doubled their efforts to complete the old degree requirements before having no option but to take the new, hard skilled, focused courses. This would account for the increase in graduates during AY15/16.	Since the involuntary drop rate is low for the MHA program, and we're seeing a notable increase in the number of students grauating from the program, we believe there is no need to implement a corrective action at this time. We are confident that the number of graduates will continue to increase over the next several years, since we've seen "super normal growth" in the number of matriculating students, since AY15/16. We do believe it's prudent to continue to monitor this metric, since ultimately our goal is to see our students graduate with the competencies needed to ensure a long and successful career in health care and related industries.	<div>MHA # of Graduates</div> <table><tr><th>Year</th><th>Number of Graduates</th></tr><tr><td>10/11</td><td>89</td></tr><tr><td>11/12</td><td>92</td></tr><tr><td>12/13</td><td>80</td></tr><tr><td>13/14</td><td>62</td></tr><tr><td>14/15</td><td>28</td></tr><tr><td>15/16</td><td>43</td></tr></table>	Year	Number of Graduates	10/11	89	11/12	92	12/13	80	13/14	62	14/15	28	15/16	43
Year	Number of Graduates																		
10/11	89																		
11/12	92																		
12/13	80																		
13/14	62																		
14/15	28																		
15/16	43																		
Persistence rates track students across AY. Students with a high persistence rate % stay longer in a program.	Persistence Rate Analysis: Persistence is measures horizontally, from persistence year to persistence year as well as with a diagonal following persistence year to following year (i.e. 1 to 2). These programs are compared with persistence rates and the average number of years of persistence for non-graduates and the average number of years of persistence for graduates over a 6 year time span.	The results show the average time in years, that it took the MHA students to graduate from the AY in which they began their program of study. For example, the MHA students that matriculated in AY10/11 took, on average, 1.112 years (or 13.32 months) to complete their degree requirements. There was an increase in the average time to degree completion between AY10/11 and 13/14: 10.81% between AY10/11 and AY11/12; 4.9% between AY11/12 and AY12/13; and 11.63% between AY12/13 and AY13/14. The average time to degree completion began to drop in AY14/15 (-13.89%), and then again during AY15/16 (-6.45%).	There were students choosing to expedite the time to degree completion in AY10/11; however, more students were electing to pursue a slower pace between AY11/12 and AY13/14. This decision was likely brought on by concerns regarding the economy and no real sense of urgency.The MHA program completed an extensive program review and implemented a number of curricular revisions that included the incorporation of more quantitative analysis and reasoning into the core curriculum. Students learned of these changes and began to increase the pace in which they took to complete their degree requirements. They were attempting to avoid having to take some of the new "hard skilled" courses to complete ther existing degree plan. Few students were opting to take courses during the Summer, which was increasing the average time to degree completion. As of AY14/15, the program has been encouraging students to take courses year-round and making more courses available during the Summer.	As of AY14/15, the program has been encouraging students to take courses year-round and making more courses available during the Summer. This will lower the time to degree completion. We also suspect that as students become comfortable with the new students and expectations within the core curriculum, students will gradually increase the number of credit hours they pursue per term, which will subsequently decreased the total time to degree completion. The rigor has significantly increased in the curriculum, so we will be monitoring to ensure that students are compromising learning outcomes by rushing to complete their degree. Student Success and the program are working together to ensure that	<div>MHA Persistence Rate</div> <table><tr><th>Year</th><th>Persistence Rate</th></tr><tr><td>10/11</td><td>1.112068966</td></tr><tr><td>11/12</td><td>1.234375</td></tr><tr><td>12/13</td><td>1.284671533</td></tr><tr><td>13/14</td><td>1.439716312</td></tr><tr><td>14/15</td><td>1.235294118</td></tr><tr><td>15/16</td><td>1.16</td></tr></table>	Year	Persistence Rate	10/11	1.112068966	11/12	1.234375	12/13	1.284671533	13/14	1.439716312	14/15	1.235294118	15/16	1.16
