

Standard #6 - Organizational Performance Results, Table 6.1

SP13	SP14	SP15	SP16	MBA	BBA	BA	CU Mean	Natl Mean	Plus 1SD	Minus 1SD			
Integrati	4.9	4.7	5.1	3	2012	181	422	173	2011-12	46	48.4	56	40.8
					2013	189	429	174	2012-13	51	48.4	56	40.8
					2014	128	392	173	2013-14	54	48.4	55.3	41.5
					2015	110	376	153	2014-15	51	50.5	57.8	43.2
					2016	99	340	141	2015-16	43	50.1	57	43.2

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		Analysis of Results																																	
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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Track the increase or decrease in overall enrollment by program for MBA, BBA, and BA Programs. Retention and graduation data is reported separately.	Data is obtained from Office of Institutional Research, Assessment, and Accountability each fall.	The chart at the right reflects the enrollment figures for five years. The enrollment trend lines for the MBA, the BBA, and the BA are reflected along with the metrics for each.	An analysis of the data reflects the following percentage loss by program between 2012 and 2016: The MBA enrollment dropped 45.3%; The BBA dropped 19.4%; The BA dropped 18.5%.	Due to declines in enrollment, the CUSB was reorganized into the Department of Business. Currently, renewed efforts focused on recruitment and marketing are being undertaken with in the new School of Graduate and Professional Studies. This includes more online graduate informations session and updated marketing materials indicating US News and World Report rankings.	<p>Enrollment Trends MBA, BBA, BA</p> <table border="1"> <thead> <tr> <th>Year</th> <th>MBA</th> <th>BBA</th> <th>BA</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>181</td> <td>422</td> <td>173</td> </tr> <tr> <td>2013</td> <td>189</td> <td>429</td> <td>174</td> </tr> <tr> <td>2014</td> <td>128</td> <td>392</td> <td>173</td> </tr> <tr> <td>2015</td> <td>110</td> <td>376</td> <td>153</td> </tr> <tr> <td>2016</td> <td>99</td> <td>340</td> <td>141</td> </tr> </tbody> </table>	Year	MBA	BBA	BA	2012	181	422	173	2013	189	429	174	2014	128	392	173	2015	110	376	153	2016	99	340	141						
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Increase diversity of students enrolled in Business Programs.	Data for this demographic is obtained from the Office of Institutional Research, Assessment, and Accountability each semester.	Variation in ethnicity figures remains relatively stable over time and across business programs as reflected in the consistent figures from the BA, BBA, and MBA Programs.	Our analysis is that the diversity of students enrolled in Business Programs is not representative of Cameron Unniversity.	The renewed efforts focused on recruitment and marketing are being undertaken with in the new School of Graduate and Professional Studies are focusing on targeting students from diverse backgrounds. In particular, diverse students and faculty are included in all materials representing our program.	<p>Ethnicity By Program Spring 2016</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>BA</th> <th>BBA</th> <th>MBA</th> </tr> </thead> <tbody> <tr> <td>Native Am</td> <td>10</td> <td>26</td> <td>2</td> </tr> <tr> <td>Asian</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Afr Am</td> <td>12</td> <td>44</td> <td>10</td> </tr> <tr> <td>Hispanic</td> <td>17</td> <td>41</td> <td>7</td> </tr> <tr> <td>Non-Resid</td> <td>12</td> <td>33</td> <td>16</td> </tr> <tr> <td>White</td> <td>74</td> <td>169</td> <td>98</td> </tr> </tbody> </table>	Ethnicity	BA	BBA	MBA	Native Am	10	26	2	Asian	4	5	6	Afr Am	12	44	10	Hispanic	17	41	7	Non-Resid	12	33	16	White	74	169	98		
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Increase student GPA across all programs.	Data is obtained from Office of Institutional Research, Assessment, and Accountability each spring.	Overall, the are increasing trends in GPA for all programs except the BBA.	It is evident from the table that the GPA for BBA students is below the University average GPA and below the BA and MBA programs as well.	Currently A review focusing on the low GPA in the BBA program is needed. A deeper analysis of the curriculum, teaching staff, course delivery factors, and national standards needs to be undertaken and resolution for the low GPA must be sought.	<p>GPA By Program over Five Years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>BA</th> <th>BBA</th> <th>MBA</th> <th>University</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>2.846</td> <td>2.571</td> <td>2.993</td> <td>2.711</td> </tr> <tr> <td>Spring 2013</td> <td>2.874</td> <td>2.448</td> <td>2.92</td> <td>2.78</td> </tr> <tr> <td>Spring 2014</td> <td>2.965</td> <td>2.305</td> <td>2.783</td> <td>2.826</td> </tr> <tr> <td>Spring 2015</td> <td>2.96</td> <td>2.546</td> <td>3.272</td> <td>2.888</td> </tr> <tr> <td>Spring 2016</td> <td>2.978</td> <td>2.385</td> <td>3.324</td> <td>2.894</td> </tr> </tbody> </table>	Year	BA	BBA	MBA	University	Spring 2012	2.846	2.571	2.993	2.711	Spring 2013	2.874	2.448	2.92	2.78	Spring 2014	2.965	2.305	2.783	2.826	Spring 2015	2.96	2.546	3.272	2.888	Spring 2016	2.978	2.385	3.324	2.894
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Understand the ratio of full-time faculty to part-time students.

Data is obtained from Office of Institutional Research, Assessment, and Accountability each semester. One data point representing the Spring 2016 academic semester is reported as a one-time snapshot of the student body at this time.

The data returned from the Spring 2016 review suggests that the ratio of full time to part time student enrollment is consistent overtime.

Our Business Program students reflect Cameron University students.

In an effort to increase graduation rates and retention more information about why students go to school part-time will be collected, with the goal to increase both aspects.

