

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	<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.</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																					
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)																
<p>The goal of the Business Unit within the Business, Engineering and Information Technologies (BEIT) Division is to increase course completion rates and credit accumulation for students which is aligned with the College's strategic goals. The Business Unit has a 60% goal for fall to fall full time student retention.</p>	<p>Data is provided by the Institutional Research, Planning, and Assessment Department. Rates are the rolling average of entering cohorts of new, first-time, full-time, degree-seeking students. Note: Due to the nature of the data, the N = information is not relevant for this measure.</p>	<p>None of the departments in the Business Unit achieved the 60% goal during the reporting period. But after experiencing some downturns in prior years, the trends are showing improvement.</p>	<p>The College is focused on holistic advising including imbedding career exploration to help students stay on the right path. We expect the positive trends to continue. We also have a new grant that is focused on helping students be more successful and thus retained with supplemental instruction being offered in the classes that struggle the most.</p>	<p>Emphasis should continue to be placed on retaining students through student engagement, advising and student support services as well as the new grant that was just implemented Summer 2024. We're expecting better results at our next report to achieve the 60% retention goal.</p>	<p style="text-align: center;">Retention Rates</p> <table border="1"> <caption>Retention Rates Data</caption> <thead> <tr> <th>Department</th> <th>2018/2020</th> <th>2019/2021</th> <th>2020/2022</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>52%</td> <td>56%</td> <td>59%</td> </tr> <tr> <td>Management, Marketing, and Culinary Arts</td> <td>42%</td> <td>44%</td> <td>48%</td> </tr> <tr> <td>Administrative Office Technologies</td> <td>50%</td> <td>38%</td> <td>60%</td> </tr> </tbody> </table>	Department	2018/2020	2019/2021	2020/2022	Accounting and Finance	52%	56%	59%	Management, Marketing, and Culinary Arts	42%	44%	48%	Administrative Office Technologies	50%	38%	60%
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<p>The goal of the Business Unit aligned with the College's strategic goals is to encourage students to complete stackable credentials which then lead to an Associate of Applied Business degree. The Business Unit is trying to increase the overall percentage of entering Full-time cohort students completing short-term or one-year certificates or degrees each year and then lead them on to complete the related degrees.</p>	<p>Graduate data provided by the Institutional Research, Planning and Assessment Department. Note: Due to the nature of the data, the N = information is not relevant for this measure.</p>	<p>Although total enrollment in the Business Unit declined during this period, the number of degree and certificate completions has remained strong and has even increased in the most recent year of this reporting period.</p>	<p>Efforts by faculty and staff to encourage completion of stackable credentials and to identify students eligible for completion are having positive results and we expect the trend to continue.</p>	<p>Continue to focus on awarding intermediate credentials to every eligible student to achieve positive results.</p>	<p style="text-align: center;">Completions</p> <table border="1"> <caption>Completions Data</caption> <thead> <tr> <th>Category</th> <th>2021/2022</th> <th>2022/2023</th> <th>2023/2024</th> </tr> </thead> <tbody> <tr> <td>Degrees</td> <td>195</td> <td>185</td> <td>235</td> </tr> <tr> <td>Certificates</td> <td>155</td> <td>85</td> <td>145</td> </tr> </tbody> </table>	Category	2021/2022	2022/2023	2023/2024	Degrees	195	185	235	Certificates	155	85	145				
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The goal of the Business Unit aligned with the College's strategic goals is to increase graduation or completion of credential, certificate or degree leading to university transfer or employment for all students. The College's goal is to increase the percentage of entering Full-time cohort students completing short-term or one-year certificates, or degrees each year.	Data provided by the Institutional Research, Planning, and Assessment Department. Rates are the rolling average of entering cohorts of new, first-time, full-time, degree-seeking students.	The individual departments in the Business Unit have followed the overall trend of the College. Each department has an increase in graduation rates for the periods presented and we expect this trend to continue.	Faculty advising and improved student communications are having positive results in graduation rates.	Continued emphasis needs to be placed on timely degree completion. Each department and the College overall is encouraging students through improved advising models and improved student communications to get the courses they need in a timely manner and get their programs completed.	<p style="text-align: center;">Graduation Rates</p> <table border="1"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Department</th> <th>2017/2019</th> <th>2018/2020</th> <th>2019/2021</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>~0.25</td> <td>~0.35</td> <td>~0.45</td> </tr> <tr> <td>Management, Marketing, and Culinary Arts</td> <td>~0.25</td> <td>~0.25</td> <td>~0.30</td> </tr> <tr> <td>Administrative Office Technologies</td> <td>~0.45</td> <td>~0.50</td> <td>~0.55</td> </tr> </tbody> </table>	Department	2017/2019	2018/2020	2019/2021	Accounting and Finance	~0.25	~0.35	~0.45	Management, Marketing, and Culinary Arts	~0.25	~0.25	~0.30	Administrative Office Technologies	~0.45	~0.50	~0.55
