

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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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?																									
Increase the number of recruited students	Number of students accepted	There is a positive trend in admissions of students in all the concentration except for accounting. As an Institutional measure, they decrease the admissions quota "cupo" for the accounting major.	The Business Administration Program has an aggressive plan for visiting schools and provide orientation to high school students as to the benefits of receiving an education in business administration. Examples of activities to increase de admission rate are: open house, Expo UPR, orientations to the students during the night and the program "articulacion Universitaria", in where outstanding high school students has the opportunity to take courses in our program.	The Business Administration Program will continue visiting high schools and participating in open house orientation. In some of the visits we can involve active students through the students associations in the recruitment activities. We are also updating the information on our web page as to have more information available to prospective students.	<h4 style="margin: 0;">Admissions by Concentration</h4> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Admissions by Concentration Data</caption> <thead> <tr> <th>Concentration</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>68</td> <td>67</td> <td>68</td> </tr> <tr> <td>Finance</td> <td>16</td> <td>24</td> <td>12</td> </tr> <tr> <td>Management</td> <td>58</td> <td>46</td> <td>35</td> </tr> <tr> <td>Marketing</td> <td>31</td> <td>29</td> <td>31</td> </tr> </tbody> </table>	Concentration	16-17	17-18	18-19	Accounting	68	67	68	Finance	16	24	12	Management	58	46	35	Marketing	31	29	31
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Analysis of Results

<p>Increase retention at the Institutional Level</p>	<p>Retention rates as reported every year by the Office of Planning and Institutional Research (OPIR)</p>	<p>For 2018, the preliminary institutional retention rate was 81%, in comparison with the retention rate of the Business Administration Program per concentration: Accounting - 76% Finance - 42% Management - 56% Marketing - 57%.</p>	<p>We had experienced a positive trend in the last year for the accounting and marketing concentrations. Accounting and marketing major have had the highest retention rates during the last year. See Annual Reports attached to standard 6 for the detail of the activities per year.</p>	<p>The Action Plan includes promoting workshops to help the students integrate to the university life, as to ensure their success in their studies. Encouraging the participation of the faculty in the activities developed for the students as part of the Departmental Retention Committee. The participation in the students associations should be promoted as well as the participation in activities like "lobeznos distinguidos", in which the outstanding students received acknowledgement. They also acknowledge the students in non-academic activities.</p>	<p align="center">Retention Rate by Concentration by Cohort</p> <table border="1"> <caption>Retention Rate by Concentration by Cohort</caption> <thead> <tr> <th>Concentration</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>81</td> <td>65</td> <td>71</td> <td>76</td> </tr> <tr> <td>Finance</td> <td>70</td> <td>40</td> <td>76</td> <td>42</td> </tr> <tr> <td>Management</td> <td>70</td> <td>59</td> <td>55</td> <td>56</td> </tr> <tr> <td>Marketing</td> <td>68</td> <td>54</td> <td>56</td> <td>57</td> </tr> </tbody> </table>	Concentration	2015	2016	2017	2018	Accounting	81	65	71	76	Finance	70	40	76	42	Management	70	59	55	56	Marketing	68	54	56	57					
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<p>Increase the graduation rate</p>	<p>Number of students graduated</p>	<p>The graduation rate has a positive trend during the last year in all Business Administration Program concentrations.</p>	<p>The Business Administration Program has active academic advising that provide services throughout the semester. In these advisings, both the student and the professor work together as to ensure the student complies with the Business Administration Program requirements on a timely manner. As part of achieving our mission goals we strive to prepare the students for the labor market. We promote in our students to combine two of our concentrations so at the time of graduation they attained a bachelor degree in one concentration and a certification that states that they had all the course requirements of the other concentration. Even though, this might be affecting our graduation rate, we strongly believe that we are better preparing them for their professional life.</p>	<p>As part of the academic advising process, we perform group academic advisings as to promote within the students the important of obtaining the bachelor degree in a timely manner. Also, the professors promote individual academic advising for those with special requirements. The professors also emphasize the important of the curricular sequence, the co-requisite and pre-requisite of the courses. From the graduating students questionnaire, not only we will obtain results, but analyze them as to addressed the students concerns and recommendations. The Program should consider to offer a section with less than 70% of occupancy, when it has enrolled candidates for graduation.</p>	<p align="center">Graduation Rate by Cohort</p> <table border="1"> <caption>Graduation Rate by Cohort</caption> <thead> <tr> <th>Concentration</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>39</td> <td>32</td> <td>36</td> <td>38</td> <td>38</td> </tr> <tr> <td>Finance</td> <td>12</td> <td>23</td> <td>26</td> <td>17</td> <td>20</td> </tr> <tr> <td>Management</td> <td>26</td> <td>15</td> <td>24</td> <td>19</td> <td>42</td> </tr> <tr> <td>Marketing</td> <td>16</td> <td>14</td> <td>17</td> <td>9</td> <td>13</td> </tr> </tbody> </table>	Concentration	2007	2008	2009	2010	2011	Accounting	39	32	36	38	38	Finance	12	23	26	17	20	Management	26	15	24	19	42	Marketing	16	14	17	9	13
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