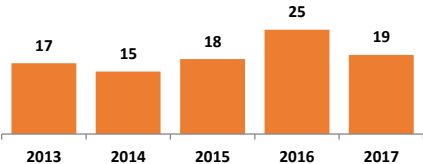
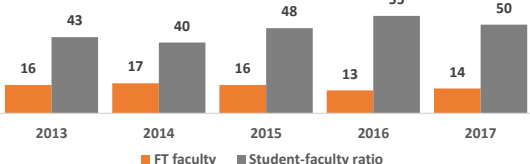


Standard #6 - Organizational Performance Results, Table 6.1

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?	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?																			
What is your goal?																							
6.1a - Maintain a high usage of the LFSB facility by community organizations and thus maintain a high visibility in the community	The facility reservation and usage is managed by SchoolDude application. This report is downloaded annually from the SchoolDude.	There were 19 events hosted here in 2017.	The facility held less events in 2017 than 2016 due to major renovations on the building fixtures and added a P.O.D. Express in the building during the summer.	In 2017, the facility has done the following renovations: a new student food service (P.O.D. Express) in the student lounge, new carpet in the hallway, new seating benches , and charging outlets in the hallway, new computer equipment and furniture in one of the classrooms. More updating and renovation of the facility will be on the way next year.	<div>LFSB Facility Usage</div>  <table><tr><th>Year</th><th>Usage</th></tr><tr><td>2013</td><td>17</td></tr><tr><td>2014</td><td>15</td></tr><tr><td>2015</td><td>18</td></tr><tr><td>2016</td><td>25</td></tr><tr><td>2017</td><td>19</td></tr></table>	Year	Usage	2013	17	2014	15	2015	18	2016	25	2017	19						
Year	Usage																						
2013	17																						
2014	15																						
2015	18																						
2016	25																						
2017	19																						
6.1b- Maintain a student to full-time faculty ratio not greater than 50:1 at main campus	Used the number of undergraduate business students enrolled in the fall of each year and the number of full-time faculty in the fall semester of the same year.	The student to faculty ratio exceeded our target rate in two consecutive years of 2016 and 2017.	In 2016, two full time faculty retired and one transfer to another institution. In 2017, one faculty resigned due to medical reason and two new faculty were hired.	The institution is actively recruiting academically qualified faculty to support the growing business enrollment. Three campus interviews are arranged in February and more interviews are on the way.	<div>Student-to-Full-Time (FT) Faculty Ratio</div>  <table><tr><th>Year</th><th>FT faculty</th><th>Student-faculty ratio</th></tr><tr><td>2013</td><td>16</td><td>43</td></tr><tr><td>2014</td><td>17</td><td>40</td></tr><tr><td>2015</td><td>16</td><td>48</td></tr><tr><td>2016</td><td>13</td><td>55</td></tr><tr><td>2017</td><td>14</td><td>50</td></tr></table>	Year	FT faculty	Student-faculty ratio	2013	16	43	2014	17	40	2015	16	48	2016	13	55	2017	14	50
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2014	17	40																					
2015	16	48																					
2016	13	55																					
2017	14	50																					

6.1c - Continue supporting our students in student success and career development through relevant workshops and events	Measured by the number of events and workshops hosted by the offices of Student Success and Career Development	The student success activities and career development workshops in the fall of 2016 and 2017 were more than double of 2015.	In addition to the student success initiatives, the career development center added workshops and training to help business students to be more competitive in finding jobs in internships and perm hires.	The new initiatives to provide workshops and job fair have increased the total numbers of placement records from 42 in 2015 to 173 in 2016 and 243 in 2017. The next step is to expand the use of CUHired software to maintain the records and connect between students and potential employers.	<p>Student Success/Career Development Events</p> <table><tr><th>Year</th><th>Events</th></tr><tr><td>14FA</td><td>15</td></tr><tr><td>15SP</td><td>17</td></tr><tr><td>15FA</td><td>17</td></tr><tr><td>16FA</td><td>38</td></tr><tr><td>17SP</td><td>26</td></tr><tr><td>17FA</td><td>35</td></tr></table>	Year	Events	14FA	15	15SP	17	15FA	17	16FA	38	17SP	26	17FA	35						
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14FA	15																								
15SP	17																								
15FA	17																								
16FA	38																								
17SP	26																								
17FA	35																								
6.1d. Increase new student enrollment at the undergraduate level at a steady pace	Measured by the new incoming undergraduate students as reported by the main University Admissions Office in the fall semester of each academic year	New student enrollment has been declining in two consecutive years since fall of 2015.	The admission standard has been raised since 2016, which explained the declining enrollment trend university wide	The student success coordinator has been working closely with the university admission office for recruitment efforts.	<p>New Undergraduate Enrollments at the Main Campus</p> <table><tr><th>Year</th><th>Enrollments</th></tr><tr><td>12FA</td><td>183</td></tr><tr><td>13FA</td><td>183</td></tr><tr><td>14FA</td><td>206</td></tr><tr><td>15FA</td><td>217</td></tr><tr><td>16FA</td><td>174</td></tr><tr><td>17FA</td><td>169</td></tr></table>	Year	Enrollments	12FA	183	13FA	183	14FA	206	15FA	217	16FA	174	17FA	169						
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15FA	217																								
16FA	174																								
17FA	169																								
6.1e Maintain an average class size not more than 35 at main campus	Measured by the course sections enrollment report from the Informer each semester after the Add / Drop period	The overall UG average class size at Main Campus is approximately double of that at the university level (16:1) and the adult/online education division (AOE). It is more than triple of the university level for the business core courses.	More faculty is need to reduce the class size especially that of the business core courses. Most business core courses are at the freshman and sophomore level, which is crucial to retain the business major students.	More faculty recruitment is on the way. On-campus faculty interviews will be scheduled in February and March, 2018.	<p>Average Class Size (*University average 16)</p> <table><tr><th>Category</th><th>15FA</th><th>16FA</th><th>17FA</th></tr><tr><td>MC_Bus Core</td><td>50</td><td>46</td><td>48</td></tr><tr><td>MC_All</td><td>34</td><td>33</td><td>34</td></tr><tr><td>AOE</td><td>13</td><td>12</td><td>13</td></tr><tr><td>GR_All</td><td>17</td><td>18</td><td>10</td></tr></table>	Category	15FA	16FA	17FA	MC_Bus Core	50	46	48	MC_All	34	33	34	AOE	13	12	13	GR_All	17	18	10
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