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14/15	1.235294118																		
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Total Program Credit Hours tracks overall program enrollment patterns. Goal is to understand the underlying influences on program credit hour enrollment.	Total Program Credit Hour Analysis: The measurement is the total number of credit hours in the program over a 4 year time span.	There was a -5.28% decrease in total credit hours during AY13/14, when compared to AY12/13. There was a notable increase in the total credit hours, of 20.52%, between AY13/14 and AY14/15, and a more moderate increase of 5.71% between AY14/15 and AY15/16. The program looked to see if there was a statistically significant increase in the credit hours between AY12/13 and AY14/15. To accomplish this, a one-way ANOVA, using an alpha of .05, was conducted and there no significant difference existed between the academic years, $F(2, 12) = 2.027, p = .1743$.	The increase in credit hours between AY13/14 and AY14/15 is largely due to existing students accelerating their pace to degree completion in an attempt to avoid having to take new or redeveloped, quantitatively oriented, courses in order to satisfy degree requirements. In AY15/16, the MHA faculty took lead on efforts to boost the recruitment and retention of students. These efforts resulted in a boost in the new matriculants into the MHA program and better retention of existing students. As a result, the total credit hours for AY15/16 began to show notable improvement, not just because current students were rushing to complete their degree requirements, but as a by-product of the total growth in unduplicated headcount.	The total credit hours generated by the program are moving in the right direction. In fact, we suspect that the rate of growth experienced by the MHA program will continue to increase into the foreseeable future. The program faculty, in coordination with Graduate Admissions [new students] and Student Success [existing students] are doing an okay job managing involuntary attrition; however, there is still room for improvement. The program will work with Student Success and Graduate Admissions to help them understand the changes to the MHA core curriculum, which began in AY15/16, so they can more effectively advise and support the students. This will, subsequently, improve credit hour generation.
Total Program Enrollment tracks enrollment headcount for the program. Goal is to understand factors driving enrollment headcount and understand enrollment performance over time.	Total Program Enrollment Analysis: The measurement is the total enrollment headcount in the program over a 6 year time span.	The average growth rate in unduplicated headcount between AY10/11 and AY14/15 was 7.19%. A notable standout in the headcount data was AY15/16. We saw a 35.3% increase in the unduplicated headcount between AY14/15 and AY15/16. The program looked to see if there was a statistically significant increase in the unduplicated headcount between AY12/13 and AY14/15. To accomplish this, a one-way ANOVA, using an alpha of .05, was conducted and there no significant difference existed between the academic years, $F(2, 12) = .690, p = .521$.	The increase in unduplicated headcount between AY10/11 and AY11/12, can be attributed to operational inefficiencies and leaving recruitment and retention to functional areas outside of academics (the program). These same inefficiencies existed in AY12/13 to AY14/15; however, larger number of existing students chose to accelerate their pace to degree completion in an attempt to avoid having to take new and redeveloped, quantitatively oriented, courses in order to satisfy degree requirements. In AY15/16, the MHA faculty took lead on efforts to boost the recruitment and retention of students. These efforts resulted in a boost in the new matriculants into the MHA program and better retention of existing students. As a result, the total headcount for AY15/16 began to show notable improvement, not just because current students were rushing to complete their degree requirements, but as a by-product of faculty led efforts to increase enrollments into the program.	We plan to continue to monitor this metric in the foreseeable future. To further strengthen the unduplicated headcount numbers, we will continue to work with Student Success and Graduate Admissions. More specifically, the program will make certain that they understand the changes made to the core curriculum and what makes our products (core curriculum and concentrations) unique in the marketplace. This information will help them work with the program, and our faculty, in improving recruitment and retention outcomes.



