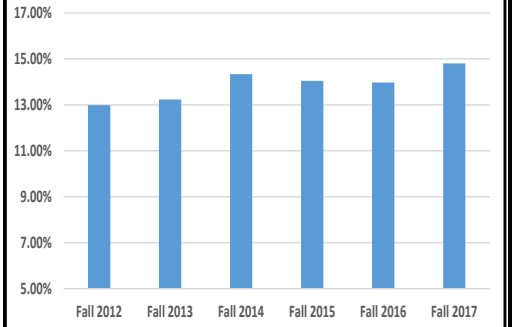


**TABLE 7: Business Unit Performance Results (Standard 6)**

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.

<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.                  - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance                  - For all data reported, show sample size (n=75).</p>																		
<p><b>Analysis of Results</b></p>																			
<p><b>Performance Measure:</b>                  What is your performance measure?                  What is your goal?                  (The goal should be measurable.)</p>	<p><b>What is your measurement instrument or process?</b>                  (indicate length of cycle)</p>	<p><b>Current Results:</b>                  What are your current results?</p>	<p><b>Analysis of Results:</b>                  What did you learn from your results?</p>	<p><b>Action Taken or Improvement Made:</b>                  What did you improve or what is your next step?</p>	<p><b>Provide a graph or table of resulting trends</b>                  (3-5 data points preferred)</p>														
<p>The Business and Technology Department's accredited programs will strive to maintain or increase <b>enrollment</b> in all programs, as expressed as a total of the College's overall credit enrollment as reported to the Maryland Higher Education Commission (MHEC).</p>	<p>Data reported: BCCC Institutional Research Department, accredited Business programs.</p>	<p>The College has struggled with enrollment over the past four years, yet as a percentage of enrollment, the accredited Business programs remain strong. N = 616/4409 (FY2016) and 620/4188 (FY2017)</p>	<p>Consistency is credited to the numerous outreach efforts and innovative programs documented elsewhere.</p>	<p>The Business and Technology Department will continue to look for innovative ways to increase enrollment within our programs.</p>	<p style="text-align: center;"><b>Accredited Business Program Enrollment as a Percent of Total College Credit Enrollment</b></p>  <table border="1" data-bbox="1476 836 1984 1161"> <thead> <tr> <th>Year</th> <th>Enrollment (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>13.00%</td> </tr> <tr> <td>Fall 2013</td> <td>13.20%</td> </tr> <tr> <td>Fall 2014</td> <td>14.50%</td> </tr> <tr> <td>Fall 2015</td> <td>14.20%</td> </tr> <tr> <td>Fall 2016</td> <td>14.00%</td> </tr> <tr> <td>Fall 2017</td> <td>14.80%</td> </tr> </tbody> </table>	Year	Enrollment (%)	Fall 2012	13.00%	Fall 2013	13.20%	Fall 2014	14.50%	Fall 2015	14.20%	Fall 2016	14.00%	Fall 2017	14.80%
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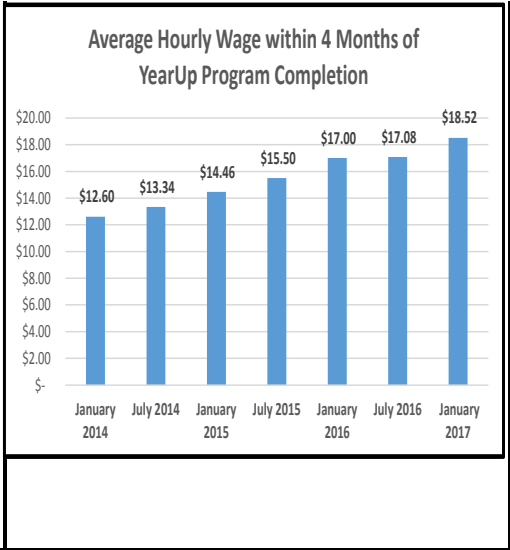
The Business and Technology Department will establish innovative partnerships which benefit our students. Year-Up: Young adults receive six months of college credited skills at BCCC [Earning our Basic Skills Certificate, under the Computer Information Systems program] and a six-month internship with a major corporation (including Johns Hopkins, T. Rowe Price, Morgan Stanley, Constellation Energy and Bechtel).

Year-Up National Office, Data Reporting. N = 372

Hourly wage within four months of completing the program has risen steadily for program completers. A three-year average of 64% of participants completed the program which includes a certificate in Basic Technology Skills under the Computer Information Systems program.

Students within the Year-Up program have higher retention and satisfaction ratings within their program than the College as a whole. The credit version of the Year-Up program, which BCCC pioneered, is now being replicated across the country.

