

**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)												
<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 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. - Please note that data reported in this table should be business unit data and not institution-wide data. - 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. - For all data reported, show sample size (n=75).																
<b>Increase enrollment in Business Programs to 1,250 students</b>	Enrollment measured in Fall of each year.	Enrollments have hovered around 1100, with a slight decline beginning in 2019	Unemployment rate has risen to 4.5% in 2020. The increase in unemployment and 14% decrease in enrollment in 2020 (largest decrease in overall enrollment) is most likely pandemic related.	We are hopeful that by beginning K-12 outreach events again we may increase our numbers.	<table border="1"> <caption>Business Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>1142</td> </tr> <tr> <td>2018</td> <td>1190</td> </tr> <tr> <td>2019</td> <td>1120</td> </tr> <tr> <td>2020</td> <td>963</td> </tr> <tr> <td>2021</td> <td>905</td> </tr> </tbody> </table>	Year	Enrollment	2017	1142	2018	1190	2019	1120	2020	963	2021	905
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<b>Increase enrollment in Computing programs to 350.</b>	Enrollment measured in Fall of each year.	Goal has not yet been achieved. The overall trend is negative.	Unemployment rate has risen to 4.5% in 2020. The increase in unemployment and 14% decrease in 2020 (largest decrease in overall enrollment) probably pandemic related.	We are hopeful that by beginning out K-12 outreach events again we may increase our numbers.	<table border="1"> <caption>Computing Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>199</td> </tr> <tr> <td>2018</td> <td>195</td> </tr> <tr> <td>2019</td> <td>191</td> </tr> <tr> <td>2020</td> <td>171</td> </tr> <tr> <td>2021</td> <td>146</td> </tr> </tbody> </table>	Year	Enrollment	2017	199	2018	195	2019	191	2020	171	2021	146
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<b>Increase fall to fall retention (for all non-graduating students) to 50%.</b>	After removing the graduated students from the equation, students from the Fall enrollment are compared to the previous Fall student enrollments.	Goal has not yet been achieved. Overall trend appears stable.	NWACC has a large transfer population, with 74% (Fall 2021) of business and computing students in transfer programs. Students frequently transfer before graduation.	Currently, 25% of our course offerings are face-to-face. The college has moved many courses online as a direct response to the pandemic. Before the pandemic, 40% of our courses were F2F. Our new goal is to increase F2F course offerings to 30-35%.	<p><b>Fall to Fall Retention (non-grad)</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Retention Rate</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>0.46</td> <td>1213</td> </tr> <tr> <td>2018</td> <td>0.44</td> <td>1222</td> </tr> <tr> <td>2019</td> <td>0.42</td> <td>1166</td> </tr> <tr> <td>2020</td> <td>0.42</td> <td>1182</td> </tr> <tr> <td>2021</td> <td>0.43</td> <td>999</td> </tr> </tbody> </table>	Year	Retention Rate	n	2017	0.46	1213	2018	0.44	1222	2019	0.42	1166	2020	0.42	1182	2021	0.43	999
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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.	Goal first achieved in 2016. Slight dip in 2019, possibly due to the pandemic.	NWACC has a large transfer population, with 74% (Fall 2021) of business and computing students in transfer programs. Students frequently transfer before graduation.	Currently, 25% of our course offerings are face-to-face. The college has moved many courses online as a direct response to the pandemic. Before the pandemic, 40% of our courses were F2F. Our new goal is to increase F2F course offerings to 30-35%.	<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>2016</td> <td>0.547</td> <td>300</td> </tr> <tr> <td>2017</td> <td>0.574</td> <td>245</td> </tr> <tr> <td>2018</td> <td>0.546</td> <td>304</td> </tr> <tr> <td>2019</td> <td>0.464</td> <td>287</td> </tr> <tr> <td>2020</td> <td>0.47</td> <td>251</td> </tr> </tbody> </table>	Year	Retention Rate	n	2016	0.547	300	2017	0.574	245	2018	0.546	304	2019	0.464	287	2020	0.47	251
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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 have stabilized slightly above goal..	Our move to online, remote education during the pandemic has slowed our progress toward this goal. Therefore, student success rates have plateaued.	The college has implemented a new mentorship program in which first generation college students will be paired with a faculty/staf mentor to help answer questions and guide them to necessary resources.	<p><b>Student Success Rates</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Success Rate</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>76</td> <td>6496</td> </tr> <tr> <td>2017-18</td> <td>78</td> <td>6673</td> </tr> <tr> <td>2018-19</td> <td>77</td> <td>6564</td> </tr> <tr> <td>2019-20</td> <td>79</td> <td>6299</td> </tr> <tr> <td>2020-21</td> <td>78</td> <td>5721</td> </tr> </tbody> </table>	Year	Success Rate	n	2016-17	76	6496	2017-18	78	6673	2018-19	77	6564	2019-20	79	6299	2020-21	78	5721
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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 largely stable and above the goal.	As a result of the pandemic, we have experienced a college-wide decrease in enrollment, which may lead to a decrease in graduation rates.	First year students will work with advisors in enrollment services and then be paired with content-specific advisors to assist them as they progress in their respective programs. In addition, the college will be rolling out WorkDay for students which will provide clear identification and connections with their content-specific advisor.	<p><b>Graduates</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>160</td> </tr> <tr> <td>2017-18</td> <td>156</td> </tr> <tr> <td>2018-19</td> <td>167</td> </tr> <tr> <td>2019-20</td> <td>158</td> </tr> <tr> <td>2020-21</td> <td>160</td> </tr> </tbody> </table>	Year	Number of Graduates	2016-17	160	2017-18	156	2018-19	167	2019-20	158	2020-21	160						
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