

**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.

**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).

**Analysis of Results**

<b>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>
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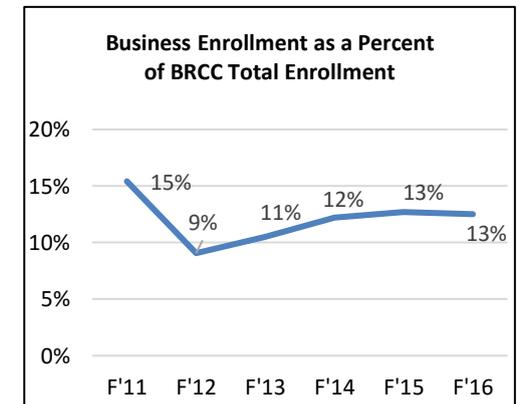
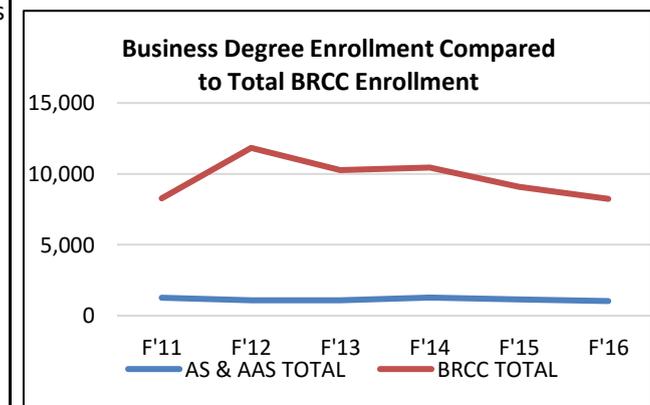
The Business Department will strive to increase program enrollment by 3-5% from Fall 11 to Fall 16.

Enrollment report (count by majors) provided by the Office of Institutional Advancement

Business enrollment has seen a decline of 19% from 1,276 in Fall 2011 to 1,031 in Fall 2016.

BRCC as a whole experienced decreased enrollment during the same time period. In the past few years, student tuition has increased at every state institution due to decreased state funding. This could have had a negative effect on College enrollment. In addition, the Baton Rouge metro area experienced unprecedented flooding in Fall 16 affecting a significant portion of the population, which could also contribute to a decrease in enrollment. However, during this time period business enrollment is still very strong and steady, accounting for 13% of overall enrollment at Baton Rouge Community College in Fall 16.

Enrollment in our business programs has remained roughly the same as a percentage of total college enrollment, even while total college enrollment has both increased and decreased during the reporting cycle. This indicates a relatively strong position of our programs in the context of overall declining enrollment. The College has had to continually react to the changing economic and legislative environments, as it simultaneously works to improve organizational processes (e.g. enrollment, incoming transfer processing, financial aid). Going forward, the Business Department will continue to capitalize on our Advisory Board's ties to the community to better market our programs. In addition, the department will work with the College's Public Relations department and Recruitment to have them better publicize and advocate for our business programs.