The College's support of this program is ongoing with expanded administrative offices and continued monitoring of success factors. The program is expanding to new certificates in Management and Cyber Security.



**AAS Accounting:** More than 10 Accounting (ACCT) graduates each year.

BCCC's Office of Institutional Research provides graduation data on an annual basis.

The most recent year saw 8 students graduate after the high of 13 in 2015, from the Accounting program.

The goal has not been met the past two years. Revision to the program proposed in Fall 2017 seeks to address the student interest and success within the program. Enrollment has dropped across the College the past several years; while the Business programs remain a growing percentage of enrolled students, the total number is decreasing and is reflected in the graduation numbers.

Accounting students are encouraged to meet with the Accounting Coordinator and or Accounting faculty every semester for intrusive advising to help them stay on track and graduate in a timely manner. Information about accounting careers and pathways are discussed along with the students' four year college plans. This helps students stay focused and connected to the accounting discipline.



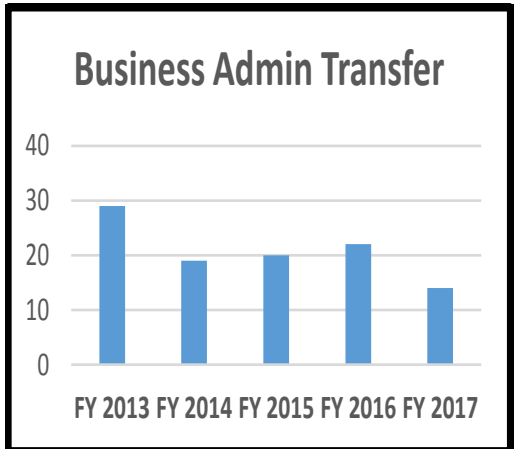
**AS Business Administration Transfer:** More than 10 Business Administration Transfer (BUAD) graduates each year.

BCCC's Office of Institutional Research provides graduation data on an annual basis.

The most recent year saw 14 students graduate from the Business Administration degree program.

At least 10 students graduated each year. The minimum goal has been reached, but total graduates in the program is down. Enrollment has dropped across the College the past several years; while the Business programs remain a growing percentage of enrolled students, the total number is decreasing and is reflected in the graduation numbers.

Students are contacted to participate in advising sessions. Sessions and class discussions emphasize the need for prioritizing school to become successful. Program courses are entered into each students' GAP (Goal Attainment Plan) to encourage registration in required courses. A new Program Coordinator has taken over the program and plans to improve success rates in the coming years.



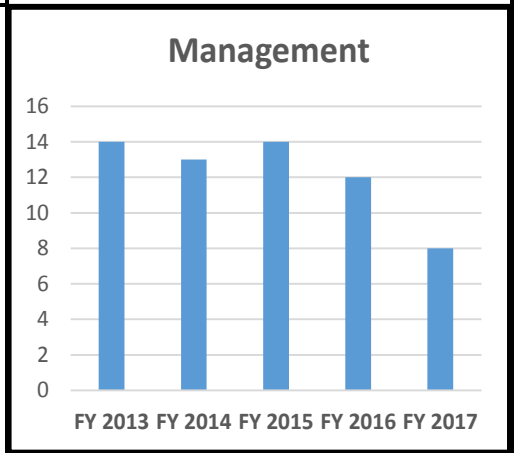
**AAS, Business Management:** More than 10 Business Management (MGMT) graduates each year.

BCCC's Office of Institutional Research provides graduation data on an annual basis.

The most recent year saw 8 students graduate from the Management Concentration degree program.

Total graduates in the program are down. Enrollment has dropped across the College the past several years; while the Business programs remain a growing percentage of enrolled students, the total number is decreasing and is reflected in the graduation numbers.

Students are contacted for advising sessions. Sessions and class discussions emphasize the need for prioritizing school to become successful. Program courses are entered into each students' GAP (Goal Attainment Plan) to encourage registration in required courses. A new Program Coordinator has taken over the program and plans to improve success rates in the coming years.



**AAS, Computer Information Systems:** More than 10 Computer Information Systems (CIS) graduates each year.

BCCC's Office of Institutional Research provides graduation data on an annual basis.

The most recent year saw 23 students graduated from the Computer Information Systems degree program.

At least 10 students graduated each year.

Students are contacted for advisement. Program courses are entered into each students' GAP (Goal Attainment Plan) to encourage registration in required courses. Efforts are made to have all majors advised by CIC faculty members. The program benefits by a strong attachment to Year-Up student initiative.