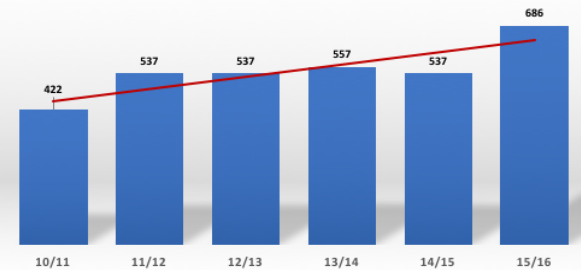
Master of Business Administration

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	What is your measurement instrument or process? (Indicate length of cycle)	Current Results	Analysis of 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)														
Measurable goal		What are your current results?	What did you learn from the results?																
What is your goal?																			
Persistence rates track students across AY. Students with a high persistence rate % stay longer in a program.	Persistence Rate Analysis: Persistence is measures horizontally, from persistence year to persistence year as well as with a diagonal following persistence year to following year (i.e. 1 to 2). These programs are compared with persistence rates and the average number of years of persistence for non-graduates and the average number of years of persistence for graduates over a 6 year time span.	The persistence rate has been increasing and is now declining	We recently began tracking persistence rate for the MBA program.	We will continue to monitor persistence rate for the MBA program.	<div>MBA Persistence Rate</div> <table><thead><tr><th>Year</th><th>Persistence Rate</th></tr></thead><tbody><tr><td>10/11</td><td>1.056872038</td></tr><tr><td>11/12</td><td>0.970204842</td></tr><tr><td>12/13</td><td>1.100558659</td></tr><tr><td>13/14</td><td>1.201077199</td></tr><tr><td>14/15</td><td>1.240223464</td></tr><tr><td>15/16</td><td>0.94</td></tr></tbody></table>	Year	Persistence Rate	10/11	1.056872038	11/12	0.970204842	12/13	1.100558659	13/14	1.201077199	14/15	1.240223464	15/16	0.94
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Total Program Credit Hours tracks overall program enrollment patterns. Goal is to understand the underlying influences on program credit hour enrollment.	Total Program Credit Hour Analysis: The measurement is the total number of credit hours in the program over a 5 year time span.	The current trend in credit hours is increasing at a steady rate. We began to see strong growth beginning in 2015-2016.	A slight decline in credit hours trend happened during 2012-2014 and then we noticed a strong increase in credit hours within the next two years.	The goal is to increase a minimal of 5% in overall credit hours for 2017/2018AY.	<div>MBA Credit Hours</div> <table><thead><tr><th>Year</th><th>Credit Hours</th></tr></thead><tbody><tr><td>2012-2013</td><td>6037</td></tr><tr><td>2013-2014</td><td>5842</td></tr><tr><td>2013-2014</td><td>5938</td></tr><tr><td>2015-2016</td><td>6881</td></tr><tr><td>2016-2017</td><td>9198</td></tr></tbody></table>	Year	Credit Hours	2012-2013	6037	2013-2014	5842	2013-2014	5938	2015-2016	6881	2016-2017	9198		
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Total Program Enrollment tracks enrollment headcount for the program. Goal is to understand factors driving enrollment headcount and understand enrollment performance over time.	Total Program EnrollmentAnalysis: The measurement is the total enrollment headcount in the program over a 6 year time span.	MBA headcout has steadily increased over the last 6 years, with a small decline in 2014-2015AY but then a strong increase in 2015-2016AY.	Since 2013-2014, we have been tracking headcount and setting goals to increase our overall headcount. This shows a increase in headcount as a result.	The goal is to increase a minimal of 5% in overall headcount for 2017/2018AY.	<div>MBA Headcount</div>  <table><tr><th>Year</th><th>Headcount</th></tr><tr><td>10/11</td><td>422</td></tr><tr><td>11/12</td><td>537</td></tr><tr><td>12/13</td><td>537</td></tr><tr><td>13/14</td><td>557</td></tr><tr><td>14/15</td><td>537</td></tr><tr><td>15/16</td><td>686</td></tr></table>	Year	Headcount	10/11	422	11/12	537	12/13	537	13/14	557	14/15	537	15/16	686
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