

Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies business students and stakeholders key needs and expectations.

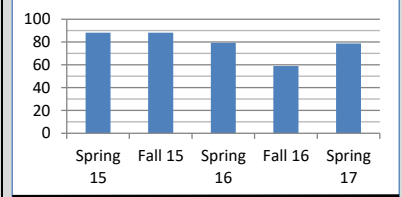
Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

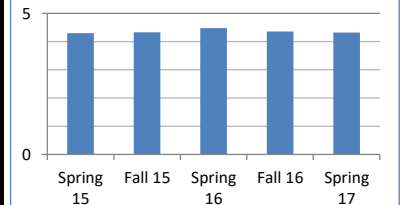
Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

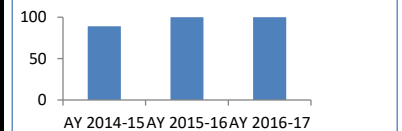
Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

| Performance Measure: What is your goal? The goal should be measurable. | What is your measurement instrument or process? (indicate length of cycle) | Current Results: What are your current results? | Analysis of Results: What did you learn from your results? | Action Taken or Improvement made: What did you improve or what is your next step? | Provide a graph or table of resulting trends (3-5 data points preferred) |
|---|--|---|--|---|--|
|---|--|---|--|---|--|

| Satisfaction of students completing their degree will be at 70% or higher. | Graduate Exit Survey administered to students within one semester of graduation. Response to question asking "Would you recommend WVSU to others?" | Four out of five semesters student satisfaction exceeded benchmark. | Follow up questions in the survey indicate students are highly satisfied (generally 90% or higher) with individual aspects of their business education, such as oral and written communication skills, team dynamics, and technology skills. | More robust opportunities for students to engage outside the classroom have been created in the past two years, such as a two-day business summit with outside speakers, creation of an accounting club, and increased internship opportunities. | <div style="text-align: center;"> Recent Graduate Satisfaction Results </div>  <table border="1" style="margin-left: auto; margin-right: auto; font-size: small;"> <caption>Recent Graduate Satisfaction Results</caption> <thead> <tr> <th>Term</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>Spring 15</td> <td>85</td> </tr> <tr> <td>Fall 15</td> <td>85</td> </tr> <tr> <td>Spring 16</td> <td>75</td> </tr> <tr> <td>Fall 16</td> <td>55</td> </tr> <tr> <td>Spring 17</td> <td>80</td> </tr> </tbody> </table> | Term | Satisfaction Score | Spring 15 | 85 | Fall 15 | 85 | Spring 16 | 75 | Fall 16 | 55 | Spring 17 | 80 |
|--|--|---|--|--|---|------|--------------------|-----------|----|---------|----|-----------|----|---------|----|-----------|----|
| Term | Satisfaction Score | | | | | | | | | | | | | | | | |
| Spring 15 | 85 | | | | | | | | | | | | | | | | |
| Fall 15 | 85 | | | | | | | | | | | | | | | | |
| Spring 16 | 75 | | | | | | | | | | | | | | | | |
| Fall 16 | 55 | | | | | | | | | | | | | | | | |
| Spring 17 | 80 | | | | | | | | | | | | | | | | |

| Student Course Evaluations average will be at or above 4.0 (on a scale of 1=Poor to 5=Excellent) for all business and economics courses | Semester course evaluations administered by institution | Five semesters of consistent results exceeding goal | Overall goal exceeded the benchmark in all semesters. Some individual results lower than the benchmark; provide faculty coaching and opportunities for training. | Training opportunities for both in-seat and online teaching is available, some of which is mandatory. 100% of faculty who teach fully online must complete mandatory training. Teaching Excellence seminar started AY 16-17. | <div style="text-align: center;"> Student Course Evaluations </div>  <table border="1" style="margin-left: auto; margin-right: auto; font-size: small;"> <caption>Student Course Evaluations</caption> <thead> <tr> <th>Term</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 15</td> <td>4.2</td> </tr> <tr> <td>Fall 15</td> <td>4.2</td> </tr> <tr> <td>Spring 16</td> <td>4.5</td> </tr> <tr> <td>Fall 16</td> <td>4.2</td> </tr> <tr> <td>Spring 17</td> <td>4.2</td> </tr> </tbody> </table> | Term | Average Score | Spring 15 | 4.2 | Fall 15 | 4.2 | Spring 16 | 4.5 | Fall 16 | 4.2 | Spring 17 | 4.2 |
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| Spring 16 | 4.5 | | | | | | | | | | | | | | | | |
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| Spring 17 | 4.2 | | | | | | | | | | | | | | | | |

| Satisfaction of employers participating in the Academic Business Internship program will be 70 % or higher. | Performance appraisal results of student interns by site supervisors. | Three periods of consistent results exceeding goal based on a scale of 1-Low to 5=High. Percentage satisfaction based on responses of 4 and 5. | Overall goal exceeded the benchmark in all periods. Categories of relative weakness include punctuality, regular attendance, and produces maximum quality of work. | Academic Internship Director works very closely with each site, providing counsel and advise to individual students where relative weaknesses are identified. | <div style="text-align: center;"> Employer Satisfaction </div>  <table border="1" style="margin-left: auto; margin-right: auto; font-size: small;"> <caption>Employer Satisfaction</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>AY 2014-15</td> <td>85</td> </tr> <tr> <td>AY 2015-16</td> <td>100</td> </tr> <tr> <td>AY 2016-17</td> <td>100</td> </tr> </tbody> </table> | Year | Satisfaction Score | AY 2014-15 | 85 | AY 2015-16 | 100 | AY 2016-17 | 100 |
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