

## 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		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	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																													
Measurable goal	What is your goal?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																														
Increase undergraduate and graduate enrollment by 5% every semester	University-wide enrollment data. Enrollment data will be retrieved and analyzed every semester.	<b>Undergraduate:</b> Fall 2013 - 2497; Spring 2014 - 2420; Fall 2014 - 2463; Spring 2015 - 2646; Fall 2015 - 3403; Spring 2016 - 3592 <b>Graduate:</b> Fall 2013 - 623; Spring 2014 - 615; Fall 2014 - 584; Spring 2015 - 589; Fall 2015 - 566; Spring 2016 - 630	<b>Undergraduate:</b> In a positive trend for the last three years for undergraduate enrollment. Undergraduate enrollment increased 44% from Fall 2013 to Spring 2016. We have exceeded the 5% increased every semester since Fall 2014. <b>Graduate:</b> Graduate enrollment slightly decreased in Fall 2014, Spring 2015, and Fall 2015 but increased in Spring 2016. Graduate enrollment increased 1% from Fall 2013 to Spring 2016; and 11% from Fall 2015 to Spring 2016.	Additional sections added for all undergraduate programs. This opened up for class options for students. Marketing efforts and new articulation agreements are expected to increase enrollment.	<div style="text-align: center;"> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Undergraduate Enrollment</caption> <thead> <tr> <th>Semester</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>Fall 2013</td><td>2497</td></tr> <tr><td>Spring 2014</td><td>2420</td></tr> <tr><td>Fall 2014</td><td>2463</td></tr> <tr><td>Spring 2015</td><td>2646</td></tr> <tr><td>Fall 2015</td><td>3403</td></tr> <tr><td>Spring 2016</td><td>3592</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Graduate Enrollment</caption> <thead> <tr> <th>Semester</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>Fall 2013</td><td>623</td></tr> <tr><td>Spring 2014</td><td>615</td></tr> <tr><td>Fall 2014</td><td>584</td></tr> <tr><td>Spring 2015</td><td>589</td></tr> <tr><td>Fall 2015</td><td>566</td></tr> <tr><td>Spring 2016</td><td>630</td></tr> </tbody> </table> </div>		Semester	Enrollment	Fall 2013	2497	Spring 2014	2420	Fall 2014	2463	Spring 2015	2646	Fall 2015	3403	Spring 2016	3592	Semester	Enrollment	Fall 2013	623	Spring 2014	615	Fall 2014	584	Spring 2015	589	Fall 2015	566	Spring 2016	630
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<p>Increase retention from 70% to 80% by 2020</p>	<p>First year retention rate based on First-time Freshman and major department identified at entry (2013, 2014 and 2015). First year retention rate for transfer students (2012, 2013 and 2014)</p>	<p>First year retention rate for first-time freshman - 79% in 2013; 68% in 2014; and 71% in 2015. First year retention rates for School of Business majors is: 81% in 2011; 85% in 2012; 83% in 2013; and 74% in 2014. * Note: Percentages include data from the Economics Department.</p>	<p>There was a decrease in retention for 2014 due to the change in the required number of credits for graduation (128 to 120). The SoB first year retention for transfer students exceeds the overall University percentages. Again we see a decrease in 2014 due to the change in the required number of credits for graduation.</p>	<p>The University recently implemented various systems and practices to increase retention rates (EAB, degree maps, etc.). The results of this should be seen in data for future semesters / years. As noted above, the SoB has increased the number of class offerings so that students can get the class when needed and finish in a timely manner.</p>	<div data-bbox="1480 146 1921 414"> <h3>Retention</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Retained in SoB</th> <th>Retained at NJCU</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>79%</td> <td>81%</td> </tr> <tr> <td>2014</td> <td>68%</td> <td>70%</td> </tr> <tr> <td>2015</td> <td>71%</td> <td>81%</td> </tr> </tbody> </table> </div> <div data-bbox="1480 422 1921 665"> <h3>Transfer Retention</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Retained in SoB</th> <th>Retained at NJCU</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>81%</td> <td>71%</td> </tr> <tr> <td>2012</td> <td>85%</td> <td>68%</td> </tr> <tr> <td>2013</td> <td>83%</td> <td>68%</td> </tr> <tr> <td>2014</td> <td>74%</td> <td>70%</td> </tr> </tbody> </table> </div>	Year	Retained in SoB	Retained at NJCU	2013	79%	81%	2014	68%	70%	2015	71%	81%	Year	Retained in SoB	Retained at NJCU	2011	81%	71%	2012	85%	68%	2013	83%	68%	2014	74%	70%
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<p>Decrease time to degree to 5.0 by 2020</p>	<p>Average years to degree, first time freshman graduating with business degrees (2013, 2014 and 2015)</p>	<p>2013 = 6.3; 2014 = 6; 2015 = 5.42</p>	<p>Time to degree has decreased over the last three years.</p>	<p>Continuing to expand modalities and course offerings to eliminate self imposed bottle necks to et students to graduate quicker.</p>	<div data-bbox="1480 682 1921 925"> <h3>Time to Degree</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Time to Degree (Years)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>6.3</td> </tr> <tr> <td>2014</td> <td>6.0</td> </tr> <tr> <td>2015</td> <td>5.42</td> </tr> </tbody> </table> </div>	Year	Time to Degree (Years)	2013	6.3	2014	6.0	2015	5.42																			
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