**Analysis of Results**

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<p>Students will be able to earn 80% of their AS or AAS credits online by the end of AY 16-17.</p>	<p>Internal IT (Banner) generated report of AS and AAS Curricula</p>	<p>This standard was met. Students are able to earn 100% of their courses online in the AAS in Business Technology Management Concentration, 90% in the AAS in Business Technology Entrepreneurship Concentration, and 95% in the AS in Business.</p>	<p>This is an area in which the Business Department has worked hard to keep up with the needs of students. Since the last QA report, the percentage of the degree that can be earned online has increased across all degrees. Students are very pleased with the additional online options and thus have better opportunities for timely completion of their degree.</p>	<p>The Business Department has greatly expanded the number of its courses offered online. In the AAS program, additional courses in business are currently being developed for online so that 100% of courses can be earned online in the Entrepreneurship Concentration. The e-Learning Department at BRCC is also continuing to expand options in general education courses as well, which could also be helpful for business students seeking gen ed courses online.</p>	<div data-bbox="2058 497 2680 1083" data-label="Figure"> <p><b>Percent of Curriculum Offered Online</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>AAS BUSN Entrepreneurship</th> <th>AAS BUSN Management</th> <th>AS BUSN</th> </tr> </thead> <tbody> <tr> <td>AY14-15</td> <td>75%</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>AY15-16</td> <td>75%</td> <td>85%</td> <td>80%</td> </tr> <tr> <td>AY16-17</td> <td>90%</td> <td>100%</td> <td>95%</td> </tr> </tbody> </table> </div>	Year	AAS BUSN Entrepreneurship	AAS BUSN Management	AS BUSN	AY14-15	75%	75%	80%	AY15-16	75%	85%	80%	AY16-17	90%	100%	95%
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<p>The Business Department will strive to increase the number of graduates by 3-5% from one academic year to the next during the reporting period.</p>	<p>Enrollment report provided by the Office of Institutional Research.</p>	<p>This standard was not met.</p>	<p>There was a slight increase in the number of graduates from 2015 to 2016, but there is work to be done in this area.</p>	<p>Consistent and regular advising is the key to encouraging AS majors to obtain the degree before transferring and to improve retention in the AAS program. Faculty are encouraged to discuss advising with their classes. The Business Department hosted 2 student information events during the 2015-2016 academic year to increase student understanding of degree requirements. These were well received, and more will be held going forward.</p>	<div data-bbox="2075 465 2647 819"> <p align="center"><b>Number of Associate Degrees Earned</b></p> <table border="1"> <caption>Number of Associate Degrees Earned</caption> <thead> <tr> <th>Year</th> <th>AS &amp; AAS Total</th> <th>BRCC Total</th> </tr> </thead> <tbody> <tr> <td>AY14</td> <td>~80</td> <td>~400</td> </tr> <tr> <td>AY15</td> <td>~80</td> <td>~380</td> </tr> <tr> <td>AY16</td> <td>~80</td> <td>~420</td> </tr> </tbody> </table> </div> <div data-bbox="2055 873 2680 1227"> <p align="center"><b>AS &amp; AAS Degrees Awarded: Percent Change From Previous Year</b></p> <table border="1"> <caption>AS &amp; AAS Degrees Awarded: Percent Change From Previous Year</caption> <thead> <tr> <th>Year</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>AY14</td> <td>-14%</td> </tr> <tr> <td>AY15</td> <td>38%</td> </tr> <tr> <td>AY16</td> <td>8%</td> </tr> </tbody> </table> </div>	Year	AS & AAS Total	BRCC Total	AY14	~80	~400	AY15	~80	~380	AY16	~80	~420	Year	Percent Change	AY14	-14%	AY15	38%	AY16	8%
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<p>The Business Department programs will have a year to year retention rate of 40% or greater.</p>	<p>Year to year retention rates are measured by the Office of Institutional Effectiveness. This is based on the entire credit population in the cohort term and the number of students who graduate or are enrolled in the succeeding year term.</p>	<p>The threshold was met for the AS degree and almost met for the AAS degree.</p>	<p>Retention for the AS degree has been about 40% for the past three years. It did improve significantly for the AAS over the past year.</p>	<p>The advising initiatives mentioned above should help to improve retention rates in both programs. Early intervention programs are also being piloted in various Business courses.</p>	<div data-bbox="2112 1360 2613 1788"> <p align="center"><b>Retention Rate</b></p> <table border="1"> <caption>Retention Rate</caption> <thead> <tr> <th>Year</th> <th>AS</th> <th>AAS</th> </tr> </thead> <tbody> <tr> <td>F'13</td> <td>33%</td> <td>34%</td> </tr> <tr> <td>F'14</td> <td>43%</td> <td>38%</td> </tr> <tr> <td>F'15</td> <td>44%</td> <td>37%</td> </tr> <tr> <td>F'16</td> <td>50%</td> <td>48%</td> </tr> </tbody> </table> </div>	Year	AS	AAS	F'13	33%	34%	F'14	43%	38%	F'15	44%	37%	F'16	50%	48%					
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