

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.

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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)																		
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 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).																						
Increase retention from 76% to 78% by 2022.	Fall to Spring Retention rates as reported in IVP (Instructional Vitality Process) data. Data is updated in March and July of each year for that academic year. Students who graduate in December and do not return to the College in Spring are counted as successes. Baseline cohort is the 2017-18 graduating cohort. (Note: ACBSP accredited program Associate Degree students are the reporting group for the three performance measurement results activities). Fall 2021 and Spring 2022 data now includes the Business Analyst (BA), Small Business Entrepreneurship (SBE), and Supply Chain Management (programs became accredited during the Spring 2022 accreditation cycle) programs in addition to previously accredited programs.	68% in 2021-22 (Fall 21 to Spring 22)	The Fall to Spring retention rate for the 21/22 academic year continued its decline to 68% This trend is not only evident in these programs but for the college and most colleges in general. Many students continued to face additional work commitments during this timeframe. The regional economy has been expanding, a labor shortage is causing employers to raise wages. Historically enrollment and retention rates have decreased with enrolled students taking jobs before finishing and prospective students seeking employment rather than furthering their education.	The School of Business aligning with college initiatives is focused on increasing retention rates by adopting the following tools: College 101, a college preparedness course started during the e spring 2021 term and will be evaluated for effectiveness moving forward. Additionally, a new highly flexible course offering format titled NTC Connect is being piloted starting in the fall 2021 semester. The NTC Connect offering allows students to attend classes from week to week in the format that best suits their needs. The formats include: face to face classroom instruction, Zoom virtual meeting session held at the same time as the face to face sessions, attending asynchronously online. This format should be very flexible for students who face increased demands from jobs, family commitments and daycare or quarantine issues related to COVID-19.	Fall to Spring Retention Rate <table border="1"> <caption>Fall to Spring Retention Rate</caption> <thead> <tr> <th>Year</th> <th>Retention Rate</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>76%</td> <td>785</td> </tr> <tr> <td>2018-19</td> <td>75%</td> <td>697</td> </tr> <tr> <td>2019-20</td> <td>76%</td> <td>661</td> </tr> <tr> <td>2020-21</td> <td>74%</td> <td>583</td> </tr> <tr> <td>2021-22</td> <td>68%</td> <td>631</td> </tr> </tbody> </table>	Year	Retention Rate	Sample Size (n)	2017-18	76%	785	2018-19	75%	697	2019-20	76%	661	2020-21	74%	583	2021-22	68%	631
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Increase course completion from 74% to 80% by 2022	Course completion rates of all students in ACBSP Accredited program Business Division Associate Degrees. Includes Gen Eds. Calculation = Grades of C or better divided by all grades. N = Number of courses taken by ACBSP Accredited Associate Degree Business Program students in all courses	72% in 2021-22 academic year.	After posting upward trending completion percentages during the past two academic years, the course completion rate of ACBSP accredited program courses fell to 75%. Similar to the fall to spring retention rates, the improved economy as COVID-19 cases dropped and vaccinations rates rising the regional economy has been expanding, a labor shortage is causing employers to raise wages. Historically completion and retention rates have decreased with enrolled students taking jobs before finishing their courses and prospective students seeking employment rather than furthering their education.	The School of Business aligning with college initiatives is focused on increasing completion rates by tools that increase student preparedness and allow further flexibility in attending classes. College 101, a college preparedness course started during the e spring 2021 term and will be evaluated for effectiveness moving forward. Additionally, a new highly flexible course offering format titled NTC Connect is being piloted starting in the fall 2021 semester. The NTC Connect offering allows students to attend classes from week to week in the format that best suits their needs. The formats include: face to face classroom instruction, Zoom virtual meeting session held at the same time as the face to face sessions, attending asynchronously online. This format should be very flexible for students who face increased demands from jobs, family commitments and daycare or quarantine issues related to COVID-19.	<p>Course Completion Rate</p> <table border="1"> <caption>Course Completion Rate Data</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>74%</td> <td>5294</td> </tr> <tr> <td>2018-19</td> <td>78%</td> <td>5049</td> </tr> <tr> <td>2019-20</td> <td>78%</td> <td>4744</td> </tr> <tr> <td>2020-21</td> <td>75%</td> <td>4147</td> </tr> <tr> <td>2021-22</td> <td>72%</td> <td>4549</td> </tr> </tbody> </table>	Year	Completion Rate	Sample Size (n)	2017-18	74%	5294	2018-19	78%	5049	2019-20	78%	4744	2020-21	75%	4147	2021-22	72%	4549
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Increase 3-year program graduation rate from 15% to 20% by 2022	Graduation rate within 3 years from the same program in which the student started. The 2016-17 graduating cohort measures new program students in 2014-15; The 2017-18 graduating cohort measures new program students in 2015-16, the 2018-19 graduating cohort measures new program students in 2016-17. The 2019-2020 graduating cohort data measures new program students in 2017-2018. The 2020-2021 graduating cohort measures new program students who started in 2019 - 2020. Baseline cohort is the 2017-18 graduating cohort.	20% for 2021-22 graduating cohort (started in 2019-20)	3 year program graduation rate climbed to 19% in tracking the 2018-19 cohort group graduating by the end of 2020-21 academic year. The graduation rate increased to 20% during the 2021 - 22 academic year.	A continued focus on retention and course completion initiative such as 8 week terms, Part-Time Pathways, Faculty Mentoring, Predictive Analytics and textbook affordability initiatives such as Cengage Unlimited are showing results in the three year cohort graduation rate. Additionally, a college wide focus was placed on program completion for those impacted by COVID-19. Additional efforts and funding were placed to assist students in completing their courses during the spring of 2020 and fall of 2021 when COVID numbers were high in the area. Faculty worked directly with affected students to complete courses during extension periods to those who were impacted throughout the semesters. Analysis of results shows that students who do continue with their program after the first two semesters are graduating at a higher rate than during the baseline year.	<p>3 Year Program Graduation Rate</p> <table border="1"> <caption>3 Year Program Graduation Rate Data</caption> <thead> <tr> <th>Year</th> <th>Graduation Rate</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>15%</td> <td>624</td> </tr> <tr> <td>2018-19</td> <td>16%</td> <td>563</td> </tr> <tr> <td>2019-20</td> <td>16%</td> <td>503</td> </tr> <tr> <td>2020-21</td> <td>19%</td> <td>503</td> </tr> <tr> <td>2021-22</td> <td>20%</td> <td>708</td> </tr> </tbody> </table>	Year	Graduation Rate	Sample Size (n)	2017-18	15%	624	2018-19	16%	563	2019-20	16%	503	2020-21	19%	503	2021-22	20%	708
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