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The goal of the Business Unit aligned with the College is that 82% or more of all graduating students are employed in their field or continuing their education.	Data was derived from the Stark State College Annual Graduate Status Report. Results represent the respondents to the survey who indicated they were employed in their field as a percentage of those who indicated that they were employed or seeking employment. Because not all students complete the survey nor respond to other requests for information by the Career Services Department, the actual, true results may be somewhat different than the report indicates.	Results overall for the Business Unit yielded a weighted-average of 27% for the three years presented, though individual department numbers were higher than that. The percentage drop can be attributed to a changing job market, students continuing their education before seeking employment, and low survey response rates. We are diligently helping students find internships and employment through our Career Services Department and providing individual coaching by advisors and faculty.	Because we chose to disaggregate the measures for graduates employed in their field and graduates continuing their education, a direct comparison to the College's goal is not possible. The combined results, however, have been relatively strong throughout the period, but below the goal.	The College Career Services Department as well as individual departments will continue to actively assist students and alumni with career planning and job placement. Career Services should continue to employ the use of our enhanced career preparation tools such as career exploration assessment, mock interviews, and networking videos. And given the changing economic conditions and demographics, as well as enrollment and retention challenges in higher ed in general, we will set a new goal in this area for the Business Unit of 70% for the next reporting period.	<p style="text-align: center;">% of Respondents Employed in Field</p> <table border="1"> <caption>% of Respondents Employed in Field Data</caption> <thead> <tr> <th>Department</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>~32%</td> <td>~28%</td> <td>~33%</td> </tr> <tr> <td>Management, Marketing, and Culinary Arts</td> <td>~42%</td> <td>~18%</td> <td>~19%</td> </tr> <tr> <td>Administrative Office Technologies</td> <td>~38%</td> <td>~75%</td> <td>~52%</td> </tr> </tbody> </table>	Department	2021	2022	2023	Accounting and Finance	~32%	~28%	~33%	Management, Marketing, and Culinary Arts	~42%	~18%	~19%	Administrative Office Technologies	~38%	~75%	~52%
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Analysis of Results

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<p>The goal of the Business Unit aligned with the College is that 82% or more of all graduating students are employed in their field or continuing their education.</p>	<p>Data was derived from the Stark State College Annual Graduate Status Report. Results represent the respondents to the survey who indicated that they were continuing their education after completing a Stark State degree. Because not all students complete the survey nor respond to other requests for information by the Career Services Department, the actual, true results may be somewhat different than the report indicates.</p>	<p>Results for the Business Unit averaged 44% for the five semesters presented (Spring 2024 data was not available at the time of this submission). This is a decrease since our last report and can be attributed to a change in the job market, causing students to choose employment over continuing their education. We encourage students to pursue higher education with an increase in the number of articulation agreements we offer with area colleges and universities. Some examples: a 3+1 agreement (students completed their Associate degree in first two years and then their third year "bridge" classes at Stark State leaving just one year at Univerity to complete Bachelor's degree) and a direct connect program with two area universities. The data for the Administrative Office Technologies Department was less than one percent for Spring 2022 and beyond and was not reported.</p>	<p>Because we chose to disaggregate the measures for graduates employed in their field and graduates continuing their education, a direct comparison to the College's overall goal is not possible. The combined results, however, have been relatively strong throughout the period for two of the three Departments of the Business Unit presented.</p>	<p>The Business Unit, along with the College, continues to pursue articulation agreements with area colleges and universities to allow Stark State graduates to achieve their educational goals. And given the changing economic conditions and demographics, as well as enrollment and retention challenges in higher ed in general, we will set a new goal in this area for the Business Unit of 70% for the next reporting period.</p>	<p align="center">% of Respondents Continuing Education</p> <table border="1"> <caption>% of Respondents Continuing Education</caption> <thead> <tr> <th>Semester</th> <th>Accounting and Finance</th> <th>Management, Marketing, and Culinary Arts</th> <th>Administrative Office Technologies</th> </tr> </thead> <tbody> <tr> <td>Fall 2021</td> <td>60.00%</td> <td>50.00%</td> <td>50.00%</td> </tr> <tr> <td>Spring 2022</td> <td>35.00%</td> <td>38.00%</td> <td>0.00%</td> </tr> <tr> <td>Fall 2022</td> <td>55.00%</td> <td>42.00%</td> <td>0.00%</td> </tr> <tr> <td>Spring 2023</td> <td>70.00%</td> <td>35.00%</td> <td>0.00%</td> </tr> <tr> <td>Fall 2023</td> <td>30.00%</td> <td>30.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Semester	Accounting and Finance	Management, Marketing, and Culinary Arts	Administrative Office Technologies	Fall 2021	60.00%	50.00%	50.00%	Spring 2022	35.00%	38.00%	0.00%	Fall 2022	55.00%	42.00%	0.00%	Spring 2023	70.00%	35.00%	0.00%	Fall 2023	30.00%	30.00%	0.00%
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<p>The goal of the Business Unit, aligned with the College, is that 51% or more of all credit hours be taught by full-time faculty. This benchmark is based on the average for all Ohio two-year colleges.</p>	<p>Data is the total for Fall and Spring semesters of each calendar year presented. Note: Due to the nature of the data, the N = information is not relevant to this measure.</p>	<p>The Business Unit significantly exceeded the goal of 51% for full-time faculty teaching courses at an average for the three years of 65% of Business Unit classes being taught by full-time faculty.</p>	<p>This goal was consistently met. In addition the Business Unit (and the College overall) results of an average of 65% far exceeding the benchmark 51% goal.</p>	<p>Maintain staffing emphasis on full-time faculty teaching all course levels and at all locations. We will not modify the goal at this time for the Business Unit, but will continue to make it a priority to have full-time faculty presence in all course levels and locations.</p>	<p align="center">Adjunct and Full Time</p> <table border="1"> <caption>Adjunct and Full Time</caption> <thead> <tr> <th>Faculty Type</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Adjunct</td> <td>35.00%</td> <td>32.00%</td> <td>38.00%</td> </tr> <tr> <td>Full Time</td> <td>65.00%</td> <td>68.00%</td> <td>62.00%</td> </tr> </tbody> </table>	Faculty Type	2022	2023	2024	Adjunct	35.00%	32.00%	38.00%	Full Time	65.00%	68.00%	62.00%												
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