

**TABLE 7: Business Unit Performance Results (Standard 6)**

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.

Analysis of Results																							
Performance Measure: What is your 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)																		
<p><b>Organizational Effectiveness Results</b></p> <p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, 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.</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>																							
<p><b>Increase enrollment in Business Programs to 1,250 students</b></p>	<p>Enrollment measured in Fall of each year.</p>	<p>The past 4 years have produced enrollments hovering around 1200. The 2016 enrollment was the first instance of achieving the goal.</p>	<p>Despite the North West Arkansas region's unemployment rate remaining at less than 3%, our student enrollments remain strong.</p>	<p>An emphasis has been made on the Early College Experience (ECE) program and recruiting. Some curriculum changes and K-12 events are being geared towards appealing to a younger student.</p>	<p><b>Business Enrollment</b></p> <table border="1"> <caption>Business Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>1134</td> </tr> <tr> <td>2014</td> <td>1212</td> </tr> <tr> <td>2015</td> <td>1193</td> </tr> <tr> <td>2016</td> <td>1254</td> </tr> <tr> <td>2017</td> <td>1203</td> </tr> </tbody> </table>	Year	Enrollment	2013	1134	2014	1212	2015	1193	2016	1254	2017	1203						
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<p><b>Increase enrollment in Computing programs to 350.</b></p>	<p>Enrollment measured in Fall of each year.</p>	<p>Goal has not yet been achieved. The overall trend is negative.</p>	<p>Unemployment in the NWA region is negatively impacting some programs. All recent graduates have been hired.</p>	<p>There is an increased focus on grant and competition opportunities, to improve program appeal.</p>	<p><b>Computing Enrollment</b></p> <table border="1"> <caption>Computing Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>269</td> </tr> <tr> <td>2014</td> <td>251</td> </tr> <tr> <td>2015</td> <td>247</td> </tr> <tr> <td>2016</td> <td>213</td> </tr> <tr> <td>2017</td> <td>199</td> </tr> </tbody> </table>	Year	Enrollment	2013	269	2014	251	2015	247	2016	213	2017	199						
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<p><b>Increase fall to fall retention (for all non-graduating students) to 50%.</b></p>	<p>After removing the graduated students from the equation, students from the Fall enrollment are compared to the previous Fall student enrollments.</p>	<p>The overall trend is negative. The goal has yet to be achieved.</p>	<p>NWACC has a large transfer population, with over 50% of business and computing students in transfer programs. Students frequently transfer before graduation.</p>	<p>Retention initiatives are underway college-wide, including staged disbursement of financial aid, and an early warning system for students not attending or participating in the first 4 weeks of class.</p>	<p><b>Fall to Fall Retention (non-grad)</b></p> <table border="1"> <caption>Fall to Fall Retention (non-grad) Data</caption> <thead> <tr> <th>Year</th> <th>Retention %</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>46%</td> <td>1313</td> </tr> <tr> <td>2013</td> <td>44%</td> <td>1282</td> </tr> <tr> <td>2014</td> <td>44%</td> <td>1353</td> </tr> <tr> <td>2015</td> <td>42%</td> <td>1316</td> </tr> <tr> <td>2016</td> <td>42%</td> <td>1343</td> </tr> </tbody> </table>	Year	Retention %	Sample Size (n)	2012	46%	1313	2013	44%	1282	2014	44%	1353	2015	42%	1316	2016	42%	1343
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<b>Increase fall to fall retention for first time new students to 50%.</b>	After removing the graduated students from the equation, students from the Fall enrollment are compared to the previous Fall's first-time student enrollments.	The rate has been stable, yet overall the trend is positive. The goal has not yet been obtained.	NWACC has a large transfer population, with over 50% of business and computing students in transfer programs. Students frequently transfer before graduation.	First year successful student procedures have been put in place to ensure that students get connected to resources such as tutoring and counseling services if needed.	<p><b>Retention (1st time new students)</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Retention Rate</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>40%</td> <td>263</td> </tr> <tr> <td>2013</td> <td>41%</td> <td>326</td> </tr> <tr> <td>2014</td> <td>44%</td> <td>349</td> </tr> <tr> <td>2015</td> <td>44%</td> <td>302</td> </tr> <tr> <td>2016</td> <td>44%</td> <td>302</td> </tr> </tbody> </table>	Year	Retention Rate	n	2012	40%	263	2013	41%	326	2014	44%	349	2015	44%	302	2016	44%	302
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<b>Student class success should exceed 75%.</b>	Student course success is defined as students successfully completing a course with a grade of "C" or better. Success Rate is calculated by the number of BCIS courses' A, B, or C grades divided by the total number of grades in those same BCIS courses.	Student success rates were low in 2014 and 2015, but have since rebounded to above the goal.	Academic assurance measures have been put in place, such as common course shells, in order to ensure proper topical coverage and grading.	Several courses have been redesigned to correct course completion issues, including ACCT and ECON courses. The ECON prerequisite structure has also been changed.	<p><b>Student Success Rate</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>77</td> </tr> <tr> <td>2014-15</td> <td>73</td> </tr> <tr> <td>2015-16</td> <td>73</td> </tr> <tr> <td>2016-17</td> <td>76</td> </tr> <tr> <td>2017-18</td> <td>76</td> </tr> </tbody> </table>	Year	Success Rate	2013-14	77	2014-15	73	2015-16	73	2016-17	76	2017-18	76						
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<b>Increase the number of business and computing A.A.S. graduates to 150 per year.</b>	Includes graduates from all ACBSP accredited programs with Associate's Degrees.	Despite the falling enrollment, the numbers of graduates is increasing.	In the past, students would take unnecessary courses or change majors, thus prolonging graduation. More effort is being given to advising and course sequencing.	Several program sequences have been changed to address retention issues. Course rotation problems have also been addressed within the computing and accounting programs.	<p><b>Graduates</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>121</td> </tr> <tr> <td>2013-14</td> <td>110</td> </tr> <tr> <td>2014-15</td> <td>124</td> </tr> <tr> <td>2015-16</td> <td>124</td> </tr> <tr> <td>2016-17</td> <td>160</td> </tr> </tbody> </table>	Year	Number of Graduates	2012-13	121	2013-14	110	2014-15	124	2015-16	124	2016-17	160						
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