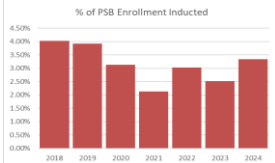
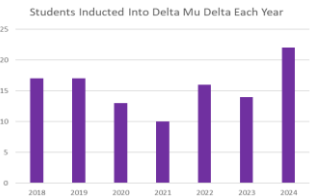
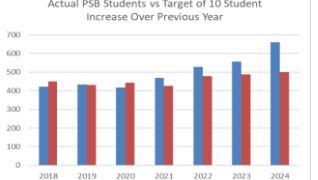
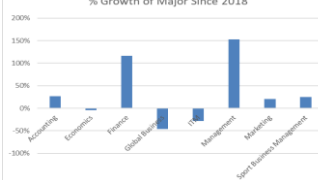


**Standard #6 - Organizational Performance Results, Table 6.1**

**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.**

<b>Table 6.1 Standard 6 - Organizational Performance Results</b>					
<b>Organizational Effectiveness Results</b>	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.				
<b>Performance Measure</b> <b>Measurable goal</b>  <b>What is your goal?</b>	<b>What is your measurement</b> <b>(Indicate length of cycle)</b>	<b>Current Results</b>  <b>What are your current results?</b>	<b>Analysis of Results</b>  <b>What did you learn from the results?</b>	<b>Action Taken or Improvement made</b>  <b>What did you improve or what is your next step?</b>	<b>Insert Graphs or Tables of Resulting Trends</b> <b>(3-5 data points preferred)</b> <b>(3-5</b>
The PSB will induct students into Delta Mu Delta annually to recognize academic success.	Delta Mu Delta annual reports	In the last 2 years, 14 and 22 students respectively have been inducted into Delta Mu Delta.  	The percentage shows fluctuations from 2018 to 2024, with a notable decrease in 2021 and 2023, followed by recovery in 2022 and 2024. The number of students inducted into Delta Mu Delta varies annually, with a significant drop in 2021 and a sharp increase in 2024. While the percentage fluctuated, if the number of students in PSB continued to grow and the induction percentage remained relatively stable, it signifies that our top students consistently maintained the quality of their work despite increasing enrollments. The dip in the intervening years could be due to external factors, such as the pandemic, and internal feedback, where some students expressed not seeing the benefit in joining Delta Mu Delta.	We are continuing this successful program, and in 2023 appointed a new faculty co-advisor. With the appointment of a new faculty co-advisor in 2023, there was a noticeable positive trend in 2024, where the number of students inducted into Delta Mu Delta increased. We expect that this change will introduce fresh perspectives and additional support.	
The PSB will increase by 10 declared business students each year	Fall PSB census data involving the number of students in the SBA ,	There is a general trend of growth in student numbers over the years, with some fluctuations. The target growth appears to be consistently met or exceeded, particularly in the last two years.  There are years where the actual enrollment slightly dipped below the target (e.g., 2020), suggesting possible challenges such as decreased enrollment or retention issues during those periods. However, subsequent recoveries, especially in 2024, indicate effective responses to these challenges, possibly through enhanced recruitment strategies or improved academic programs. The substantial rise in actual student numbers in 2024 compared to the target suggests a highly successful enrollment or retention strategy.	The school has largely been successful in achieving or exceeding its annual growth targets, particularly in the latter years displayed. This indicates effective recruitment and retention strategies that have kept pace with or exceeded set objectives.  Despite experiencing some dips, notably around 2020, the school has shown resilience by recovering and even surpassing targets in subsequent years. This suggests that the school was able to effectively address challenges—including economic downturns, public health concerns, or internal changes—it faced during those periods.  The sharp increase in student numbers in 2024 could be indicative of the successful implementation of new initiatives or the positive influence of new faculty members, and the new building, which provided improved facilities and resources, making PSB more attractive to prospective students and possibly influencing their decision to enroll.	Our faculty will keep meeting prospective students by their majors and will also join events aimed at these future learners. We will also regularly track enrollment numbers and student feedback to ensure the continued growth and health of the program.	
The PSB will monitor the enrollment in each of the majors that make up the school.	Fall CU census data involving the number of students declaring each business major,		From 2018 to 2024, PSB's enrollment in various majors showed diverse trends. Accounting experienced a notable increase of 27%. The Economics-BA program saw significant growth of 50%, while Economics-BS faced a decline of 24%, resulting in an overall slight decrease in the combined Economics majors of 4%. Finance demonstrated remarkable growth, increasing by 115%.  Global Business faced a significant decline of 46%. ITM (Information Technology Management) also decreased by 28%. Management showed robust growth, increasing by 140%. Marketing exhibited a growth of 13%, and Sport Business Management increased by 25%.  These trends suggest shifts in student interests and potential changes in the job market, influencing their choice of majors at PSB.	The Global Business major was discontinued for Fall 2025. The students remaining in the major will be able to complete their degree - effectively the last should graduate by 2029. We are working hard to fill a vacant Marketing faculty position. We are currently revamping the entire marketing curriculum/introducing new courses and striving to have that implemented by Fall 2025. MGMT completed an in-depth review and revised the entire major at the beginning of this timeframe. This included identifying and creating efficiencies as well as adding two additional track options (entrepreneurship and construction management) to the original three (operations, HR, and general) as well as one additional minor (Construction Management). By combining service and production operations management into one required course instead of an either/or option and adding HR MGMT as a requirement for all students, there is now additional critical knowledge and skills that every MGMT student leaves with, which was previously optional. The additions and overhaul of the major has been a contributing factor to the current growth trends in MGMT.	