

**TABLE 7: Business Unit Performance Results**

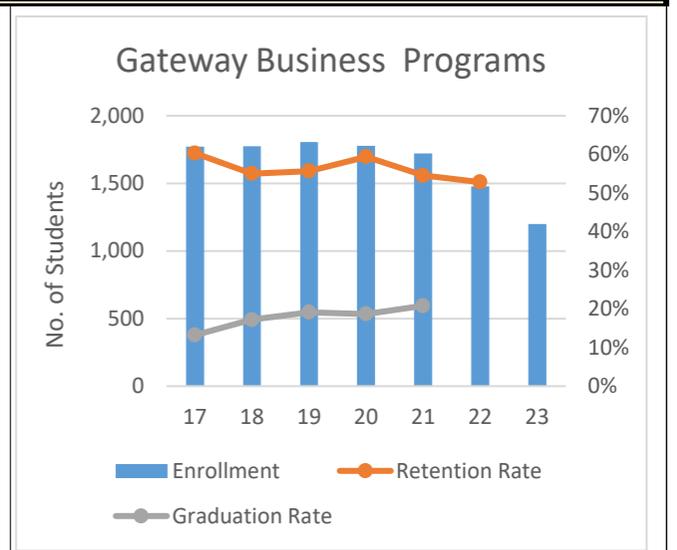
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

<b>Organizational Effectiveness Results</b>	<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><b>- Please note that data reported in this table should be business unit data and not institution-wide data.</b></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>
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**Analysis of Results**

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)
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<p><b>Our goal is to meet or exceed Gateway Technical College's goal of increasing the retention and graduation rates by .5% as compared to the prior academic year.</b></p> <p>Enrollment data is include for comparison purposes.</p> <p>The Wisconsin Technical College System (WTCS) uses Tableau for a reporting system. Data is reported to the WTCS, any "cleaning" is done, and the information is available allowing technical colleges to easily view and track performance of a number of measures and compare to the other colleges in the WTCS system.</p>	<p><b>Enrollment</b> measures are FTEs (full time equivalents) for the academic year.</p> <p>The <b>retention rate</b> is a cohort assessment of new program students who either completed or are still retained in the business program into the second year. Since this is a 2 year measure, the last year shown is 2022.</p> <p>The <b>graduation rate</b> is a cohort assessment of new program students who completed their business program of study within 3 years. Since this is a 3 year measure, the last year shown in 2021.</p>	<p>Enrollment declined in academic year 2021, which we attributed to effects from the pandemic. A further decline in 2022 and 2023 is attributed to the current high unemployment rate.</p> <p>The retention rate has been fairly steady with rates between 55% and 60%. In 2020, the students that were already in the business programs continued working on their degrees. In 2021 and 2022 retention declined. The business unit as a whole did not meet the retention goal. However, the Accounting, Professional Communications and the Supply Chain programs met the goal of a .5% increase.</p> <p>The 3 year graduation rate improved from 18.7% in 2020 to 20.8% in 2021. The Business Unit as a whole met the graduation rate goal. The Graphic Communications, Marketing and Professional Communications programs also met the goal.</p>	<p>WI Technical College enrollment, retention, and graduation rates are generally directly related to the local employment rate.</p> <p>Despite higher unemployment due to the coronavirus and "Safer at Home" orders, technical college officials attributed the decline in enrollment during the pandemic to many factors, but most of all to the disruption and uncertainty in peoples lives due to the pandemic. As the pandemic eased, declining enrollment is attributed to high unemployment.</p> <p>In 2021 and 2022 the decline in retention is attributed to high employment.</p> <p>The students retained during the pandemic were more likely to finish their degrees, increasing the graduation rate.</p>	<p>Several initiatives were put in place to increase retention in the 2021-2022 academic year.</p> <p>Academic advisors supported students in creating complete academic plans from the first semester of enrollment through completion. Research shows that students who have a complete academic plan persist and graduate at higher rates. In 2021-22 a total of 2,100 business program students had an academic plan.</p> <p>In Fall 2021 Academic Advisors started a proactive and comprehensive communication plan through our CRM ADVISE program. Also, all business program students receive a welcome call from their advisor upon program admission.</p> <p>Through the new Proactive advising communication plan, beginning in Fall 2021, 25,243 connections were made with business program students via appointment, phone call, email and chat.</p>
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Year	Enrollment
2017	1,771
2018	1,773
2018	1,807
2020	1,778
2021	1,722
2022	1,477
2023	1,199

**Trends for the individual Associate Degree programs in Business follow.**

## Analysis of Results

**What is your performance measure?**  
**What is your goal?**  
 (The goal should be measurable.)

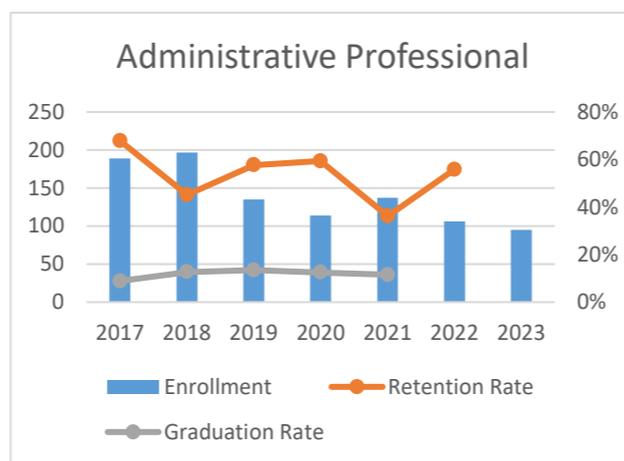
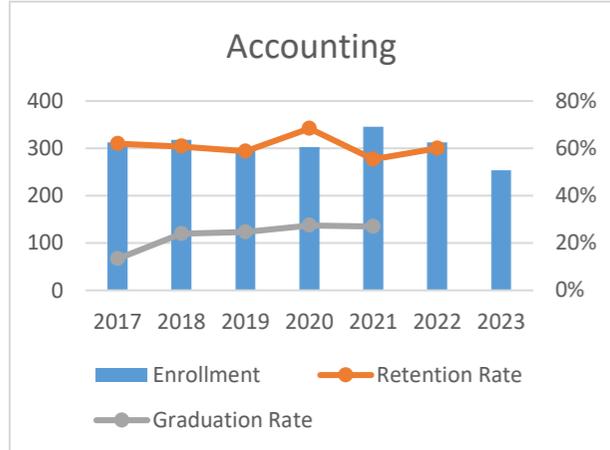
**What is your measurement instrument or process?** (indicate length of cycle)

**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)



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